

Pupil Premium Strategy Statement: Heygarth Primary School 2023-2026

This statement details our school's use of Pupil Premium (and Recovery Premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	395 pupils
Proportion (%) of Pupil Premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Hazel Beamish - Headteacher
Pupil Premium Lead	Mrs Katy Valentine & Miss Polly Pattinson
Governor / Trustee lead	Ms Jo Pires Chair of Governors & Link Governor for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	Deprivation x 69 = £100,395 Post LAC x 8 = £20,240 Service Child x 7 = £2,345 LAC x 2 = £4,200 Total: £127,180
Recovery Premium funding allocation this academic year <i>Recovery Premium received in academic year 2023/24 cannot be carried forward beyond 31st August 2024.</i>	£11,165
Pupil Premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£138,345

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Heygarth Primary School, we strive to achieve the very best outcomes we can for all of our pupils. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Historically, this has proven to have the greatest impact on closing the disadvantage attainment gap for vulnerable pupils and at the same time has maximum benefit for non-disadvantaged pupils in our school. We invest in high quality training for all staff to ensure teaching and learning is of a consistently 'good or better' standard across our school. Whilst maintaining a careful track of all pupils' progress, we also closely track how well pupils entitled to PPG are achieving in comparison to their peers to ensure that we close any potential disadvantage gap.

All members of staff and the Governing Board accept responsibility for 'socially disadvantaged' pupils at our school and are committed to meeting their pastoral and social needs. We recognise that not every child receiving the Pupil Premium Grant is socially disadvantaged and that not every child who is disadvantaged receives the Pupil Premium Grant. By focusing on children's individual needs, we aim to enable every child to achieve and make the best progress they can.

In addition to ensuring that children eligible for PPG have access to the same broad, balance and creative curriculum as their peers, funding is also made available to enable them to attend after school clubs, educational visits and residential; offering them a wide range of opportunities and experiences that they may otherwise not have the opportunity to access. We value the importance of reading for pleasure and to encourage this we provide a diverse library of books for all pupils to access. Funding is also used to enable us to employ additional members of support staff, to provide the social, emotional support that they may need.

Our Pupil Premium Strategy has been produced with the wider school plans for recovery in mind, following the disruption to education COVID-19 caused. Our approach is responsive to the specific needs of our disadvantaged pupils and non-disadvantaged pupils, whose education has been the worst affected.

Our school key messages in supporting pupils:

- Promote excellent behaviour for learning by supporting pupils to develop positive relationships with self, others and the curriculum;
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the best outcomes;
- Analyse which pupils were underachieving, particularly in English and Mathematics, and why;
- Ensure that all pupils are challenged in the work that they are set;
- Draw on research evidence (such Education Endowment Foundation) and evidence from our own and others' experiences to allocate the funding to the activities that are most likely to have significant impact on improving achievement;
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it;
- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants;
- Thoroughly involve all members of SLT and Governors in the decision making and evaluation process.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1. Oral language skills and vocabulary gap	Although there is no statutory assessment for F1 children, younger pupils are showing under developed oral language skills when starting (F1) Nursery and this challenge has increased since lockdown due to COVID-19. Teacher feedback shows that many disadvantaged pupils will not share ideas as part of class discussion, rely on peers for support with this, and have greater difficulty than their peers suggesting ideas.
2. Teaching reading	<p>Assessments and discussions with teachers showed that previously the teaching of early reading was inconsistent and this had a negative impact on our disadvantaged pupils in particular. There was a need for consistency through a recognised phonics programme such as RWInc phonics. Children enter F2 (Reception) below in reading according to baseline data.</p> <p>Although there is no statutory assessment for F1, in September 2023, qualitative teacher assessment suggested that word reading levels were low across F1. 50% of Year 1 - Year 6 Pupil Premium pupils achieved EXS/GDS for reading by the end of 2023.</p> <p>Since investing in RWInc, results have improved, teacher confidence has grown and there is consistency in the teaching of reading across Early Years and KS1. We are now looking at ensuring the same consistent approach across KS2. A challenge is that there are fewer adults within KS2 to deliver reading interventions. Fresh Start has now also been invested in to begin to address and improve consistency.</p>
3. Spelling and Handwriting	Handwriting and spelling have been identified as areas that need to be addressed. Although there is no statutory assessment for F1, in September 2023, qualitative teacher assessment suggested that writing levels were low across F1. 34.2% of Year 1 - Year 6 Pupil Premium children achieved EXS/GDS in writing by the end of 2023.
4. Maths	<p>Since investing in Maths No Problem, we have seen improvement in confidence and results of pupils as the gap has closed for many. Some disadvantaged pupils need further maths support in order to ensure basic maths skills are learnt and applied, in particular with a focus on basic skills & Times Tables. Since investing in Maths Dictionary, pupils report increased confidence in number and geometry facts.</p> <p>Although there is no statutory assessment for F1, in September 2023, qualitative teacher assessment suggested that understanding of number was low across F1. 44.2% of Year 1 – Year 6 Pupil Premium children achieved EXS/GDS in maths by the end of 2023.</p>
5. Feedback	Research by the EEF has shown that providing individual feedback for pupils can have a positive impact on progress. Our feedback policy has been altered to reflect this, with feedback being specific to the next steps for each child.
6. Social and Emotional Support	Discussions with teachers show an increased number of pupils with mental health issues and referrals for ELSA support and the School Learning Mentor have increased

	<p>since returning to school in September 2021. Disadvantaged pupils as well as others are showing limited resilience and low self-confidence in their learning.</p> <p>There continues to be an increased need for mental health support. We now have a full-time ELSA (Emotional Literacy Support Assistant) and a School Learning Mentor one day per week. Previous funding was also used to provide a Family Partnership Worker but only for one academic year.</p> <p>Support from CAMHS (funded by the NHS) has increased at the end of 2023. MHST (Mental Health Support Team) have also offered workshops and on subjects including friendship and anti-bullying. At the end of 2022-2023, they offered focussed transition workshops for Year 6 children.</p> <p>SEL (Social & Emotional Learning) approaches have been trialled where all Year 1 – Year 6 classes have incorporated an emotion check in so that children can let an adult know if they are struggling with their emotions. The aim being that a quick ‘drop in’ with an adult will stop this unsettled behaviour resulting in lost learning time for the individual or children around them. Each class also has a vocabulary wall to help children to develop their emotional literacy in discussing their feelings and those of others. Final evaluation of this project has showed how incidents of ‘dysregulated’ behaviour have decreased. Pupil voice discusses how children have embraced this system and feel that their concerns are taken seriously. It also made some children realise that their mental health was important to adults around them.</p> <p>The EEF discusses the way that SEL interventions have an ‘identifiable and valuable impact on attitudes to learning and social relationships in school. This is especially the case where approaches are embedded into the school routine and have commitment from adults.</p>
<p>7. Opportunity for cultural capital</p>	<p>Every year, vulnerable pupils have less learning opportunities outside of school (Gonzalez & Bonal, 2020). For example, many of our disadvantaged pupils have not learnt to swim by the time they reach Year 4. In school, some families of disadvantaged pupils struggle to pay for activities that increase cultural capital – for example, school trips and visitors to school.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills	Teachers will be confident in the delivery of oracy. Ongoing formative assessment and observations, conversations with teachers and pupils indicate improved oral language skills among our disadvantaged pupils as well as other pupils.
Reading and phonics, including RWInc	<p>At least 80% of pupils will reach the standard set out in the KS1 phonics screening. Continued improvement in phonics in EYFS and KS1 resulting in improved reading throughout school.</p> <p>75% of pupils will achieve outcomes in line with, or above national expectations in Reading by the end of Key Stage 1 & Key Stage 2. This will be achieved by the promotion of 'reading for pleasure'. Children also have a reading book, which is at the appropriate level to ensure they can practise reading with an adult, both at school and at home.</p>
Maths No Problem	<p>Pupils are developing mastery in maths. Teachers are trained in teaching maths for mastery.</p> <p>75% of pupils will achieve outcomes in line with, or above national expectations in maths by the end of Key Stage 1 & Key Stage 2.</p>
Feedback and behaviour for learning	<p>Pupils will regularly respond to individualised feedback to move their learning forward. Individualised feedback will be in pupil books from summer term, Year 2.</p> <p>Pupils will continue to develop positive behaviour for learning, and they will be developing into independent learners.</p>
Handwriting and spelling Interventions	<p>Letter formation will be corrected before joining in a cursive script.</p> <p>All teachers are responsible for improving outcomes, especially in handwriting and spelling.</p> <p>Use of specific schemes will provide tailored progression for most children. Those struggling to achieve improved handwriting will be offered interventions with support staff.</p> <p>Muscle memory will develop and spellings will improve from individual starting points. 'Dyslexia Friendly School Award' achieved, dyslexia-friendly approaches.</p>
Cultural Capital	Pupil Voice will demonstrate that attending school trips such as Conway Centres / PGL / Others will support vulnerable children to develop both socially and emotionally.

Activity in this academic year

This details how we intend to spend our Pupil Premium (and Recovery Premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,745.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc Phonics & Fresh Start £1462.50	<p>Read Write Inc is a reading scheme developed by Ruth Miskin. This provides a structured approach to teaching phonics in Early Years and Key Stage 1. It is reported that Miskin developed RWInc with children from low-income families in mind. RWInc is taught in over 5000 schools in the UK. We are also aware that in line with research we agree that no one size fits all and we offer support for those pupils in need of further help. The Education Endowment Foundation shows a strong evidence base that indicates a positive impact on the accuracy of word reading.</p> <p>Fresh start was purchased during the last academic year and relevant staff have received training. Resources have been sent and are ready to be utilised with identified children. Children have been identified by class teachers, and have undergone initial assessments.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
Maths No Problem £8083.00	<p>Research indicates that mastery learning keeps learning outcomes constant and allows pupils to gain mastery of the curriculum content. The Education Endowment Foundation.org.uk report that there several meta-analyses which indicate, on average, mastery learning approaches are effective leading to an additional five-month progress.</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	4, 5, 6
Balance - Feedback Behaviour for Learning – CPD £2200	<p>Research has shown that effective feedback can lead to improvement in pupil's learning. The purpose of the feedback is to redirect or refocus either the teachers or the pupil's actions to achieve a goal. The feedback will be either verbal or written. Studies by the Education Endowment Foundation show that feedback can have a positive impact in the presence of secure relationships between both teacher and pupils.</p> <p>https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 2, 3, 5, 6

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £80,023

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy £24,739	<p>Pupils are supported 1:1 in order to improve communication so they will be able to express thoughts and feelings. SALT intervention develops communication skills. Prepares them for school so that they can keep up with other children in learning. Improves vocal quality. Increases self-esteem and independence.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 6
Small group and 1-1 tutoring £11,165	<p>Research carried out by the EEF suggests that small group tutoring can have a positive impact of 4 months progress on average. Tuition targeted at individual needs and knowledge gaps can be an effective method to support those who are falling behind both one to one and small groups.</p> <p>The Recovery Premium is being spent on teachers delivering small group tutoring sessions after school. TAs are delivering interventions within the school day.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 3, 5, 6
Orrets Meadow £17,734	<p>Oral language interventions consistently show a positive impact in learning.</p> <p>All pupils may benefit from oral language interventions, but some studies show slightly larger effects on younger children and pupils from disadvantaged backgrounds.</p>	1,3, 6
Handwriting and spelling Intervention TAs – £26,385	<p>Research suggests that slow or effortful handwriting (as well as spelling) takes most of children’s focus and limits the amount of thought that can be given to the content of their writing. Approaches that aim to support the accuracy and fluency of children’s handwriting have been shown to improve the presentation, quantity and quality of children’s writing.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/helping-handwriting-shine</p> <p>Research suggests that children from disadvantaged backgrounds are more vulnerable to poor development of fine motor skills (Morley et al., 2015). Our TAs target fine motor skills using strategies as recommended by https://www.theotttoolbox.com/fine-motor-skills/</p>	3, 6

	<p>TA support for fine motor skills and equipment needed – small group sessions delivered by JN/PJ/SB/KC, as instructed by class teachers.</p> <p>IDL provided for pupils who would benefit from targeted spelling support.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £54,516

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA, Learning Mentor and Family Partnership Worker (until summer 2023)</p> <p>£39,530</p>	<p>The average impact of successful Social & Emotional Learning interventions is an additional four months' progress over the course of a year.</p> <p>The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings.</p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	6
<p>My Happy Mind</p> <p>£3248 (NHS funded)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF SEL guidance suggests that the first strategy to support SEL (social and emotional learning) should be to explicitly teach SEL skills. My Happy Mind teaches pupils the science behind their feelings, and explicitly teaches methods that they can use to support their own SEMH.</p>	6
<p>Morning snack – Toast</p> <p>£9486</p>	<p>Public Health England have identified the importance of children having a morning snack.</p> <p>They suggest that it helps pupils to concentrate.</p> <p>Pupil voice carried out at Heygarth has shown that the children are more able to concentrate after having toast at break time.</p> <p>https://www.publichealth.hscni.net/sites/default/files/Healthy%20Breaks%20for%20Schools%20A5%20Leaflet%2007_17.pdf</p>	6
<p>School Trips- Educational visits</p> <p>£5000.00</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access, which increase pupils' cultural capital.</p> <p>Through participation in these challenging physical and emotional activities, outdoor learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation</p>	1, 6, 7
<p>School Uniform and resources - water bottles, school book bags</p> <p>£500.00</p>	<p>Evidence suggests that parents of children eligible for FSM are concerned about the cost of school uniform (ParentKind survey, 2019). This parental stress has an impact on the mental health and wellbeing of children (LoBue, 2022). At Heygarth, we know many children come into school in incorrect/no uniform, and are often anxious about the outcome of this. Providing uniform to these children has a positive impact on their SEMH (Pupil voice), and therefore ability to learn.</p>	6

Total budgeted cost: £146,284.50

Please Note: The difference between budgeted cost (£146,284) and Pupil Premium Grant Funding (£127,190) & Recovery Premium funding allocation (£11,165) will be made up through the School Budget (£7929)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 1 Data 2022-2023

Phonics:

At the end of Year 1, **82%** of the cohort achieved expected outcomes in phonics, compared to a national average of **79%**. **85.7%** of disadvantaged pupils achieved expected outcomes in phonics, compared to a national average of **67%**.

At the end of Year 2, **93.6%** non-SEN pupils achieved expected outcomes in phonics.

84.6% of the disadvantaged cohort achieved expected outcomes in phonics at the end of Key Stage 1.

Year 2:

54.5% of school's disadvantaged cohort achieved the expected standard in Reading;

36.3% of school's disadvantaged cohort achieved the expected standard in Writing;

45.4% of school's disadvantaged cohort achieved the expected standard in Maths.

Key Stage 2 Data 2021-2022

47.9% of school's disadvantaged cohort achieved the expected standard in Reading;

33.3% of school's disadvantaged cohort achieved the expected standard in Writing;

43.7% of school's disadvantaged cohort achieved the expected standard in Maths.

Feedback is having a positive impact in most classes, but observations showed that all teachers need to provide individual feedback specific to the needs of the learner. We need to ensure that new staff are trained and supported in giving feedback.

RWInc is providing consistency in the teaching of reading in Key Stage 1, and we will continue to use it.

Pupil questionnaire carried out by the maths lead showed that overall pupils have a positive attitude to maths, and many chose it as their favourite subject. Continue to use the mastery approach of Maths No Problem. We will need to train new staff and support staff who are not confident in the delivery.

Oral language interventions have a positive impact on the pupils who access them. To build on this success, we have trained teachers in the strategies used in the Orrets Meadow Outreach program to broaden the use of the kinaesthetic approach to spelling across the school.

Evidence from pupil voice showed that the support offered by our ELSA and Learning Mentor helps pupils to work through problems/issues they may have. We have a full time ELSA to support children in KS1 and KS2. Questionnaires from Year 4 and Year 5 pupils supports this as they agree or strongly agree that school supports them to look after their mental health. A Schools Health Education Unit report commissioned at the end of 2022-2023 reported 68% of children had someone at school they felt they could talk to (in line with local statistics). They also report that 70% of children feel that bullying is dealt with well and is 'not an issue'.

The Pupil Premium Leads have continued to implement 'work watch' and this is helping some pupils with behaviour as well as 1-1 chats to help focus the child about what they need to learn next/what they have done well. Some teachers make positive phone calls home.

Pupils were provided with school items as needed. Teachers identified the need and they sourced items from the school office. This helped with behaviour for some pupils. It was ensured that all financially disadvantaged pupils had correct PE kit/trainers/uniform as well as warm coats for the winter. We need to continue to offer toast as a snack at break time as this helps the children to concentrate. We will continue to provide subsidised places for trips and educational activities for financially disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your Pupil Premium (or Recovery Premium) to fund in the previous academic year.

Programme	Provider

Service Pupil Premium Funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

“Eligible schools receive the SPP so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on Service children of family mobility or parental deployment.”
<https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-what-you-need-to-know>

Our Service Pupil Premium allocation, last academic year, was spent on eligible children accessing support for SEMH – ELSA and Matt Metcalfe, as well as accessing interventions such as Fine Motor Skills and Circle of Friends.

The impact of that spending on Service Pupil Premium eligible pupils

Pupil Voice indicated that accessing these services supported eligible children’s mental health; they reported feeling happier in school. In some instances, this support led to enrolment in further interventions.

Teachers report that this has supported these children in accessing the curriculum more positively.

Further information (optional)

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