



# Heath Primary School Pupil Premium Strategy Statement

Heath Primary School is a large school, which serves an ex-mining community across the villages of Holmewood and Heath. The number of children who are eligible for free school meals is higher than the national average. Many children enter school with lower than average levels of development, however staff strive to enable them to catch up with their peers quickly. At Heath, all staff are committed to giving every child, regardless of their background, a fair chance to succeed in our school and therefore, put a variety of strategies and interventions in place in order to narrow the attainment gap.

This statement details our three year strategy to meet the school's overarching aims. It outlines our pupil premium strategy, how we intend to spend the funding within this period and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Heath Primary School
Number of pupils in school	290
Proportion (%) of pupil premium eligible pupils	41.1%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022- 2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jonathan Lynch
Pupil premium lead	Jenny Flavell
Governor / Trustee lead	Nigel Twigg

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,508
Recovery premium funding allocation this academic year (£145 pp ever 6)	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£165,508</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

At Heath Primary School, we have high expectations for each and every one of our pupils. We believe that all children should be able to succeed and achieve in school, despite their different starting points, socio-economic status or challenges. Whilst the Pupil Premium funding is provided to support disadvantaged pupils, we know that this term can encompass a whole range of vulnerabilities: the need for Early Help assessments or support from other agencies, poverty and lack of resources or being a young carer.

As a staff, we try to be as research-informed as possible: we understand that when quality first teaching is good, all children make good progress, however, children from disadvantaged backgrounds are able to make accelerated progress. Therefore, we aim to provide Quality First Teaching to all of our pupils through a rigorous, coherent, focussed curriculum. As a leadership team, we support staff in the planning and delivery of this through focussed CPD.

Our pastoral team are committed to ensuring the welfare of all of the children in our care and work tirelessly to support their varied needs: we are all vulnerable sometimes! Since returning to school following the pandemic, we know that some of our children have found it hard to persevere with difficult tasks and their resilience has taken a hit. As a school, we aim to provide safe opportunities for this to develop through a range of activities, both in the classroom, and through more targeted provisions such as nurture, behaviour box, anger gremlins as well as bespoke support from the pastoral team.

In order to enrich our children's knowledge base, we strive to provide wider opportunities to learn through experiences. This helps our children to understand the relevance of their learning, see what is out there in the wider world and increase their aspirations, giving our children a thirst for life-long learning and the opportunities to find, and develop their interests.

Our strategy is responsive to common challenges, but also tailored to individual needs, and is rooted in robust, diagnostic assessment, not assumptions.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Limited Vocabulary and Oracy</b> Assessment, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps amongst many of our children including disadvantaged children, which ultimately impacts on early reading skills.

2	<p><b>Gaps in Learning</b></p> <p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.</p> <p>In all KS2 year groups, the largest difference in attainment between disadvantaged children and their peers was in writing (EOY data, 2022).</p> <p>In all KS1 year groups, the largest difference in attainment between disadvantaged children and their peers was in maths. (EOY data, 2022).</p>
3	<p><b>Social, Emotional and Mental Health</b></p> <p>Our assessments and tracking of pupils, observations and discussions with pupils and families have identified social and emotional issues for many pupils, particularly those within the disadvantaged cohort.</p> <p>Teacher referrals for support remain high: of the 35 children attending pastoral interventions in the Autumn Term, 2022, 24 were Pupil Premium children. 9 of the remaining 11 children are on the cusp of vulnerability.</p> <p>40% of children considered vulnerable, attend, or have previously attended a pastoral intervention or nurture. 30% have received, or are receiving 1:1 pastoral support.</p> <p>42 children have experienced more than one ACE, which have impacted their SEMH.</p>
4	<p><b>Attendance</b></p> <p>As a school, our attendance data is currently below national. The attendance of disadvantaged pupils, 86.89%, is lower than their non-disadvantaged peers, 91.27%. The number of disadvantaged pupils who are persistent absentees (43) is also higher than their non-disadvantaged peers (35).</p> <p>Attendance continues to be a priority on our school improvement plan and the attendance lead is working with external partnerships to further develop school strategies.</p>
5	<p><b>Phonics: Learning to Read and Reading to Learn</b></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and can impact their ability to read to learn more widely across the curriculum.</p>
6	<p><b>Self-regulated Learning and Metacognition</b></p> <p>Both research by the Sutton Trust and the EEF and findings in our own school show that quality first teaching supports all learners in the classroom, however, has a demonstrable impact on disadvantaged pupils. In previous years we have worked on the embedding of quality first teaching strategies. We plan to continue to refine these practices and begin to work on the implementation of metacognitive strategies within all curriculum areas so that the disadvantaged children are able to learn how to self-regulate when learning. Our observations show that disadvantaged pupils are able to access lessons due to the scaffolds provided through good teaching, however, we want to shift the focus to metacognition, creating fully independent learners.</p>
7	<p><b>Parental Engagement</b></p> <p>Prior to the Covid Pandemic, we had worked hard to build relationships with our community and parents and put on a range of events. This year, we intend to continue to build on last years' strengths and continue to provide opportunities for parents to engage with school and develop positive relationships with school staff.</p>

## 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 attainment in reading, writing and mathematics for disadvantaged pupils.	<ul style="list-style-type: none"><li>• Children make good, or accelerated progress.</li><li>• KS2 outcomes in reading, writing and maths combined for disadvantaged pupils are 60% by 2025.</li><li>• A range of support strategies are used in classrooms to enable learners to access lessons and succeed.</li><li>• Staff are outward facing, there is a culture of continuous improvement and the sharing of good practice.</li></ul>
Parents are involved in the day-to-day life of school and understand the provisions made by school, as well as the progress their child is making.	<ul style="list-style-type: none"><li>• School events are well attended, including parent's evenings and parent forums, as well as more informal events.</li><li>• Parents have good relationships with school and trust staff and feel that they can come to them for support.</li></ul>
Children at Heath are able to self-regulate and show more resilience.	<ul style="list-style-type: none"><li>• Children continue to work on tasks which they find difficult, this will be evidenced in lesson observations, pupil voice surveys and in books.</li><li>• Children are able to resolve their own conflicts more independently.</li><li>• Boxall data for children receiving pastoral interventions will show progress.</li></ul>
Children have high aspirations and are given a range of experiences during their time at Heath Primary School.	<ul style="list-style-type: none"><li>• Children understand the importance of life-long learning and study.</li><li>• Children understand the opportunities available to them in the world of work.</li><li>• Children have opportunities to discuss jobs and careers with inspirational people.</li></ul>
Children leave Heath Primary School having been exposed to a range of experiences.	<ul style="list-style-type: none"><li>• Whole school experiences are available to all children (pantomime).</li><li>• Children are given chances to work towards their EMBARK award.</li><li>• Children have the opportunity to participate in educational trips and in school visits to enhance the</li></ul>

	<p>curriculum and make it more relevant.</p> <ul style="list-style-type: none"> <li>• All children are given the opportunity to go on a residential stay.</li> <li>• All children have visited the seaside before they leave Y6.</li> <li>• Children have the opportunity to learn to play a musical instrument.</li> <li>• Children have the opportunity to attend a range of extra-curricular activities to develop their passions and interests.</li> </ul>
Children attend school regularly.	<ul style="list-style-type: none"> <li>• Attendance is good across school and is in-line with, or better than national by 2025.</li> <li>• Number of persistent absentees is reduced.</li> <li>• Parents understand the importance of good attendance.</li> </ul>
All children in school to have opportunities to develop their oracy and to widen their vocabulary.	<ul style="list-style-type: none"> <li>• Children are taught specific vocabulary in all subject areas: this can be seen in books, on displays and heard in conversations.</li> <li>• Adults model high-level vocabulary.</li> <li>• Children are able to use a wide range of accurate vocabulary (tier 2 and 3) in their explanations, conversations and written work.</li> <li>• Discrete teaching of oracy skills mean that children's speaking and listening is improved.</li> </ul>
Children have a range of metacognitive strategies which enable them to be self-regulated learners.	<ul style="list-style-type: none"> <li>• The responsibility for learning shifts from the teacher to the students and teachers plan this using the EEF's 7 step model.</li> <li>• Children are able to plan, monitor and evaluate their learning in subjects across the curriculum.</li> </ul>

## 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Refine Quality First Teaching strategies through purposeful CPD and peer coaching systems.  JW to plan and lead CPD across school. Time will be allocated for planning and staff meeting time.	The best available evidence shows that great teaching is the most important lever schools have to improve pupil attainment. Research from the Sutton Trust (2014) shows that good teaching has the most significant impact on pupils from disadvantaged backgrounds. <a href="#">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	1,2,5,6
Phonics Training and resources (including books)	Extensive studies show that phonics has a positive overall impact (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	5
Coaching for staff, including WALKTHRUs subscription.	Sutton Trust Report: What Makes Great Teaching (2014) <a href="#">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	1,2,5,6
CPD: Cognition, Metacognition and the Curriculum.	Evidence shows that metacognitive strategies can boost attainment by up to 7 months when done well. When taught in conjunction with specific subject content, this works best. <a href="#">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a>	6,1,2
Attachment, Trauma and Resilience training.  Whole staff CPD will be sourced and re-	Evidence suggests that disadvantaged students have, on average, weaker SEL skills than their more affluent peers. Implementing a universal strategy can add 3+ months progress, with targeted support adding 6 months progress.	3

visited throughout the year.	<a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We have sought external support and CPD, will fund teacher release time and purchase resources.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement, with high impacts on reading.</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Interventions	<p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	5
Pre and Post Teach Maths Interventions (KS2)	<p>EEF evidence suggests that intervention can support attainment in maths. This is particularly effective when there is explicit and systematic teaching and connections are made between intervention and whole class instruction.</p> <p><a href="#">EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	2, 6
Mastering Number Programme	EEF recommendations suggest that high quality intervention to support children who may struggle works best when training is	1,2,6

	<p>provided for staff and sessions are brief and regular.</p> <p><a href="https://educationendowmentfoundation.org.uk">Mathematics   EEF</a> <a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a></p>	
Talk Boost	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may later affect their school experience and learning later in their school lives. Targeted approaches can be particularly useful (6+months progress) especially when delivered 1:1.</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF</a> <a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a></p>	1,2,5,6
Reading Comprehension Intervention	<p>Research shows that the average impact of reading comprehension strategies is an additional six months' progress over the course of a year. This is most beneficial when strategies are taught to a class and practised in small groups.</p> <p><a href="https://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF</a> <a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a></p>	1,5

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Provision		1,3,6,7
Pastoral Interventions Including Behaviour Box, Anger Gremlins, Wellbeing monitoring and Life Skills.	<p>Evidence shows that, SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Targeted intervention shows as having the highest impact.</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF</a> <a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a></p>	3
Meet and Greet	<p>Evidence shows that Parental Engagement can be key to supporting children's learning in school, however, there is no clear evidence for any particular strategy, therefore a critical eye and mixed approach</p>	3,4
Nurture Breakfast		3,4

Parents invited in for planned school events	is most effective. Building positive relationships through positive contact can be key.  <a href="#"><u>Working with parents to support children's...   Unity Research School</u></a>	7,4
Coffee morning for parents	<a href="#"><u>REVIEW OF BEST PRACTICE IN PARENTAL ENGAGEMENT (bath.ac.uk)</u></a>	7,4
Attendance monitoring and support (Pastoral Team)	Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.  <a href="#"><u>Working together to improve school attendance (publishing.service.gov.uk)</u></a>	4,7
Subsidised trips		3
Offer of extra-curricular clubs to all children at no cost.		3

### **Total budgeted cost:**

## **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.

#### **Review – September 2022**

Our KS2 Data (Summer 2022) outcomes showed that the difference in attainment between non-disadvantaged and disadvantaged pupils was 11% in maths and 16% in reading with Pupil Premium children outperforming their peers.

In writing, the difference between disadvantaged and non-disadvantaged pupils attainment was 17%.

31% of the Pupil Premium within the cohort achieved combined EXS or higher.

The KS1 tests showed that there was a 36% difference in maths between disadvantaged children and their peers, a 21% difference in reading and a 14% difference in writing. As a result of this, intervention and adaptations began at the start of the new academic year, initially in maths, to narrow this gap and fill any gaps in learning, so that children can build their knowledge throughout KS2.

100% of the children who accessed the KS1 nurture provision between 2021-2022 have made progress towards their developmental and diagnostic scores (as evidenced by Boxall data). 6 children have made excellent progress and exited the provision with no apparent difficulty.

#### **Review – September 2023**

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments ur KS2. Our Data (Summer 2023) outcomes showed that the difference in attainment between non-disadvantaged and disadvantaged pupils was 9% in maths and 20% in reading with Pupil Premium children underperforming their peers.

In writing, the difference between disadvantaged and non-disadvantaged pupils attainment was 39%.

25% of the Pupil Premium within the cohort achieved combined EXS or higher.

The KS1 tests showed that there was a 4% difference in maths between disadvantaged children and their peers, a 16% difference in reading and a 4% difference in writing. As a result of this, intervention and adaptations began at the start of the new academic year, initially in

reading, to narrow this gap and fill any gaps in learning, so that children can build their knowledge throughout KS2

Out of 28 children who accessed the KS1 nurture provision between 2022-2023, 19 made good progress towards their developmental and diagnostic target with 12 making significant progress, graduating with no apparent difficulties.

## 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
Mastering Number	NCETM
Catch up Phonics	Little Wandle
Trauma, Attachment and Resilience Training	KCA
5 Foundations for Effective Attendance Practice	Wayne Harris, Washwood Heath MAT
Zing	

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## **Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*