

Pupil premium strategy statement – Heddon-on-the-Wall St. Andrew’s CE Primary School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	220
Proportion (%) of pupil premium eligible pupils	9.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	Mr. Andrew Wheatley
Pupil premium lead	Mrs. Liz Cubbage
Governor / Trustee lead	Mrs. Claire Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,270
Recovery premium funding allocation this academic year	£2,610
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£36,880

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 ordinarily available provision, 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
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 currently 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	For some children, 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.
8	Transition; passing on of information to build a profile of PP children year on year and between schools.

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. Continue to 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 support learning <p>PP pupils and their families will have an increased awareness of self-regulation strategies to support their mental wellbeing.</p>
To enable children to remember more and to keep up not catch up.	<ul style="list-style-type: none"> • Embed retrieval practices and techniques across school using research and strategies from Teaching Rebooted by Jon Tait and Lesson Study work. <p>Children to retrieve prior learning and to be able to talk about what they have learned.</p>

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
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>Evidence suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 3
<p>EYFS & KS1 to continue to deliver the 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 monitor consistency of teaching throughout 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>RWI portal provision; online video lessons for parents to support their children with learning at home</p>	<p>Support for staff with planning and consistency of RWI delivery. Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3

to help them keep up not catch up.		
Continue to employ additional teacher to lead small group/one to one tuition/intervention s groups.	In house research and experience has 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	2, 4
Staff training on the effective use of TAs to enhance teaching and learning.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Increased progress and attainment for the children.	1, 2

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
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
Continue to employ additional staff to support Nursery new starters to access curriculum	Pupils settle into Nursery routines quickly. Improved outcomes for learners. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	5
Continue to employ a Thrive Practitioner to support pupils across the school	Emotional, social and behavioural barriers to learning removed to allow pupils to access their learning successfully. Increased self-esteem and confidence. 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): https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	4, 6
To continue to support the mental health and wellbeing of our Forces children.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6
Training for Lunchtime Supervisors to support emotional wellbeing of the pupils	Pupils to engage positively in play during the lunch breaks. Reduced disagreements/accidents. Implementation of Opal Play across school; children to mix across age groups. Increase range of play provision available to all.	6

Total budgeted cost: £50,354

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Targeted support to individuals and groups		
Action	Impact	Lessons Learned
Additional staff to deliver RWI to small groups and individuals	<p>End of academic year:</p> <p>Reading:</p> <p>PP Pupils – 44% EXP+</p> <p>Forces – 100% Exp+</p> <p>Whole school – 81% Exp+</p>	RWI has a significant impact when sufficiently well-staffed. The impact has not been as successful as in previous years due to learning gaps developed/widened throughout the Pandemic and Lockdown periods.
TA support for Lexia Purchase of Lexia licenses	<p>End of academic year:</p> <p>Reading:</p> <p>PP Pupils – 44% EXP+</p> <p>Forces – 100% Exp+</p> <p>Whole school – 81% Exp+</p>	Not all eligible pupils are supported at home with reading. Families are given Lexia intervention access at home to support progress in reading.
2. Pastoral Support		
Action	Impact	Lessons Learned
Targeted support to improve attendance.	<p>Parents of absent children contacted immediately. Improved attendance.</p> <p>National figures in brackets for comparison.</p> <p>Attendance: 94.84%</p>	<p>Parents respond positively to contact from staff.</p> <p>Increased number of parents contacting school immediately to inform staff of children's absence.</p>

	(93.5%) Authorised Absence: 3.96% Unauthorised Absence:1.20% % Persistent Absence (less than 90%): 9.52%	
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.

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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
Lexia Core 5	Lexia Learning Systems
Read Write Inc	Ruth Miskin Training

Service pupil premium funding (optional)

<i>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</i>
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.
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 Education, Health and Care Plan (EHCP) is currently 3.7%.

The national average for primary schools is 2.3%.

There are 3 further EHCPs pending.

5.9% of our pupils are Service Pupils.