

Pupil Premium Strategy Statement – Heatherside Junior 2023 - 2024

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	382
Proportion (%) of pupil premium eligible pupils	8% (29 chn)
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Governing Body
Pupil premium lead	Spencer Blay
Governor / Trustee lead	Helen Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,890
Recovery premium funding allocation this academic year	£2,374
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	/
Total budget for this academic year	£42,264
Total planned expenditure to meet aims of this strategy	£60,502

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 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, any external factors 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 disadvantaged pupils' attainment will be sustained and improved alongside progress for their non-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 and supported in the work that they are 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.

- work with Infant and Secondary school partners to ensure continuity of support and progress at the point of transition.

Challenges

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

Challenge number	Detail of challenge
1	Continued impact on academic progress, particularly in current Year 4, due to missed in-school education in Year R and Year 1 and continued restrictions when in Year 2. Writing and spelling are key areas of challenge.
2	Ongoing concerns relating to 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/attend school.
3	Parental engagement of disadvantaged children's families with aspects such as homework and reading regularly
4	Each of our disadvantaged pupils have very individual circumstances and needs and require different levels/types of support either emotionally, academically or both.
5	Providing 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.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our 2023/24 strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve progress and attainment in writing based on baseline starting points.	Evidence from pupils' work, assessment outcomes and discussion with children will show that good gains have been made through quality teaching and focussed learning approaches.
Improve progress and attainment in Reading and Maths to help ensure pupils make good gains from their starting points.	A higher % of disadvantaged pupils will be working at or above ARE by July 2024 compared to their attainment in the previous academic year. 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. A staggered approach to homework club will allow disadvantaged children to build up independence to complete work at home in readiness for secondary school.

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: £1,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Winning at Writing	Improving writing outcomes is on our school improvement plan. Many of our pupil premium children are working below age expectations. The EEF's mechanisms for effective implementation of CPD have been drawn upon in creation of this highly successful programme. Strategies from this programme will be shared with all teaching staff to implement.	1, 4
High quality teaching based on research informed strategies e.g. LTiE and reading fluency	FFT research shows oral language approaches have a proven positive impact on pupil progress. Let's Think in English (LTiE) is now embedded across the school with a minimum of two lessons per half term. Echo reading allows children to develop prosody which in turn improves comprehension. Hampshire Tackling Educational Disadvantage states importance of vocabulary and oral language. School Improvement continues to focus on language and vocabulary development.	1, 4
Purchase and targeted use of	Access to the resources which remove barriers to learning will improve progress and self-esteem and	1, 2, 4

hardware, resources and software e.g. widget / ACE dictionaries	independence. Dual-coding (as used with widget) is a proven strategy to commit learning to long-term memory. ACE dictionaries are recommended in Dyslexia assessment reports.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £16,601

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster Lessons for Year 6 pupils (Maths).	Children with gaps in knowledge or in need of more practise to boost confidence and self-esteem.	1, 4
Pre-learning for Year 6 pupils	Opportunities to familiarise with up-coming topics in a small group will give the children confidence and ability to access the learning rapidly. EEF Teaching and Learning toolkit advocates the use of small group tuition.	1, 2, 4
Morph Mastery	Developing spelling strategies and support is on our school improvement plan. Many of our pupil premium children find spelling difficult. Morph Mastery uses recent research on the development of morphological knowledge to support structured and cumulative learning. Strategies from this programme will be used in class as well as in interventions.	1, 4
Phonics interventions to support early reading and spelling.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Teaching and Learning Toolkit EEF	1, 4

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

Budgeted cost: £42,691

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance and increase links with families by developing and embedding provision, e.g. Amethyst Room to provide a welcoming environment for parents and children to support transition in the mornings. Shared parent	More children are experiencing separation anxieties in the morning, therefore the use of a room to support transition in the mornings allows time for children to settle into school. It also allows the opportunity for school and families to work together. Building strong relationships with families develops trust and familiarity with the school setting which promotes engagement with school.	3, 4, 5

Support Advisor to work with families.		
To support the wellbeing and resilience of children, providing strategies to develop self-confidence and independence through strategies such as a nurture group, ELSA sessions, extra-curricular clubs, Forest School	Through building a child's self-confidence they will feel more motivated to attend school and in turn will feel more comfortable in participating in lessons giving them the opportunity for academic progress and personal growth.	3, 4, 5
Run a Homework Club every Friday lunchtime so that children can have support with preparing or completing their homework, building up their independence so that they can complete it on their own. Explore different ways to engage and support parents in their child's learning, e.g. joint Library visit, signposting to courses	EEF teaching and learning toolkit shows that homework can have a positive impact of up to 3 months on primary aged pupils. Explicitly teaching independent strategies builds a child's resilience.	1, 3, 4
Increase provision of Forest School and train more Forest School Leaders	In the outdoor environment children are able to develop their confidence and find their voice which gives them a greater chance of success in the classroom too. Social and Emotional learning evidenced as providing +4 months progress on the EEF Teaching and Learning toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 4, 5

Total budgeted cost: £60,502 (this exceeds the funding received, the excess will come from the main school budget).

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes of 2023 KS2 SATs results were good:

Writing: 66.6% (4/6 chn) ARE 16.6% (1/6 chn) GD

Reading: 66.6% (4/6 chn) ARE 50% (3/6 chn) GD

Maths: 50% (3/6 chn) ARE 16.6% (1/6 chn) GD

Progress outcomes for Years 3 - 5 2022-23:

Year 3

Writing: 6 / 6 chn made expected progress

Reading: 6 / 6 chn made expected progress 1 / 6 made accelerated progress

Maths: 6 / 6 chn made expected progress 2 / 6 made accelerated progress

Year 4

Writing: 7 / 8 chn made expected progress 1 / 8 made accelerated progress

Reading: 8 / 8 chn made expected progress

Maths: 8 / 8 chn made expected progress 2 / 8 made accelerated progress

Year 5

Writing: 6 / 8 chn made expected progress

Reading: 7 / 8 chn made expected progress

Maths: 8 / 8 chn made expected progress

18 children out of 28 participated in an after-school club during the year – all 28 were offered the chance to register for a club, paid for and as a priority when booking.

14 out of the 28 children enjoyed a residential trip (paid for) with the rest of their year group. This provided a great opportunity to build cultural capital, develop self-esteem and confidence and make lasting memories.

The pastoral offering has grown significantly with the introduction of a Pastoral Support Worker; a weekly nurture club; TALA sessions; a dedicated room; play therapy; sensory circuits; Forest School and a lunch time club. The aforementioned extra provision has benefitted our disadvantaged children significantly by ensuring their mental health and well-being is catered for.

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.

Service pupil premium funding

: How our service pupil premium allocation was spent last academic year

Last year our service pupil premium allocation was spent on residential trips, day trips, Forest School and sensory circuits.

The impact of that spending on service pupil premium eligible pupils

The impact was the school's three service pupil premium eligible pupils were able to access experiences which would otherwise not have been possible. They have benefitted from extra-curricular activities which has allowed them to build friendships, life long memories and develop their confidence in the classroom.