

Pupil premium strategy statement

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 name	Heddon St Andrew's CE Primary School
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	9.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	Andrew Wheatley
Pupil premium lead	Liz Cubbage
Governor / Trustee lead	Claire Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,135
Recovery premium funding allocation this academic year	£2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,890

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive school, our ultimate goal is for all pupils to make good progress and achieve attainment in line with pupils nationally, irrespective of their personal circumstances.

- Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. Therefore, we aim to use our funding to support disadvantaged pupils to reach at least national expectations, including progress for those who are already high attainers.
- Through quality first teaching, targeted interventions and bespoke support for pupils and their families, we will ensure that pupils fully engage with their learning. We will continue to target the attendance of our Pupil Premium children in order to maximise learning opportunities.
- Our key intent is to raise standards in oracy and reading as this is the foundation for all areas of learning. By raising standards in oracy and reading, we aim to improve outcomes for all SEND and disadvantaged pupils across the curriculum.
- Our main aim is for all children to become competent readers by the age of 7 years so they can access our broad and balanced curriculum offer. This will be achieved through the delivery of a systematic synthetic phonics programme, with additional catch-up sessions for those with identified gaps.
- A large proportion of our Pupil Premium children have a language deficit; our strategy is to provide additional opportunities within the curriculum and through carefully matched interventions, where necessary, to close gaps in language comprehension.
- We intend to further support the wellbeing of our Pupil Premium children and their families by offering them access to a range of extra-curricular activities and support networks.
- Through a detailed analysis of needs, we will strive to remove barriers to learning to ensure we develop happy, well-rounded individuals who become lifelong learners.

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils indicate low levels of communication and language skills particularly in Early Years and Key Stage One.
2	There is a clear link between our Pupil Premium and SEND pupils. Many of the PP pupils are also on the school's SEND register or being monitored for additional needs.
3	Assessments, observations, and discussions with pupils indicate low levels of attainment in Reading & fluency in Maths for PP pupils.
4	Limited parental engagement with school and learning resulting in insufficient reading at home, homework completion and a lack of readiness for school.
5	Due to lockdown lack of structure and routine as well as lack of independence and self-care / help for children particularly in Key Stage 1 and Early Years.
6	Our Pupil Premium and SEND pupils have increasingly high levels of Social, Emotional and Mental Health issues.
7	Pupil premium children are more likely to have limited experiences outside of school, limited experience of further education and consequently lower aspirations for the future.

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 communication and language skills in Early Years and Key Stage 1.	Assessments indicate an increased number of children achieving the ELG for Communication and Language and improved oracy skills in Key Stage 1. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. By 2023 PP achievement in EYFS GLD will match or exceed national and the gap between PP and others will be reduced.
To increase attainment in Reading at the lower levels and for SEND pupils. To increase fluency in Maths.	All children to be competent readers by the age of 7 years. Increased % of pupils reaching expected level or above at KS1. KS2 readers to read competently enough to access the whole curriculum comfortably.
To increase parental engagement with reading and homework.	Strong relationships with families established on entry to school and maintained throughout the pupils' school life. Increased % of children reading at

	home, five times per week. All pupils complete homework, supported by parents, as necessary.
To ensure sufficient opportunities are woven into the curriculum to teach the pupils how to organise themselves and improve their self-care skills. Work with families of pupils who require additional support with these skills.	Pupils in EYFS and Key Stage 1 are able to use the toilet independently, dress/undress themselves, dress appropriately for the weather outside and identify, and source, the equipment they need for their learning. This will be evident through observation and consultation discussions with parents and/or other professionals.
To support pupils for whom Social, Emotional and Mental Health issues are a barrier to learning. Employ a Thrive practitioner to provide a system of pastoral care for those pupils who need additional support.	<p>Pupils and their families with additional needs are supported, in school and at home, in order to remove barriers to learning, and maximise attainment potential.</p> <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • School and home to work together to • PP pupils and their families will have an increased awareness of self-regulation strategies to support their mental wellbeing.

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: £14,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate	<p>Evidence suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 3

<p>understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>		
<p>EYFS & KS1 participating in Mastering Number programme. Fund release time to embed training guidance.</p>	<p>Improved teaching and learning in the early years. Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3
<p>Fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Improved teaching and learning of the mastery curriculum to increase fluency in maths across school. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3
<p>RWI training for staff. Fund teacher release time to embed key elements of guidance in school</p>	<p>Consistency of delivery through school ensuring fidelity to the phonics scheme. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Purchase access to the RWI portal</p>	<p>Support for staff with planning and consistency of RWI delivery. Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Employ additional teacher to lead small group/one to one tuition/interventions groups.</p>	<p>In house research and past experiences have proven that children with SEND and PP that receive tailored support make more progress due to specific strategies being implemented for these pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2, 4

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

Budgeted cost: £12,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
Launchpad for Literacy training. Release time funded for staff to access online training.	Targeted support for Communication and Language for SEND pupils in EYFS and KS1.	1
Early Talk Boost and Talk Boost training	Greater number of staff trained in Early Language skills, impacting on curriculum delivery. Interventions available for SEND pupils in EYFS and KS1. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2
Lexia Reading Recovery Training	All staff to be able to offer Lexia catch up sessions to those pupils most in need to improve reading skills across school.	2, 3
Additional staff to deliver RWI programme	Smaller groups to allow targeted delivery and catch-up sessions of RWI to increase rate of progress at the lower levels and for pupils with SEND. Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3

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

Budgeted cost: £23,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff employed to support pupils in Nursery to access curriculum	Pupils settle into Nursery routines quickly. Improved outcomes for learners. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	5

Employ a Thrive Practitioner to support pupils across the school	<p>Emotional, social and behavioural barriers to learning removed to allow pupils to access their learning successfully. Increased self-esteem and confidence.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	4, 6
Training for Lunchtime Supervisors to support emotional wellbeing of the pupils	<p>Pupils to engage positively in play during the lunch breaks. Reduced incidents of disagreements.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6

Total budgeted cost: £50,354

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 2020 to 2021 academic year.

1. Targeted support to individuals and groups		
Action	Impact	Lessons Learned
Additional staff to deliver RWI to small groups and individuals	End of academic year: Reading: PP Pupils – 55% EXP+ Forces – 85% Exp+ Whole school – 80% Exp+	RWI has a significant impact when sufficiently well-staffed. The impact has not been as successful as in previous years due to learning gaps developing/widening throughout the Pandemic and Lockdown periods.
TA support for Lexia	End of academic year:	Not all eligible pupils

Purchase of Lexia licenses	Reading: PP Pupils – 55% EXP+ Forces – 85% Exp+ Whole school – 80% Exp+	attended during the Lockdown period or accessed home learning. Where Lexia was used regularly during absence from school, significant progress was made. We will continue to use Lexia interventions widely to target groups.
2. Pastoral Support		
Action	Impact	Lessons Learned
Provide group/individual counselling to pupils (Kalmer Counselling SLA)	All pupils showed improvement in their wellbeing and levels of anxiety decreased, as evidenced through the assessments completed at the beginning and end of the programme. Positive feedback was received from a number of parents about the impact of the support on family life.	Identified the benefits of a wellbeing support service in school. Member of staff trained in the Thrive approach with the intention of becoming employed full time to support the well being of pupils, and their families, in school.
Targeted support to improve attendance/engagement with Home Learning.	EYFS communicated daily through Tapestry and KS1/2 through emails and Google Classroom. Parents of pupils not engaging in Home Learning were contacted by staff to offer support/additional activities. Those without adequate ICT equipment were offered resources/paper activities.	Parents responded positively to contact from Staff and pupils re-engaged resulting in a continuation of learning for most pupils in school.
Provision of swimming, music tuition, trips and clubs for those pupils who would otherwise be unable to access these experiences due to finance.	Positive experiences provided for pupils who may otherwise not have accessed the enhanced curriculum.	Curriculum enhancements add to the overall wellbeing of pupils. We will continue to offer these experiences to those who otherwise would not be able to participate.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia Core 5	Lexia Learning Systems
Read Write Inc	Ruth Miskin Training
Launchpad for Literacy	Kirstie Page

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupil premium allocation was used to offer music provision, fund clubs, contribute to Lexia Core 5 subscription and to pay for service pupil's visits/visitors.
What was the impact of that spending on service pupil premium eligible pupils?	Service Pupils were able to access peripatetic music teaching and tutoring of an instrument. Their curriculum provision was enriched through visits out of school and visits to school.

Further information (optional)

The % of pupils with an EHCP is currently 2.3% which lies within the 2nd quintile. The national average is 2.1%. There are 3 EHCP pending.

7.2% of our pupils are Service Pupils.