

Heygarth Primary School

Pupil Premium Strategy Statement 2021-2024



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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name:	Heygarth Primary School
Number of pupils in school:	418 pupils
Proportion (%) of pupil premium eligible pupils:	22%
Academic year/years that our current pupil premium strategy plan covers: (3-year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published:	December 2022
Date on which it will be reviewed:	July 2023
Statement authorised by:	Mrs Hazel Beamish Headteacher
Pupil Premium Lead:	Miss Karen Howell
Governor/Trustee Lead:	Ms Jo Pires Chair of Governors & Link Governor for Disadvantaged Pupils

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	Deprivation x 67 = £92,795 Post LAC x 5 = £12,050 Service Child x 7 = £2240 LAC x 1 = £2000 Total: £109,085
Recovery Premium funding allocation this academic year	£10,440
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Heygarth Primary School, we strive to achieve the very best outcomes we can for all of our pupils. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Historically, this has proven to have the greatest impact on closing the disadvantage attainment gap for vulnerable pupils and at the same time has maximum benefit for non-disadvantaged pupils in our school. We invest in high quality training for all staff to ensure teaching and learning is consistently 'good or better' across our school. Whilst maintaining a careful track of all pupils' progress, we also closely track how well pupils entitled to PPG are achieving in comparison to their peers to ensure that we close any potential disadvantage gap.

All members of staff and the Governing Board accept responsibility for 'socially disadvantaged' pupils at our school and are committed to meeting their pastoral, social needs. We recognise that not every child receiving the Pupil Premium Grant is socially disadvantaged and that not every child who is disadvantaged receives the Pupil Premium Grant. By focusing on children's individual needs, we aim to enable every child to achieve and make the best progress they can.

In addition to ensuring that children eligible for PPG have access to the same creative curriculum as their peers, funding is also made available to enable them to attend after school clubs, educational visits and residential; offering them a wide range of opportunities and experiences that they may otherwise not have the opportunity to access. We value the importance of reading for pleasure and to encourage this we provide a diverse library of books for all pupils to access. Funding is also used to enable us to employ additional members of support staff, to provide the social, emotional support that they may need.

Our Pupil Premium Strategy has been produced with the wider school plans for recovery in mind, following the disruption to education COVID-19 has caused. Our approach is responsive to the specific needs of our disadvantaged pupils and non-disadvantaged pupils, whose education has been the worst affected.

Our school key messages in supporting pupils:

- Work to improve behaviour for learning by supporting pupils to develop positive relationships with self, others and the curriculum.
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the best outcomes.
- Analyse which pupils were underachieving, particularly in English and Mathematics, and why.
- Ensure that all pupils are challenged in the work that they are set.
- Draw on research evidence (such Education Endowment Foundation) and evidence from our own and others' experiences to allocate the funding to the activities that are most likely to have significant impact on improving achievement.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it.
- Ensure that class teachers and subject leaders know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.
- Thoroughly involve all members of SLT and Governors in the decision making and evaluation process.

Challenges

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

Challenge number	Detail of challenge
1. Oral language skills and vocabulary gap	<p>Teacher Assessment and WellComm assessments in EYFS evidence 41% of all pupils enter F1 (Nursery) 'on track' for speaking, observation and discussions with pupils across school indicate a vocabulary gap for most (not all) disadvantaged pupils. Younger pupils are showing underdeveloped oral language skills when starting F1 (Nursery) and this challenge has increased since lockdown due to COVID-19. Teacher feedback shows that many disadvantaged pupils will not share ideas as a class and rely on peers for support with this and have greater difficulty than their peers' suggesting ideas.</p>
2. Teaching reading	<p>Assessments and discussions with teachers showed that previously (prior to the implementation of RWInc) the teaching of early reading was inconsistent, and this had a negative impact on our disadvantaged pupils in particular. There was a need for consistency through a recognised phonics programme such as RWInc phonics. Children enter F2 (Reception) below in reading according to baseline data.</p> <p>In September 2021, 0% of Pupil Premium pupils entered F2 'on track' for word reading.</p> <p>Over the past 3 years, since investing in RWInc, results have improved, teacher confidence has grown and there is consistency in the teaching of reading across Early Years and KS1. We now need to look at ensuring the same consistency across KS2. A challenge is that there are fewer adults within KS2 to deliver reading interventions.</p>
3. Spelling and Handwriting	<p>Feedback from teachers show that pupils have a decreased resilience in terms of writing since lockdowns due to COVID-19. Handwriting and spelling have been identified as areas that need to be addressed. More of the disadvantaged pupils than other pupils did not access learning during lockdown. They have not practised handwriting and basic spellings are proving a challenge and consequently work is often difficult to read. (Year 2 – Year 6)</p> <p>In September 2021, 0% of Pupil Premium entered F2 'on track' for writing and 19% of all other pupils were 'on track'.</p>
4. Maths	<p>Evidence from KS1 & KS2 SATs paper analysis, pupil and teacher voice as well as conversations with parents showed that pupils lacked confidence in maths and the retention of mathematical knowledge was weak from year to year. Since investing in Maths No Problem, we have seen improvement in confidence and results of pupils as the gap has closed for many. Some disadvantaged pupils need further maths support in order to ensure basic maths skills are learnt and applied, in particular with a focus on basic skills & Times Tables</p> <p>In September 2021, 0% of the pupils entitled to funding entered F2 'on track' for maths. 22%- 29% of all other pupils were on track for mathematics.</p>
5. Feedback	<p>Assessments have shown that our disadvantaged pupils have been affected by partial school closures and particularly in handwriting and spelling. Responses from teachers show that partial school closures have had a disproportionate negative impact on disadvantaged pupils in terms of learning progress and confidence. Research by the EEF has shown that providing individual feedback for pupils can have a positive impact on progress.</p>

6. Social and Emotional Support	Discussions with teachers show an increased number of pupils with mental health issues and referrals for ELSA support and the School Learning Mentor have increased since returning to school in September 2021. Disadvantaged pupils as well as others are showing limited resilience and low self confidence in their learning.
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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 oral language skills	<p>Teachers will be confident in the delivery of oracy. Ongoing formative assessment and observations, conversations with teachers and pupils indicate improved oral language skills among our disadvantaged pupils as well as other pupils.</p> <p>Strategies from the Oracy project - Voice 21 CPD will be implemented and systematically assessed and adapted to meet the needs of the pupils across school.</p>
Reading and phonics, including RWInc	<p>At least 75% of pupils will reach the standard set out in the KS1 phonics screening. Continued improvement in phonics in EYFS and KS1 resulting in improved reading throughout school.</p> <p>At least 75% of pupils will achieve outcomes in line with, or above national expectations in Reading by the end of Key Stage 1 & Key Stage 2.</p>
Maths No Problem	<p>Pupils are developing mastery in maths. Teachers are trained in teaching maths for mastery.</p> <p>At least 75% of pupils will achieve outcomes in line with, or above national expectations in maths by the end of Key Stage 1 & Key Stage 2.</p>
Feedback and behaviour for learning	<p>Pupils will respond to feedback to move their learning forward.</p> <p>Individualised feedback will be in pupil books from Year 2.</p> <p>Pupils will have developed positive behaviour for learning, and they will be developing into independent learners.</p>
Handwriting and spelling Interventions	Letter formation will be corrected before joining in a cursive script.

	<p>Muscle memory will develop and spellings will improve from individual starting points. Dyslexia friendly approaches to be implemented. The school is currently working towards the 'Dyslexia Friendly School Award.'</p>
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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: £18,489

Activity	Evidence that supports this approach	Challenge number(s) addressed
Voice 21 Oracy Project	<p>The School Oracy Benchmarks articulate the strategic decisions to be made by school leaders to ensure every child in their school receives a high quality oracy education. They reflect the key levers for change available to a school's leadership, including the steps needed to create the conditions to enable every teacher to meet the Teacher Oracy Benchmarks.</p> <p>Research carried out by the EEF suggests that oracy intervention can increase progress by an average of 6 months.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 6
RWInc PHONICS	<p>Read Write Inc is a reading scheme developed by Ruth Miskin. This provides a structured approach to teaching phonics in Early Years and Key Stage 1. It is reported that Miskin developed RWI with children from low-income families in mind. RWI is said to be taught in over 5000 schools in the UK. We are also aware that in line with research we agree that no one size fits all and we offer support for those pupils in need of further help. The Education Endowment Foundation shows a strong evidence base that indicates a positive impact on the accuracy of word reading.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
Maths No Problem	<p>Research indicates that mastery learning keeps learning outcomes constant and allows pupils to gain mastery of the curriculum content. The Education Endowment Foundation.org.uk report that there several meta-analyses which indicate, on average, mastery learning</p>	4, 5, 6

	<p>approaches are effective leading to an additional five-month progress.</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Balance - Feedback Behaviour for Learning – CPD</p>	<p>Research has shown that effective feedback can lead to improvement in pupil's learning. The purpose of the feedback is to re-direct or refocus either the teachers or the pupil's actions to achieve a goal. The feedback will be either verbal or written. Studies by the Education Endowment Foundation show that feedback can have a positive impact in the presence of secure relationships between both teacher and pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>5, 1, 2, 3, 6</p>

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

Budgeted cost: £66,513

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Therapy</p>	<p>Pupils are supported 1:1 in order to improve communication so they will be able to express thoughts and feelings.</p> <p>SALT intervention enables pupils to speak so that others will understand what they are saying.</p> <p>Prepares them for school so that they can keep up with other children in learning.</p> <p>Improves vocal quality.</p> <p>Increases self-esteem and Independence.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 6</p>
<p>Small group and 1-1 tutoring</p>	<p>Research carried out by the EEF suggests that small group tutoring can have a positive impact of 4 months progress on average. Tuition targeted at individual needs and knowledge gaps can be an effective method to support those who are falling behind both one to one and small groups.</p> <p>ELC Tutoring is being used outside of the school day.</p> <p>TAs are delivering interventions within of the school day.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 3, 5, 6</p>

Orrets Meadow	<p>Oral language interventions consistently show positive impact in learning.</p> <p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects on younger children and pupils from disadvantaged backgrounds.</p>	3, 1, 6
Handwriting and spelling Intervention (See small group tutoring cost)	<p>Research suggests that slow or effortful handwriting (as well as spelling) takes most of children's focus and limits the amount of thought that can be given to the content of their writing. Approaches that aim to support the accuracy and fluency of children's handwriting have been shown to improve the presentation, quantity and quality of children's writing.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/helping-handwriting-shine</p>	3, 6

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

Budgeted cost: £61,846

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support, School Learning Mentor and Family Partnership Worker	<p>The average impact of successful Social & Emotional Learning interventions is an additional four months' progress over the course of a year.</p> <p>The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings.</p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	6
Morning snack – Toast	<p>Public Health England have identified the importance of children having a morning snack.</p> <p>They suggest that it helps pupils to concentrate.</p> <p>Pupil voice carried out at Heygarth has shown that the children are more able to concentrate after having toast at breaktime.</p> <p>https://www.publichealth.hscni.net/sites/default/files/Healthy%20Breaks%20for%20Schools%20A5%20Leaflet%2007_17.pdf</p>	6

School Trips- Educational visits	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	1, 6
School Uniform and resources - water bottles, school book bags	The lack of studies identified that tested school uniform approaches mean that there is not enough security to communicate a month's progress figure. School uniform policies are often implemented alongside other improvement measures, which make it particularly challenging to measure the impact of uniform interventions alone. As a result, there is not enough security in the evidence to communicate a month's progress figure. Evidence from our school pupil voice shows the pupils who have received uniform etc. feel happier in school.	6

Total budgeted cost: £146,848

Please Note: The difference between budgeted cost (£146,848) and Pupil Premium Grant Funding (£109,085) & Recovery Premium funding allocation (£10,440) will be made up through the School Budget (£27,323)

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.

The impact of COVID-19 is still very much a barrier to our pupils in terms of their mental health and their learning and the 2022 data outcomes reflects this. All disadvantaged pupils were given a device to work from home and all teachers provided learning suited to age/phase of education however there are still huge gaps where pupils did not engage in learning at home.

In September 2022, the Pupil Premium Lead and DHT met with Year 6 pupils and teachers/TAs to discuss how they can support disadvantaged pupils over the coming term. This will be monitored and reviewed by SLT.

Key Stage 1 Data 2021-2022

Phonics (Year 2 - end of Key Stage 1)

93.6% non-SEN pupils achieved expected outcomes in phonics.

84.6% of the Disadvantaged cohort achieved expected outcomes in phonics at the end of Key Stage 1.

46.2% school's Disadvantaged cohort achieved the expected standard in Reading,

30.8% school's Disadvantaged cohort achieved the expected standard in Writing,

38.5% school's Disadvantaged cohort achieved the expected standard in Maths

Key Stage Two Data 2021-2022

52.6% school's Disadvantaged cohort achieved the expected standard in Reading

42.1% school's Disadvantaged cohort achieved the expected standard in Writing

42.1% school's Disadvantaged cohort achieved the expected standard in Maths

Feedback is having a positive impact in most classes, but observations showed that all teachers need to provide individual feedback specific to the needs of the learner. We need to ensure that new staff are trained and supported in giving feedback.

Key staff have completed training for Social and Emotional aspects of Learning (SEL) and this will be shared with all staff November 2022.

myHappyMind is helping to promote a positive growth mindset.

RWInc is providing consistency in the teaching of reading in KS1, and we will continue to use it.

Pupil questionnaires carried out by the Maths Lead showed that, overall pupils have a positive attitude to maths, and many chose it as their favourite subject. Continue to use the mastery approach of Maths No Problem. We will need to train new staff and support staff who are not confident in the delivery.

Oral language interventions have a positive impact on the pupils who access them. To build on this success, we have trained teachers in the strategies used in the Orretts program to broaden the use of the kinaesthetic approach to spelling across the school.

Evidence from pupil voice showed that the support offered by the ELSA TA and Matt Metcalfe (Learning Mentor) helps pupils to work through problems/issues they may have. We have a new full time ELSA to support children in KS1 and KS2. We also have a Family Partnership Worker (working 4 days per week) to support vulnerable pupils and their families.

Questionnaire from Year 4 and Year 5 pupils supports this as they agree or strongly agree that school supports them to look after their mental health.

The Pupil Premium Lead has continued to implement 'work watch' and this is helping some pupils with behaviour as well as 1-1 chats to help focus the child about what they need to learn next/what they have done well. Some teachers make positive phone calls home.

Pupils have been provided with school items as needed. The need has been identified by teachers and they have sourced items from the school office. This helped with behaviour for some pupils. Ensure that all financially disadvantaged pupils have correct PE kit/trainers/uniform as well as warm coats for the winter. We need to continue to offer toast as a snack at break time as this helps the children to concentrate. We will continue to provide subsidised places for trips and educational activities for financially disadvantaged pupils.

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

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.