

## Pupil Premium Strategy Statement – Heatherside Junior 2024 - 2025

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	384
Proportion (%) of pupil premium eligible pupils	8% (32 chn) <i>*Data correct as of 11/11/24</i>
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Governing Body
Pupil premium lead	Steph Sarney
Governor / Trustee lead	Helen Roberts

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,020
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	£42,020
<b>Total planned expenditure to meet aims of this strategy</b>	£53,046

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Heatherside Junior School 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.

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	Our internal and external data show that attainment in writing and maths is lower for disadvantaged pupils than their peers.
2	Ongoing concerns relating to some children's emotional health and wellbeing, including social skills with peers and self-regulation.
3	Parental engagement of disadvantaged children's families with aspects such as homework, reading regularly or attending school events.
4	Each of our disadvantaged pupils have very individual circumstances and needs and require different levels/types of support either emotionally, academically or both, including having English and an additional language (EAL).
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 2024/25 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. All disadvantaged pupils, including those with SEND, will make measurable and, at least, expected progress.
Improve progress and attainment in 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 2025 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,	Evidence on our tracker will show an increase in enrichment activities that disadvantaged children have attended such as: school clubs, residential trips,

confidence and social and emotional development.	sporting events, enrichment opportunities. Feedback from Forest School sessions will show impact on confidence and independence. Pupil/parent surveys will show the positive impact of these activities.
Ensure high levels of attendance for all disadvantaged pupils through partnerships with parents.	Attendance will be in line with school % or higher. Bespoke support for parents and families will have been put in place. Discussions and records will show improved engagement from parents for school events.
Develop and improve the ability of children to manage their own behaviour and aspects of their learning to help improve self-regulation	Children will have improved self-regulation and reduced emotional distress. Zones of regulation implemented to all classes and training from PBS attended so that teachers will have more in-depth understanding about how to support social emotional literacy for children and help them to regulate more independently. Fewer recorded incidents of dysregulation will be evident.

## 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: £1,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opening Doors -Writing	Improving writing outcomes is on our school improvement plan. Many of our pupil premium children are working below age expectations. The <a href="#">EEF's mechanisms for effective implementation of CPD</a> have been drawn upon in creation of this highly successful programme. Strategies from this programme will be shared with all teaching staff to implement. This supports the work the school have already embedded for Let's Think in English.	1

<p>Teacher professional development focusing on high-quality teaching in core subjects based on research informed strategies.</p> <p>Training will take 2 forms: either in school or through subject network meetings / HIAS courses</p>	<ul style="list-style-type: none"> <li>- The best available evidence indicates that <a href="#">quality-first teaching</a> is the most important lever schools have to improve outcomes for their pupils.</li> <li>- Focus of developing all to use the <a href="#">‘five-a-day’ approach</a> to improve outcomes for all, including children with SEND.</li> <li>- Development of <a href="#">collaborative learning</a> as pedagogy within school.</li> <li>- All teachers understand that <a href="#">effective feedback</a> is critical to children making progress.</li> </ul>	1, 4, 5
<p>Continue to use Colourful Semantics, Language for Thinking, Widgets and Elklan trained LSA to support children with both expressive and receptive language difficulties</p>	<p>Evidence suggests that <a href="#">oral language interventions</a> have a high impact for a low cost.</p>	1, 2, 4,
<p>Development of a focussed and sequenced, high-quality curriculum which reflects the needs of all our children and the diversity within our community gaining expert support where necessary e.g. EMTAS</p>	<p><a href="#">Keeping it Simple Curriculum</a></p>	1,2,3,4,5

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

Budgeted cost: £7,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pre-learning for Year 6 pupils and Booster Lessons for Year 6 Pupils in Maths.</p>	<p>Opportunities to familiarise with up-coming topics in a small group will give the children confidence and ability to access the learning rapidly. <a href="#">EEF Teaching and Learning toolkit</a> advocates the use of small group tuition.</p>	1, 2, 4
<p>Phonics interventions to support early reading and spelling.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p>	1, 4

	<a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>  To support the school's delivery of <a href="#">Synthetic Systematic Phonics programme</a> and follow up in whole class reading and spelling lessons	
EMTAS additional tutoring sessions for children with English as an additional language and exploring alternative ways to show and share progress with their parents.	English as an Additional Language (EAL) and educational achievement in England: <a href="#">An analysis of the National Pupil Database Narrowing the Gap for EAL Learners</a>	1, 4
Sensory Circuits before school sessions to help children regulate and organise senses in order engage better in the classroom.	<a href="#">Sensory Motor Circuits</a>  <a href="#">Metacognition and Self-Regulation</a>	2,4

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

Budgeted cost: £44,496

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. Explore employment of Shared parent Support Advisor to work with families.	<p>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. As relationships and communication strengthen, our holistic understanding of pupil needs and strategies to overcome learning difficulties can be deliberately shared and integrated into every aspect of school</p> <p><a href="#">National Improvement Hub: Improving outcomes for children through parental engagement and Pupil and Family Support(Feb2021)</a></p> <p><a href="#">EEF: Three Keys to unlocking positive learning behaviours (July 2021)</a></p>	2, 3, 4, 5
To support the wellbeing and resilience of	Through building a child's self-confidence they will feel more motivated to attend	2, 3, 4, 5

<p>children, providing strategies to develop self-confidence and independence through strategies such as a nurture group, ELSA sessions, extra-curricular clubs, Forest School</p>	<p>school and in turn will feel more comfortable in participating in lessons giving them the opportunity for academic progress and personal growth.</p> <p><a href="#">Making the scenic route to academic attainment via emotional wellbeing outdoors</a></p>	
<p>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</p>	<p><a href="#">EEF teaching and learning toolkit</a> 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.</p>	<p>1, 3, 4</p>
<p>Increase provision of Forest School and train more Forest School Leaders</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="#">Making the scenic route to academic attainment via emotional wellbeing outdoors</a></p>	<p>2, 4, 5</p>

**Total budgeted cost: £53,046** - this exceeds the funding received, the excess will come from the main school budget. The school may also provide uniform and clothing to individual families.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*This details the impact that our Pupil Premium activity had on pupils in the 2023-2024 academic year. Outcomes of 2024 KS2 SATs results:*

Writing: 37.5% (3/8 chn) ARE

Reading: 87.5% (7/8 chn) ARE

Maths: 37.5% (3/8 chn) ARE

#### **Progress outcomes for Years 3 - 5 2023-2024**

##### **Year 3**

	Expected Progress	Accelerated Progress	ARE+	GDS
Reading	5/6	1/6	3/6	
Writing	6/6		2/6	
Maths	4/6	2/6	4/6	

##### **Year 4**

	Expected Progress	Accelerated Progress	ARE+	GDS
Reading	7/8	1/8	4/8	
Writing	7/8	1/8	5/8	
Maths	6/8	1/8	3/8	1/8

##### **Year 5**

	Expected Progress	Accelerated Progress	ARE+	GDS
Reading	6/8	2/8	7/8	3/8
Writing	4/8	3/8	5/8	1/8
Maths	8/8		5/8	1/8

Absence rates were in the lowest 20% of all schools national (Government Report – ISDR 2024). All children were offered the chance to register for a club every term (priority early-bird booking given) which was paid for by the school. The pastoral provision continues to provide essential and beneficial support for our disadvantaged children by offering interventions and initiatives such as ‘Lunch Bunch’ lunch club, nurture club, TALA and ELSA sessions.

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.

The school continues to signpost Holiday Activities and Food (HAF) scheme to parents. The HAF programme funds healthy food and enriching activities in the school holidays to children who receive income-based free school meals.

## Service pupil premium funding

<b>: How our service pupil premium allocation was spent last academic year</b>
Last year our service pupil premium allocation (for 3 children) was spent on residential trips, day trips, Forest School and Sensory Circuits.
<b>The impact of that spending on service pupil premium eligible pupils</b>
The impact was the school's 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.