

# Pupil premium strategy statement 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School	Heatherside Junior
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2022 to 2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Governing Body
Pupil premium lead	Hannah Dunn Headteacher
Governor lead	Elaine Greaney

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	40 868
Recovery premium funding allocation this academic year	2 333
Pupil premium funding carried forward from previous years	None
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	43 201

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is for all children, irrespective of their backgrounds or challenges they face, to make the best possible progress, both academically and socially in all aspects of their education. The focus of our strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving well in their learning.

We will also take account of the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The plan we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

As the number of pupils in receipt of Pupil Premium remains relatively low (30 pupils out of 406 in 2022 -2023) and all of whom have specific individual needs and circumstances, the School adopts a tailored and bespoke approach to the expenditure of Pupil Premium funds. Some funding is used on a one-to-one basis whilst other expenditure which is planned to meet those children's needs also has a wider benefit for other pupils. The School tracks these (and all children's) academic progress but also looks closely at other factors such as participation, attendance and parental engagement so that PP expenditure can be targeted in areas which will have the greatest impact on pupils' long-term development and success.

Quality first teaching and a well-planned and delivered curriculum is fundamental to our approach, with a focus on areas in which disadvantaged pupils require the most support whilst, at the same time, benefitting the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be based on a clear understanding of each child's needs alongside whole school improvement priorities including addressing gaps in learning as a result of the continuing impact of the pandemic. We will

- ensure disadvantaged pupils are challenged in the work that they're set, including those who also have SEND/Education and Health Care Plan
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Impact of lost time in school on academic progress, particularly in Year 3 due to missed in-school education in Year R and Year 1 and continued restrictions in Year 2. Phonics, writing and spelling are key areas of challenge.
2	Impact on some children's emotional health and wellbeing, including social skills with peers, separation anxiety from parents/care givers and anxiety linked to school attendance. Increase in number of children finding it difficult to leave parents and/attend school.
3	Reduced opportunities for children in Years 3 and 4 particularly to have developed their team work, resilience and co-operation with peers as a result of early education being impacted/restricted
4	Fewer opportunities for children to develop wider social skills and to acquire 'cultural capital' which adds benefit to all aspects of curriculum knowledge, progress and context.
5	Each of our disadvantaged pupils have very individual circumstances and needs and require different levels/types of support.

## 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
Improve progress and attainment in writing (including phonics) based on baseline starting points.	Evidence from pupils' work, assessment outcomes and discussion with children will show that good gains have been made through focussed teaching and learning approaches.
Improve progress and attainment in Reading and Maths to help ensure pupils make good gains from their starting points and	A higher % of disadvantaged pupils will be working at or above ARE by July 2023. All disadvantaged pupils, including those with SEND, will make measurable and, at least, expected progress.
Increase opportunities for disadvantaged pupils to access wider curricular provision to help develop their wellbeing, confidence and social and emotional development.	Evidence on our tracker will show that more disadvantaged children have attended clubs and participated in wider school opportunities. Feedback from

	Forest School sessions will show impact on confidence and independence.
Ensure high levels of attendance for all disadvantaged pupils through partnerships with parents. Support all parents to develop children's independence and resilience including homework skills.	Attendance will be in line with school % or higher. Bespoke support for parents and families will have been put in place. More disadvantaged children will be able to complete work at home with greater independence and on time.

### 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: £3800

Activity	Evidence that supports this approach	Challenge number(s) addressed
PSHE training	Evidence that children's social and emotional well-being impacts on progress and future attainment and success. Importance of PSHE curriculum and provision is recognised.	2,3, 5
ELSA training for a third member of staff and TALA training for Pastoral Support Worker	Evidence that children's social and emotional well-being impacts on progress and future attainment and success. Increased number of children experiencing social and emotional challenges which impact on engagement and attendance.	2, 5
Fees associated with obtaining specialist input, reports and action plans which can be implemented in school.	An increased understanding of barriers to learning will enable staff to put effective support in place to enable identified pupils to make the best possible progress. Strategies and approaches will be of benefit to other pupils as good practice for those with sensory or specific learning needs.	5
Participation in local SEND project and training for staff to support children with Dyslexia	Identification of children with dyslexia is often missed or late in being diagnosed and this can impact on all aspects of learning and self-esteem. Effective teaching strategies and approaches will benefit all children.	1
Booster Lessons for Year 6 pupils (Maths)	Children impacted by lost learning and lessons planned to bridge gaps in knowledge and boost confidence and self esteem.	1, 2

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

Budgeted cost: £19 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one/small group teaching led by	This teaching uses ongoing assessment for learning to deliver bespoke sessions, including pre-teaching	1, 5

experienced member of staff weekly.	and overlearning. Evidence from previous years has demonstrated positive impact from these sessions in partnership with other provision in class.	
Purchase and targeted use of hardware, resources and software (e.g. Kindle/ACE dictionaries)	Access the resources which remove barriers to learning will improve progress and self-esteem and independence.	1, 5
Provision of one to one LSA support for specific pupils	Learning is able to be adapted to meet specific needs and secure high levels of inclusion, progress and social and emotional development.	1, 5
Weekly support for homework to enable children to work with increased independence and confidence.	Our tracking of children in receipt of PP shows that some children find it difficult to complete homework without some additional adult input or at home at all. Homework Club helps to ensure children are able to complete their work and develop their self-study skills in readiness for secondary school.	1,2, 5
Targeted interventions including Fine/Gross Motor Skills and provision of support with learning in class	Interventions which are focused and time bound have enabled children to acquire key reading and writing skills so that pupils are able to access the Key Stage 2 curriculum and make more accelerated progress. Additional support to enable children to access learning alongside their peers and have the opportunity to work alongside and with higher attaining pupils so that aspirations and expectations remain high.	1
Tutoring for small groups before school	Bespoke, tailored tutoring to address gaps and enable children to be closer to achieving ARE by the end of the year. This is partly funded through the tutoring grant (60% of tuition costs)	1
Sensory circuits before school	Regulation exercises to help children be ready to learn. Recommended by specialist reports	2, 3

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 26 350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Shared employment of a Parent Support Advisor	Help to provide advice and practical interventions to improve attendance and pupil's social and emotional health so that pupils are able to get the best from their learning and wider opportunities at school.	2, 3, 5
Provision of Forest Schools sessions	Evidence from children participating has shown increased confidence, independence and participation in class and improved resilience (and progress) in learning.	3, 4

Funding for children to participate in club, music events, trips and residential visits.	Some children in the disadvantaged group would not have these opportunities outside of school and these help develop the whole child and provide the 'cultural capital' experiences which in turn impact on learning and progress.	4
Forest School Training	Training for further staff so that Forest Schools can be offered in both lower and upper juniors from 2023/24. Impact of Forest Schools on children has been evidenced through school-based questionnaires.	3, 4
Employment of Pastoral Support Worker	Role in place following Strategic Mental Health course and in recognition of increased impact on attendance and wellbeing post=pandemic.	2, 3

**Total budgeted cost: £ 49, 150 (Additional LSA costs for Disadvantaged pupil support and ELSA provision will be met from the School's main budget. The school may also provide uniform and clothing to individual families.)**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### Key objectives in the 2021 – 2022 plan

- *Improve progress and attainment in writing (including phonics) based on baseline starting points.*
- *Improve progress and attainment in Reading and Maths to help ensure pupils make good gains from their starting points and*
- *Increase opportunities for disadvantaged pupils to access wider curricular provision to help develop their wellbeing, confidence and social and emotional development.*
- *Improve levels of independence when working on home learning/homework tasks through provision of additional support in school and partnership with parents.*
- *Good levels of attendance (other than Covid related) will be maintained.*

Although the momentum of the school year was interrupted again in Autumn with high numbers of cases and blended learning, disadvantaged children attended well and engaged with all aspects of school life, including the majority eligible participating in the residential visits. Evidence from pupils' work and standardised assessments indicates that the majority of the pupils made measurable progress, especially in Reading and Maths, although as 50% of the 28 children are also on the SEND register, many are still working towards ARE, especially in Writing which was most impacted by time out of school. Outcomes for Year 6 SATs were good, with the majority of disadvantaged pupils achieving ARE or higher. The whole school approach to wellbeing continued, including attendance at the Strategic Mental Health course which led to the creation of the new Pastoral Role. Absence rates were in the lowest 20% of all schools national (Government Report – ISDR 2022) Clubs and residentials were able to run again and the school now adopts a system to offer places to disadvantaged pupils first. The school has an accurate understanding of each individual pupil's needs and the aims of the Pupil Premium Strategy are in line with the aims and expectations in our School Improvement Plan. New initiatives and provision were planned so that they could be implemented from Autumn 2022, including Sensory Circuits and additional ELSA training.

#### Planning, implementation, and evaluation

The School tracks all children's progress through the year and also other indicators such as attendance and participation. For children in receipt of Pupil Premium, this information is captured termly on a Pupil Premium Tracker (this is shared with staff and Governors) which then identifies where good progress is being made, what strategies are in place and any next steps.



