

Pupil Premium Strategy Statement for Heritage Park Primary School 2023-2024

This statement details our school's use of Pupil Premium (and Recovery Premium) for the 2022 to 2023 academic year 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	Heritage Park Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	11.32%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 2024-2025 2025-2026
Date this statement was published	15 December 2023
Date on which it will be reviewed	1 December 2024
Statement authorised by	Full Governing Body
Pupil premium lead	Karen Bell
Governor / Trustee lead	Gursharn Nanuwa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,532.00
Recovery premium funding allocation this academic year	£2,718.75
Pupil premium funding carried forward from previous years	£14,654.59 (due to £12,351.03 from previous years)
Total budget for this academic year	£61,905.34

Part A: Pupil premium strategy plan

Statement of intent

At Heritage Park Primary School, our intention is that all pupils, irrespective of their background, or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, including progress for those who are already high attainers. We make use of the EEF research and guidance, and our knowledge of the needs of our pupils, to support the school's strategy.

We recognise the importance of equipping children with the necessary skills and values required to succeed both academically and socially by providing them with access to a variety of exciting opportunities and a rich and varied curriculum.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In addition to delivering quality first teaching, we further support pupils through high-quality, targeted interventions in order to eliminate barriers to learning and progress. These interventions start from reception in order to prevent children falling behind their peers and, where possible, to ensure they make accelerated progress so they can meet, at least, the age-related expectations. These interventions, which may be delivered by teaching staff and/or support staff, are responsive to the needs of the individual pupils.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment. To ensure our approach is effective we will:

- challenge disadvantaged pupils in the work that they are set
- make effective use of assessment data and act early to intervene at the point a need is identified
- consider the needs of individuals within the pupil premium cohort as well as monitoring some of the wider challenges faced by this cohort as a whole
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and set high expectations of what they can achieve
- provide high quality CPD to staff, sharing good practice and gaining support from external agencies as required

Challenges

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

Challenge number	Detail of challenge
1	<p><u>SEND/Disadvantaged pupils:</u> Of our 24 pupils who are eligible for pupil premium, 5 are on the SEND register (20.83%) 1 of these children has an EHCP pending. There are 3 post looked after children in school and an additional 3 children who are in a special living arrangement. The concern is that those children with SEND or other issues may find the academic gap widening between them and their peers as they progress through school if early intervention is not timely and effective.</p>
2	<p><u>Parental engagement:</u> A lack of parental engagement with homework, including reading and phonics practice, means a number of pupils may not achieve their full academic potential, despite the additional support being provided at school.</p>
3	<p><u>Attainment of pupils:</u> Of the pupil premium children in Reception to Year 6, 54% did not reach expected standard or higher in reading and writing, and 47% did not reach expected standard or higher in maths at the end of the academic year. Non-pupil premium children who did not meet expected standard or better was 26% for reading, 40% for writing and 28% for maths.</p> <p>Only 31% of pupil premium children achieved expected standard combined in reading, writing and maths compared to 58% of non-pupil premium children.</p>
4	<p><u>Progress of pupils:</u> 38% of the pupil premium children did not make expected progress in reading, against the targets set at the beginning of the academic year (38% did meet their target and 24% exceeded their target). Non-pupil premium children who did not meet target in reading was 18% (72% did meet their target and 10% exceeded)</p> <p>28% of the pupil premium children did not make expected progress in writing, against the targets set at the beginning of the academic year (72% did meet their target and 0% exceeded their target). Non-pupil premium children who did not meet target in writing was 27% (70% did meet their target and 3% exceeded)</p> <p>16% of the pupil premium children did not make expected progress in maths, against the targets set at the beginning of the academic year (68% did meet their target and 16% exceeded their target). Non-pupil premium children who did not meet target in maths was 17% (77% did meet their target and 6% exceeded)</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
<p>The attainment gap between pupil premium and non-pupil premium children (working at expected standard and greater depth, is reduced.</p> <p>Pupil premium children continue to demonstrate good progress over time and achieve the targets set for them.</p>	<p>Senior Leaders and the School Improvement Advisor report that quality first teaching is consistently delivered to all pupils. Work is well differentiated to meet the needs of all learners, offering the appropriate level of challenge to all. Adults are well-managed within the class to provide additional support as required. Effective communication between class based staff and the senior leadership team, and robust, timely feedback and marking, ensures interventions are quickly implemented.</p> <p>PIRA, PUMA and GAPS termly assessment tests completed from Year 1-6. Pupil progress meetings will be held following each formal testing period to identify next steps/intervention requirements.</p> <p>End of year data shows that 80% of disadvantaged pupils have made at least expected progress since the previous summer.</p> <p>Identified children receive targeted high-quality intervention. Class-based staff maintain records of support provided, which is closely monitored by the class teacher and the Senior Leadership team.</p> <p>Non class-based staff work closely with identified pupils on their reading and phonics to catch-up with their peers and reduce any attainment gaps.</p> <p>Class based staff to make regular use of ‘Shine’ resources following a question level analysis of tests papers, and teachers can demonstrate that these interventions have had an impact on children’s progress in identified areas.</p>
<p>Raised attainment in reading and writing across the school.</p> <p>Children are able to make use of an increasingly wide vocabulary that has been embedded to their long term memory.</p>	<p>Teachers deliver high-quality teaching when planning individual lessons and sequences of lessons.</p>

	<p>EYFS and KS1 make use of the decodable library so that texts they read are in line with their phonics teaching.</p> <p>KS2 children access STAR reader tests and complete Accelerated Reader quizzes. Teachers can track pupils' progress in comprehension quizzes.</p> <p>Teachers read to the children daily from high-quality texts to develop their vocabulary and guided reading texts are used to provide opportunities for children to challenge themselves in terms of vocabulary and genres.</p> <p>'Opening Worlds Curriculum' is implemented in Years 3-5, as part of their history, geography and RE work. The high-quality texts allow opportunities for children to develop rich vocabulary skills that can be applied to a range of contexts.</p> <p>Teachers to make regular use of the long term writing plan devised by subject leader. This will ensure regular opportunities for independent and extended writing, based on high-quality teacher modelling.</p>
<p>Children have engaged with a wide range of curriculum and extra-curricular opportunities that support their academic and social development and help them to contextualise their learning.</p>	<p>The majority of teaching staff run an extra-curricular club alongside three nights a week of sports clubs run by external coaches and additional clubs run by teaching assistants.</p> <p>Head to monitor take-up of extra-curricular activities by pupil premium pupils and offer additional opportunities for these pupils to participate in school-based activities. Uptake of attendance at clubs is shared with governors at FGB meetings.</p> <p>Trips and visits to take place on a termly basis, including a year 6 residential, or for children to have a visitor into school such as a drama company to help embed their topic learning.</p> <p>Specialist PE coaches and a peripatetic music teacher to deliver lessons to provide a high-quality of education in these areas.</p> <p>Carefully planned and sequenced lessons will provide children with exciting, varied lessons and experiences which provides opportunities to consolidate previous</p>

	<p>learning. Pupil voice is gathered throughout the year by subject leaders to ascertain children's views about their learning experiences.</p>
<p>Parents of advantaged and disadvantaged pupils demonstrate that they are supporting their child's academic progress through ensuring homework tasks are completed, regularly reading at home, attending school-led events and ensuring punctuality and attendance is a priority.</p>	<p>Curriculum maps are shared with parents (and available on the school website) outlining what the curriculum coverage will be each half term.</p> <p>Reception staff will regularly share, via Tapestry, children's learning experiences and efforts with parents to help involve them in their child's learning. Use is made of the school website for all year groups to share their learning experiences with the wider school community.</p> <p>Parent workshops are offered in relevant curriculum areas such as phonics and reading, as well as individual parent drop-in sessions, open classrooms and parent consultations, to provide guidance on how best to support pupils at home.</p> <p>Letters sent home to parents if children are not reading regularly enough.</p> <p>The attendance lead will closely monitor punctuality and attendance of all pupils and liaise with families as required, to ensure good attendance.</p> <p>Early Help Assessments and TAF meetings will take place for identified families. Support from external agencies will be sought by the school, if required.</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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Annual subscription to the National College for staff to participate in high quality CPD.</p> <p>£1,245 per annum</p>	<p>Effective CPD is essential to further support staff development and training. Through the National College, webinars and courses will be available to staff to support them in all aspects of curriculum and learning. The current school development plan outlines the continued need to improve reading and writing attainment. Through additional staff training on oracy, teachers will be provided with an understanding of how to use this to help raise standards.</p> <p>See EEF Toolkit – Oral language interventions (+6 months additional progress)</p>	<p>1, 3,4</p>
<p>Fund a part-time Readers Count teacher in school for the autumn term.</p> <p>£3,810 salary + oncosts</p>	<p>The EEF research states that, on average, one-to-one tuition is very effective at improving pupil outcomes. It provides targeted support identified as having low prior attainment or who are struggling in a particular area.</p> <p>See EEF Toolkit – Phonics (+5 months additional progress) One-to-one tuition (+5 months additional progress)</p>	<p>2,3,4</p>
<p>Purchase additional resources for Opening Worlds curriculum delivery.</p> <p>£2,170 additional resources to those purchased last year</p>	<p>The high quality texts and resources, combined with the effective delivery of them through quality-first teaching allows children to develop their reading comprehension strategies as well as their subject knowledge. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>See EEF Toolkit – Reading Comprehension strategies (+6 months additional progress)</p>	<p>1,3,4</p>

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

Budgeted cost: £48,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part-time teaching assistant assigned to delivering one-to-one or small group interventions, for the duration of the autumn term.</p> <p>£2,970 salary + oncosts</p>	<p>Carefully planned deployment of a teaching assistant, in order to deliver intervention to small groups or individuals has a higher impact on learning than general classroom deployment of teaching assistants.</p> <p>See EEF Toolkit – Teaching Assistant Interventions (+4 months additional progress), One-to-One Tuition (+5 months additional progress), Phonics (+5 months additional progress).</p>	1,3,4
<p>Class based teaching assistants hours allow them to support pupil premium pupils with additional intervention work in reading, spelling, times tables, etc, in addition to general in-class support, on a regular basis throughout the week.</p> <p>£45,066 (equivalent of two full-time and one part-time teaching assistant – distributed through all year groups) + oncosts</p>		1,3,4

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Head to monitor attendance and liaise with families to improve attendance as required.</p> <p>Teachers to monitor and liaise with families where a lack of parental engagement is identified and work closely with the SLT to support pupils and families promptly and effectively.</p> <p>£200</p>	<p>Maintained good working relationships with parents and working together to improve attendance and parental engagement will support children's learning and impact on attainment.</p> <p>See EEF Toolkit – Parental Engagement (+4 months additional progress) See EEF Toolkit – Homework (+5 months additional progress)</p>	2
<p>Milk provided to pupil premium children. £250</p>	<p>Physical activity and a healthy lifestyle and diet have important benefits in terms of health, wellbeing, self-esteem and physical development and can impact positively on attendance.</p>	2
<p>Extra-curricular activities for identified pupils £1,050</p>	<p>Pupil premium children have opportunities to participate in sports clubs free of charge to support the school's commitment to inclusivity.</p> <p>See EEF Toolkit – Parental Engagement (+4 months additional progress) See EEF Toolkit – Extending school time (+3 months additional progress)</p>	
<p>Subsidised residential trips for pupil-premium pupils. £500</p>		

Total budgeted cost: £ 58,500.00

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 2022 to 2023 academic year.

At the end of summer 2023, of the pupil premium children in Reception to Year 6, 54% did not reach expected standard or higher in reading and writing, and 47% did not reach expected standard or higher in maths at the end of the academic year. Non-pupil premium children who did not meet expected standard or better was 26% for reading, 40% for writing and 28% for maths. Only 31% of pupil premium children achieved EXS combined in reading, writing and maths compared to 58% of non-pupil premium children.

38% of the pupil premium children did not make expected progress in reading, against the targets set at the beginning of the academic year (39% did meet their target and 24% exceeded their target). Non-pupil premium children who did not meet target in reading was 18% (73% did meet their target and 10% exceeded). 28% of the pupil premium children did not make expected progress in writing, against the targets set at the beginning of the academic year (72% did meet their target and 0% exceeded their target). Non-pupil premium children who did not meet target in writing was 27% (70% did meet their target and 3% exceeded). 16% of the pupil premium children did not make expected progress in maths, against the targets set at the beginning of the academic year (68% did meet their target and 16% exceeded their target).

Non-pupil premium children who did not meet target in maths was 17% (78% did meet their target and 6% exceeded). Of our 24 pupils who are eligible for pupil premium, 5 are on the SEND register (20.83%) 1 of these children has an EHCP pending. There are 3 post looked after children in school and an additional 3 children who are in a special living arrangement. The concern is that those children with SEND or other issues may find the academic gap widening between them and their peers as they progress through school if early intervention is not timely and effective.

Pupil progress meetings were held termly to identify which pupils needed targeted support. Interventions were put in place promptly, to supplement quality first teaching, following each period of formal testing on either an individual or small group basis. These interventions included: pre-teaching, interventions based on question level analysis of tests, phonics assessments and teacher assessments. Records were maintained by class based staff to monitor the targeted support put in place.

Test papers and weekly spelling tests were shared with parents and ReallySchool was used throughout the year, to further develop communication about the curriculum and the children's learning so that parents felt better able to support their children. In

addition to this parent consultations, open classroom events and half termly curriculum maps were provided.

Parent workshops were held that were pertinent to relevant year groups. E.g. Year 1 phonics screening workshop. These were very well attended and feedback was positive. 86% of pupils passed the phonics screening check in Year 1. The decodable library has been well embedded throughout EYFS, KS1 and LKS2 and older year groups continue to make good use of the Accelerated Reader library.

The one pupil premium child in Year 1, passed the phonics screening check successfully (including an additional two services children). Of the two pupil premium children in Year 2 resitting the phonics screening check, 50% passed the retake successfully (both of these pupil premium children are also on our SEND register).

The Opening Worlds curriculum resources were enjoyed by pupils (as evidenced through pupil surveys) and staff noted the success of the project. The Opening Worlds curriculum will be implemented in Year 5 during 2023-24 to supplement the curriculum already taking place in other year groups.

CPD opportunities were provided to staff throughout the year, as well as staff being given dedicated subject leader release time.

A wide range of extra-curricular activities were offered to pupils throughout the year, including extra tuition during the spring term. The uptake for these activities was excellent and the staff demonstrated a real commitment to further enhance the curriculum offer made by school. Visitors to school, and trips out, further developed and enriched the children's experiences.