

# Pupil premium strategy statement – Heathcote 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	397
Proportion (%) of pupil premium eligible pupils	21.4% (85)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2023-2024 2024-2025 2025-2026
Date this statement was published	Sept 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Stephanie Rowett
Pupil premium lead	Helen Parashar
Governor / Trustee lead	James Stacey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,965.30
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£138,965.30</b>
<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>	

# Part A: Pupil premium strategy plan

## Statement of intent

At Heathcote Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to leave us with the knowledge, skills and social development that enables them to have full access to their next steps in their educational journey and beyond. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Ensure that all pupil premium pupils attend school regularly and on time
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their schema, enabling them to understand and retain new knowledge and skills

In order to achieve our objectives and overcome identified barriers to learning we will:

- Analyse the barriers, aligning subsequent support to this analysis.
- Provide all teachers and support staff with high quality CPD to ensure that pupils access effective quality first teaching
- Invest in developing opportunities for social development and play to support regulation, connection and the building of strong relationships
- Work with parents to support the reduction of barriers to accessing school
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to subsidise opportunities ensuring that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

#### Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed after each data point. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality
2	Social, emotional and mental health
3	Attainment gap in reading, writing and maths
4	Attainment gap in phonics
5	Parental engagement
6	Reception – SEMH and Writing Outcomes
7	Spelling
8	Raising profile of PP group within the school

## 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
Phonics	Increase the percentage of pupil premium pupils passing the phonics screening check to 90%.
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.
Attendance	Ensure attendance of disadvantaged pupils is at least 96%

	Reduce PA Reduce lateness
Increase children's connection and sense of belonging in school	Children want to attend school Pupil surveys report positive affiliation with school

## 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: £ 51,029.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD activities to include:</i> <ul style="list-style-type: none"><li>- Supporting vulnerable learners training</li><li>- Assessment, gap analysis and subsequent planning</li><li>- Moderation</li><li>- Access to specialist and network groups</li><li>- Behaviour</li><li>- Effective intervention</li><li>- Writing planning, teaching and assessment. Focus on production of high-quality scaffolds for PP children.</li></ul>	<p>Education Endowment Fund research suggests that adults modelling and supporting children with metacognition can have a great impact of up to 7 months.</p> <p>EEF states schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback</p> <p>DfE figures suggest that FSM children are more likely to be excluded due to persistent disruption. Exploring research to improve policy and management will have a positive effect on PP and non PP children alike</p>	All
AHT English leader to establish cycle of teacher development targeting staff with identified low attaining PP.	EEF evidence-based recommendation. "effective writers use a number of strategies to support each component of the writing process"	3, 6, 7, 8
No-Nonsense Spelling Scheme used to create consistent approach	Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.	7
Implementation of new phonics scheme; resources and associated	EEF toolkit state that this has very high impact for low cost based on extensive evidence.	3, 4, 5, 6, 7

training to staff		
Live Marking to be used in class to provide effective and meaningful feedback.	EEF states that Feedback has high impact at a low cost based on extensive evidence. Effective feedback will be an important element of teachers' response to assessment. Feedback should be specific and clear, encourage and support further effort, and be given sparingly.	3, 4, 8
Leadership development, ensuring appropriate support and challenge is provided.	Andy Hind - School leaders have the biggest impact on pupil outcomes by creating and developing a professional culture that shapes the high-performance professional behaviours needed for success.	All
Investment into Maths Mastery and associated resources to support the development of coherence, representation and structure, mathematical thinking and fluency	<a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/</a>	3
Phonics leader providing targeted support and coaching to staff Strategic analysis of phonics attainment and progress	<a href="https://www.ruthmiskin.com/programmes/phonics/leadership-training/">https://www.ruthmiskin.com/programmes/phonics/leadership-training/</a>	4, 6, 8

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

Budgeted cost: £ 41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsiding trips and visits to enable access and opportunity for schema building and real-life application of curriculum.	Council for Learning Outside the Classroom “When pupils take part in educational visits we see a range of benefits from improved academic attainment and progress, to improved relationships and wellbeing. They are so much more than fun days out. Schools can maximise these benefits by focusing on learning outcomes and evaluating the impact of the trip.”	1, 2, 3, 6

Speech and Language interventions	<a href="https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/">https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education/</a> EEF research: Oral Language Interventions	1, 2, 3, 6
Learning continuums used for all off-track PP children to track small-step progress.	According to <a href="#">cognitive load theory</a> , because of the limits of working memory it is very difficult for young children to juggle more than around 4 items in their working memory at any one time.  One way to overcome this limitation is by having plenty of information in our long-term memory. This allows the limits of working memory to be 'chunked'.	2, 3, 4, 6
Targeted academic support, small group and 1:1 across all subjects	EEF – evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.	3, 4, 6, 7
Weekly support staff meetings to increase effectiveness of intervention	EEF states schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback	2, 3, 4, 6, 7, 8
Phonics Leader to run parent workshops to establish confidence with supporting Phonics at home.	<a href="#">Parental engagement   EEF</a> COVID period of remote teaching and modelling of structured, systematic basic skills received highly positive feedback from parents and demonstrated that parents were better equipped to support learning at home.	4, 5, 6, 7

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

Budgeted cost: £46,936

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership oversight and analysis of PP including engaging with specialist and network groups	<a href="https://www.teachingtimes.com/the-role-of-networks-in-supporting-school-improvement/">https://www.teachingtimes.com/the-role-of-networks-in-supporting-school-improvement/</a>	All
Family Support Worker to work with identified families to provide support and guidance with the aim to reduce barriers to schooling including specialist training	Persistent lateness adds up to a large amount of missed learning. 5 minutes a day for 190 days is almost 16 hours in missed schooling. Maslow's Hierarchy of Needs acknowledges that people need their basic needs met before they are able to thrive. Parents are signposted and supported with accessing	1, 2, 5, 8

	foodbanks, food vouchers and other basic needs.	
Providing positive incentives to children and families, encouraging them to attend school.  Providing positive opportunities for children within school to increase their connection and sense of belonging e.g. student leadership opportunities.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Deployment of Early Help, Pastoral Leads and Admin Attendance Officer. Meticulous and timely monitoring of attendance and punctuality with timely intervention.	All
Access to Thrive courses and online portal to support SEMH	There is a substantial body of research evidence to suggest that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances.	1, 2, 6
Opportunities for pupil leadership targeted to PP e.g.  - Play leader training - Reading Champions - School Council - Digital Leaders	A key component is inclusive youth leadership—both as a result of and a building block for a positive school climate. Once students are respected and engaged as active contributors within their school community, the school culture benefits. The more students are engaged, the more they become the architects of activities and initiatives within their schools. – AMLE.org	1, 2, 5, 8
Development of OPAL Play during lunchtimes to provide opportunities for connection and social skill development	Why do schools need great play? – OPAL PLAY  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</a>	1, 2, 5, 6, 8
Provision of outsourced counselling to target children	New research paper: Longer-term effects of school-based counselling in UK primary schools. -Place2Be	2, 5
Sharing opportunities and performances to promote engaging opportunities in school	Are there any links between celebration and student outcomes? Stanislas Dehaene says in <i>How We Learn</i> (2020) that rewarding students' efforts is one way we can help them to develop a growth mindset.	6

**Total budgeted cost: £138,965.30**

## Part B: Review of the previous academic year

### Review of Progress Towards Intended Outcomes for our Pupil Premium Cohort (2024-2025)

	Intended outcome	Success criteria
1	Phonics	Increase the percentage of pupil premium pupils passing the phonics screening check to 90%.
	Progress to date:	
	<ul style="list-style-type: none"> <li>RWI phonics scheme introduced – overall figures for passing Phonics Screening Check at Year 1 has risen by 19% (63% (2024) to 82% (2025)). For Pupil Premium children, 55% passed the Year 1 phonics screening check—an improvement of 37 percentage points from the Autumn term prediction of 18%. Among the Year 2 re-takes, 63% of Pupil Premium pupils achieved the expected standard. Overall, the Year 1 Pupil Premium children made strong progress, with all pupils moving up between 2 and 6 groups from the beginning to the end of the year.</li> </ul>	
2	Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.
	Progress to date:	
	<ul style="list-style-type: none"> <li>The improved use of diagnostic tools such as GL assessments and Toolkits have enabled staff to be more forensic in their identification of next steps for children who are working below their age-related expectations.</li> <li>2024-25 cohort had 6 PP children. Of them, 5 are on the SEND register. 50% of these 6 children reached expected standard or higher in RWM. One more child had scaled scores of 98+ in all subjects. 2 children reached GD standard in Reading and Maths. 1 child reached GD standard in Writing and 3 children reached GD standard in SPAG.</li> </ul>	
3	Attendance	<p>Ensure attendance of disadvantaged pupils is at least 96%</p> <p>Reduce PA</p> <p>Reduce lateness</p>
	Progress to date:	
	<ul style="list-style-type: none"> <li>EOY attendance for PP children rose by 1.72% overall from 23-24 to 24-25 to 90.72%. This includes PP+SEND pupils who have had part-time timetables in place. There has also been improvement from 23-24 to 24-25 with the number of lates both before and after registration.</li> <li>Targeted support and ATTEND framework in place to support key families to improve attendance and uncover barriers to learning.</li> <li>Sensory Circuits and soft landing transitions in place to support children struggling to attend school. Uptake of 10 PP children taking part in Sensory Circuits.</li> </ul>	
4	Increase children's connection and sense of belonging in school	<p>Children want to attend school</p> <p>Pupil surveys report positive affiliation with school</p>
	Progress to date:	
	<ul style="list-style-type: none"> <li>Opportunities for pupil leadership across the school included: Play leader training, Reading Champions, School Council and Digital Leaders. There were 5 Pupil Premium children representing within these groups. Focus on increasing the uptake of PP children in 25-26 within leadership roles in school.</li> </ul>	

- OPAL Play has been a key mechanism to improve daily experiences for pupils within the school, giving them the opportunity to engage in positive play and develop social skills.
- Sensory Circuits occurred twice daily for children who benefit from additional movement and grounding activities on entry and before leaving school. 59% (10 children) who attend Sensory Circuits are PP
- 11 Pupil Premium children accessed Counselling in the academic year 24-25.
- Family Support Worker worked with families open to Early Help, Targeted Support, CIN and CP. This positively impacted 21 number of PP children from September 2024.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Times Table Rock Stars	Maths Circle Ltd