

Pupil premium strategy statement – Heritage Park Primary School

This statement details our school's use of pupil 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	207
Proportion (%) of pupil premium eligible pupils	14.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	September 2024 - September 2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Full governing body
Pupil premium lead	Miss K Bell
Governor / Trustee lead	Mr D Allen (finance governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,690 https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2024-to-2025
Pupil premium funding carried forward from previous years	£12,475
Total budget for this academic year	£51,165

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, achieve the high expectations set for them, across all areas of the curriculum.

The focus of our pupil premium strategy is to support pupils to achieve their full potential. We make use of the EEF research and guidance, supporting documents from the DfE, 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 attainment gap between disadvantaged and non-disadvantaged pupils. Implicit in the intended outcomes detailed below, is the intention that disadvantaged pupils' attainment will be sustained and improved alongside the progress of their non-disadvantaged peers.

In addition to delivering quality first teaching, we further support pupils through high-quality, targeted and personalised 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 or the individual targets set for them. 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 and/or robust teacher assessments. To ensure our approach is effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and set high expectations of what they can achieve
- challenge all 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, liaising with appropriate colleagues as required
- consider the needs of individuals within the pupil premium cohort as well as monitoring some of the wider challenges faced by each cohort as a whole
- 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 30 pupils who are eligible for pupil premium, 9 are on the SEND register (30%) 2 of these children have an EHCP and an additional child has an EHCP pending. There are 5 post looked after children/or in a special living arrangement currently in school.</p> <p>The concern is that those children with SEND or other family issues/challenges may find the academic gap widening between them and their peers as they progress through school if interventions are not timely and effective.</p>												
2	<p><u>Attainment of pupils:</u> Children who did not meet expected standard or higher (2023-24):</p> <table border="1" data-bbox="363 920 1404 1149"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium (26 pupils)</td> <td>39% (27% SEND)</td> <td>46% (27% SEND)</td> <td>38% (27% SEND)</td> </tr> <tr> <td>Non pupil premium (181 pupils)</td> <td>26% (10% SEND)</td> <td>30% (13% SEND)</td> <td>27% (10% SEND)</td> </tr> </tbody> </table> <p>This shows that there is still an attainment gap between pupil premium and non-pupil premium children. In reading this is 13% (equivalent of 4 children), 16% in writing and 11% in maths. It therefore highlights the need to continue to provide quality first teaching as well as additional interventions/targeted support to ensure pupils have the best chance of academic success. We recognise the need for parental support in children's learning to ensure they are able to achieve their full potential and closely monitor attendance, commitment to homework, etc.</p>		Reading	Writing	Maths	Pupil Premium (26 pupils)	39% (27% SEND)	46% (27% SEND)	38% (27% SEND)	Non pupil premium (181 pupils)	26% (10% SEND)	30% (13% SEND)	27% (10% SEND)
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3	<p><u>EAL</u> This year, 7 of the current 30 pupil premium children also have English as an additional language (EAL). Last year, 7 of the 26 pupil premium children also had English as an additional language. Of these 7 pupils, only 1 pupil achieved the expected standard or higher, in reading, writing and/or maths.</p> <p>This additional barrier to learning means that some disadvantaged children face additional challenges and therefore may require additional targeted support to support their language development and comprehension skills. We provide a wide range of curricular and extra-curricular activities for further support language development and understanding of the world around them.</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 disadvantaged and non-disadvantaged children (working at expected standard and greater depth, is reduced.</p> <p>Children demonstrate good progress over time and achieve the targets set for them.</p>	<ul style="list-style-type: none"> • Enhanced reading opportunities in humanities curriculum (Year 2-6) through the Opening Worlds resources • Accelerated Reader used (Year 3-6) to monitor reading frequency and comprehension ability • Enhanced quality first teaching, through effective CPD, is consistently delivered throughout the school • Activities set 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. • SENCo liaises closely with teachers to support the needs of the children and develop staff CPD. • Effective communication between class based staff and the senior leadership team, and robust, timely feedback and marking, ensures interventions are quickly implemented. • Termly assessment papers are completed for relevant year groups to support teacher assessments. Pupil progress meetings held following each formal testing period to identify next steps/intervention requirements. • Identified children receive targeted high-quality intervention in English and Maths. Class-based staff maintain records of support provided, which is closely monitored by the class teacher and subject leaders.

<p>Attainment is further raised in reading and writing across the school as children are able to make use of an increasingly wide vocabulary that has been embedded.</p>	<ul style="list-style-type: none"> • Teachers deliver high-quality teaching when planning individual lessons and sequences of lessons. • EYFS and KS1 make use of the decodable library so that texts they read are in line with their phonics teaching. • KS2 children access STAR reader tests and complete Accelerated Reader quizzes. Teachers can track pupils' progress in comprehension quizzes. • 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. • 'Opening Worlds Curriculum' is implemented in Years 2-6. The high-quality texts allow opportunities for children to develop rich vocabulary skills that can be applied to a range of contexts. • Teachers to plan for regular opportunities for independent and extended writing, based on high-quality teacher modelling. • The EAL subject leader will liaise with colleagues to offer support.
<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>	<ul style="list-style-type: none"> • 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. • 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. Up-take of attendance at clubs is shared with governors at FGB meetings.

	<ul style="list-style-type: none"> • Trips and visits to take place on a termly basis, including a year 4 and 6 residential. • Specialist PE coaches and a peripatetic music teacher to deliver lessons to provide a high-quality of education in these areas. • Carefully planned and sequenced lessons will provide children with exciting, varied lessons and experiences which provides opportunities to consolidate previous learning. • Pupil voice is gathered throughout the year by subject leaders to ascertain children's views about their learning experiences.
<p>Parents 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>	<ul style="list-style-type: none"> • Curriculum maps are shared with parents (and available on the school website) outlining what the curriculum coverage will be each half term. • Reception staff will regularly share, via Tapestry (and other year groups through ClassDojo) children's learning experiences and efforts to help involve parents/carers 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. • Parent workshops are offered in relevant curriculum areas such as phonics, reading and maths, as well as individual parent drop-in sessions, open classrooms and parent consultations, to provide guidance on how best to support pupils at home. • Class teachers to record lack of homework/reading on Scholarpack and liaise with parents/carers as required. Letters sent home to parents if this remains an issue. • The attendance lead will closely monitor punctuality and

	<p>attendance of all pupils and liaise with families as required, to ensure good attendance.</p> <ul style="list-style-type: none"> • Early Help Assessments and TAF meetings will take place for identified families. Support from external agencies will be sought by the school, if required.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,139

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, including maths mastery.</p> <p>See EEF Toolkit – Mastery Learning language interventions (+5 months additional progress)</p>	1,2,3
<p>HLTA salary (4 days per week) to release teachers to complete CPD and subject leader release time.</p> <p>£13,894 + oncosts</p>	<p>Staff CPD and subject leader release time have a proven impact on staff wellbeing and professional development. This further aids staff retention and reduces the need to recruit new staff who would require additional training.</p> <p>See EEF Toolkit – Mentoring (+2 months additional progress)</p>	1,2,3

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

Budgeted cost: £32,827

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Class based teaching assistants hours allow them to support disadvantaged 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. £27,252 (equivalent of 1.5 full-time teaching assistants – distributed through all year groups) + 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), Phonics (+5 months additional progress), Feedback (+6 months additional progress), Individualised Instruction (+4 months additional progress)</p>	<p>1,2,3</p>
<p>Use of Accelerated Reader software and Star Reader to allow children to access reading comprehension quizzes and for teacher's to ascertain standardised reading scores and monitor progress £3,300 per annum</p>	<p>Use of reading comprehension strategies has been proven to allow pupils to gain a greater understanding of written text and make use of techniques which support their comprehension.</p> <p>See EEF Toolkit – Reading Comprehension Strategies (+6 months additional progress), Feedback (+6 months additional progress)</p>	<p>2,3</p>
<p>Use of EdShed to support children's spellings and maths in line with their attainment £475 per annum</p>	<p>Tasks are set in line with class-based activities and current learning. It has been evidenced that the quality of homework over the quantity is crucial for children to gain the most success.</p> <p>See EEF Toolkit –Phonics (+5 months additional progress), Feedback (+6 months additional progress), Homework (+5 months additional progress), Individualised Instruction (+4 months additional progress), Parental</p>	<p>1,2,3</p>

	Engagement (+4 months additional progress)	
Purchase additional resources for Opening Worlds curriculum delivery. £1,800 additional resources to those purchased last year	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. See EEF Toolkit – Reading Comprehension strategies (+6 months additional progress), Oral Language Interventions (+6 months additional progress)	1,2,3

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

Budgeted cost: £ 3,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Milk provided to children where economic issues are potentially impacting wellbeing, prioritising free school meals.	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.	2
Extra-curricular activities/subsidised residential trips for disadvantaged pupils £3,000	Identified children have opportunities to participate in sports clubs free of charge to support the school's commitment to inclusivity. See EEF Toolkit – Arts Participation (+ 3 months additional progress), Parental Engagement (+4 months additional progress), See EEF Toolkit – Extending school time (+3 months additional progress)	1,2,3

Total budgeted cost: £51,066

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Children who did not meet expected standard or higher (2023-24)			
	Reading	Writing	Maths
Pupil Premium (26 pupils)	39% (27% SEND)	46% (27% SEND)	38% (27% SEND)
Non pupil premium (181 pupils)	26% (10% SEND)	30% (13% SEND)	27% (10% SEND)
Children who did not make expected progress (2023-24):			
	Reading	Writing	Maths
Pupil premium who exceeded target (26 pupils)	8% (0% SEND)	8% (0% SEND)	4% (0% SEND)
Non pupil premium who exceeded target (181 pupils)	6% (0% SEND)	0% (0% SEND)	9% (0% SEND)
Pupil premium who met target (26 pupils)	62% (19% SEND)	73% (27% SEND)	69% (12% SEND)
Non Pupil premium who met target (181 pupils)	46% (5% SEND)	36% (6% SEND)	50% (7% SEND)
Pupil premium who did not meet target (26 pupils)	31% (12% SEND)	19% (4% SEND)	27% (19% SEND)
Non Pupil premium who met target (181 pupils)	49% (8% SEND)	64% (7% SEND)	41% (6% SEND)

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, same day interventions and/or 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. Book looks demonstrated evidence that interventions were being used effectively.

Test papers and weekly spelling tests were shared with parents throughout the year, to further develop communication about 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. All events were well attended by both pupil premium and non-pupil premium families.

Parent workshops were held that were pertinent to relevant year groups. E.g. Year 1 phonics screening workshop and reading in EYFS. These were very well attended and feedback was positive. 90% of pupils passed the phonics screening check in Year 1 (50% of the Year 2 children retaking this test successfully passed). Of the three pupil premium children in Year 1, 67% passed the phonics screening check successfully. 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 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 6 during 2024-25 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. 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.

Attendance figures throughout the last academic year demonstrate that all pupils consistently achieve above national in both pupil premium and non-premium groups, with Ever 6 FSM pupils being particularly notable in the difference between our school and national data (as shown below). Regular attendance meetings were held between the Senior Leadership Team to ensure prompt intervention where required and allowed

for careful analysis of safeguarding concerns. Guidance was sought from the LA as required.

Throughout the academic year, both FSM6 and non-FSM6 children's attendance was higher than the national average.

Externally provided programmes

Non-DfE programmes that we used our pupil premium to fund in the previous academic year.

Programme	Provider
Opening Worlds	Haringey