# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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

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| Detail | Data |
| School name | Heene CE (Aided) Primary School |
| Number of pupils in school | 397 |
| Proportion (%) of pupil premium eligible pupils | 21% (85 Pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 Years |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | Throughout the year and formally July 2023 |
| Statement authorised by | Simon Trahern |
| Pupil premium lead | Debi Daisley |
| Governor / Trustee lead | Sally Pritchard |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 124,290 |
| Recovery premium funding allocation this academic year | £12,325 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 136,615 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| ***What are your ultimate objectives for your disadvantaged pupils?***  At Heene, we work towards unlocking the potential in all children (irrespective of their background or the challenges they face) by developing a clear curriculum strategy and a life-long love of learning.  Through our Christian Values, and by following the ‘Heene Way’, we are striving to develop a culture of excellence in all we do by supporting and challenging each other.  Together we aim to provide a safe, inspiring and inclusive learning environment where everyone can flourish. We believe that every child should have access to a high quality education and full opportunities to learn.  Our most pressing aim is to ensure the achievement of our disadvantaged pupils is at least in line with all pupils. We strive to ensure all of our pupils make good progress and achieve well in all areas of the curriculum.  We are intent on knowing each child well, well enough to understand their individual needs and challenges, and to be able to respond to these in order that they achieve well and thus improve their life chances going forward. In knowing each of the children well, we will get to know the family and all others who currently support them. The intent is then to ensure we work together to secure the best outcomes possible for each member of our school community.  Genuine, high quality, purposeful and consistent teaching and learning will be at the heart of our approach to this strategy. Within this approach, the key focus will be on core areas most crucial to securing a high quality of education for the most disadvantaged pupils in our care.  Our strategy will focus on both common challenges we are facing and tailored to individual needs which will be rooted in clear assessment strategies. The intended outcomes for the year are as follows:   1. To eradicate the attainment gap between disadvantaged children and ‘other’ children at the end of EYFS. 2. Significantly reduce the gap in attainment at the end of KS2 for disadvantaged pupils so that they are at least in line with national expectations for all children. 3. For disadvantaged children to all pass the phonics screening check in Years 1 and 2. 4. To improve the overall academic achievement for all pupils impacted by the 2020 / 2021 lockdown measures. 5. Ensure the needs of all children, from an emotional and social needs perspective, are fully met to enable them to be settled enough to learn. 6. Increase parental engagement in their children’s learning for the parents of pupils in greatest need.   ***What are the key principles of your strategy plan?***  Our key principles of the strategy are three fold:  Firstly to ensure all our children in Year R have an excellent start to their time in school; that they achieve well and are enjoying their learning. During Reception and Year 1 the key focus will be on early reading, secure phonological understanding alongside speech and language development. This will ensure that any gap in learning and achievement is substantially reduced by the end of KS1.  Secondly, when the children enter KS2 a greater focus will be placed on targeted and focused groups in maths and literacy where previous attainment will be built upon, ensuring the children keep up rather than ‘catch up’. Alongside this we will work towards high quality teaching and learning being in place in all classrooms, for all children; where each child is known well to the adults who work with them and because of this their needs can be met in a highly effective manner.  Thirdly, we believe that all children at Heene must have access to a highly creative, broad and balanced curriculum where the learning meets their needs, interests and aspirations. Where the curriculum is well thought out, planned, sequential and offered to the children in a manner which will captivate their interests and increase their life chances and future aspirations.  Underpinning this clear strategy a focus on the wellbeing of children within our school will be key to the success of the strategy. Funding will therefore be allocated to support the work of the learning mentors, the Inclusion Team and the Transforming Lives for Good project. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | The evaluations we have undertaken alongside the knowledge we have of the children and on-going assessments have shown that the education and overall wellbeing of many of our disadvantaged children has been negatively affected by partial school closure over the past 2 years. As a result of this knowledge gaps have become clear and a significant number of disadvantaged pupils have fallen behind their peers. |
| 2 | Social and emotional need has significantly increased in all our classes, with increased requests for SEN referrals and teacher requests for support with anxiety and children with much reduced resilience. |
| 3 | Our attendance data reveals a decline in regular overall attendance of 96% to 93%. This is particularly the case for children who are disadvantaged or where parents do not see the importance of attendance at this challenging time. |
| 4 | Disadvantaged children have known less developed literacy skills from those of more well off households. This includes a lack of exposure to high-quality children’s books, language and vocabulary. This has resulted in lower starting points year on year. |
| 5 | We have seen a genuine decline in some disadvantaged pupils’ resilience and social and emotion strength. This has challenged our ability to manage this within the context of classrooms where all children need to accelerate their progress and thrive as learners. |
| 6 | To ensure high quality teaching and learning for all children in all lessons in all classes on all days of the week. This has been a challenge for the school historically and a challenge we are seeking to overcome within the current context of the school, particularly as we begin to learn to vie with covid-19. |

## 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.

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| Intended outcome | Success criteria |
| 1.To eradicate the attainment gap between disadvantaged children and ‘other’ children at the end of EYFS. | * PP children are in line with National Expectations for GLD * High quality teaching and learning for all pupils. * ALL pupils known well by their teachers. * Identified pupils to receive effective intervention as needed through assessment. * Access to high quality provision within the indoor and outdoor setting to promote language, opportunities for writing, developing social and emotional skills and self-regulation. |
| 2.Significantly reduce the gap in attainment at the end of KS2 for disadvantaged pupils so that they are at least in line with national expectations for all children. | * All children to have consistent high quality teaching in all areas of the curriculum. * Increased numbers of disadvantaged pupils who achieve ARE+ in reading, Writing and Maths. * Know all the children well enough to know what their individual barriers are to achieving well and address those obstacles individually. |
| 3.For disadvantaged children to all pass the phonics screening check in Years 1 and 2. | * Regular phonics assessment throughout the year. * All children to receive high quality RWInc teaching, regularly evaluated by SLT and LA representatives. * Increase the numbers of disadvantaged pupils achieving the expected standards in Year 1. * Children in Years 2+3 also identified and given the opportunity to catch up then keep up. * Extend RWI provision into KS2 to support identified children * Parental workshops to ensure all children can be supported well at home * Purchase of and access to decodable books based on child’s phonics phase. |
| 4.To improve the overall academic achievement for all pupils impacted by the 2020 / 2021 lockdown measures. | * ALL children have access to high quality teaching in all areas of the curriculum in all classes. * Increase the numbers of disadvantaged children who achieve at least national expectations at the end of each key stage. * All pupils’ challenges and barriers identified and plans in place to address each. * Provision of mentor support as part of the provision for the individual needs of identified children. |
| 5.Ensure the needs of all children, from an emotional and social needs perspective, are fully met to enable them to be settled enough to learn. | * All teachers know all their children well as individuals. They know their needs, interests, challenges and barriers. * Referral routes to internal social and emotional support are secure and proactive provision is made for our most challenging children * Increased in class support, targeted at identified need within classes. |
| 6.Increase parental engagement in their children’s learning for the parents of pupils in greatest need. | * Increase the reporting to parents and information which goes to parents. * Reports written to parents in Autumn and spring prior to parent consultation evening so the report can be the focus of the meetings together. * Increase the opportunity to undertake workshops with parents in order to help parents understand how they might best support their children at home. * Supporting parents to help their children read at home more frequently. * Support for parents in the daily challenges they face to provide emotional support to their children |

## 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: £58,815

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| High quality professional development opportunities for all staff (particularly in in EYFS and Year 1) to become highly skilled in early reading development.  This will support the introduction of RWInc across the lower part of the school followed by AR in KS2 | The EEF report on Effective Professional Development in 2021, supported high quality teaching and learning as the key factor in improving outcomes for all pupils.  High quality CPD at Heene has previously been a lower priority for the then leadership fo the school so this CPD now needs to be well-designed, identified carefully and crafted to have the greatest impact on the quality of provision for all pupils, particularly those disadvantaged. | 1 and 4 |
| Additional skilled TA capacity in both Year 1 and Year 5 to support the areas of the school with greatest identified need. | Additional capacity brought into Year 1 to support the needs of children there, who are already behind their peers in language development – a significant number of whom are disadvantaged.  Additional support in Year 5 for children who are disadvantaged and most challenged in terms of behaviour for learning.  EEF recommends that schools prioritise language development through high level child interactions and through activities that support language acquisition leading to improved communication. This is difficult to do unless the additional capacity is in place.  Internal data shows that the current support capacity for Year 5 is insufficient to support the learning needs of the children. Therefore additional support was provided through additional HLTA standard capacity. | 1,2,4,5 |
| Additional day for Phonics Leader to ensure RWI is embedded across the school and all staff have the necessary skills and knowledge to effectively deliver the planned programme. |  |  |
| Additional day of SENco provision dedicated to one day of teaching in a challenging class to support the desire of the school to secure good teaching in all classes on all days of the week. | The Education Endowment Foundation guide to Pupil premium, states that ‘good teaching is the most important lever schools have to improve the outcomes for disadvantaged pupils.’ Additionally, the guide explains that ‘ensuring that an effective teacher that is at the front if every class, and that every teacher is supported to keep moving, is a key ingredient of a successful school.’ | 1 and 6 |
| Accompany teachers to observe practitioners in highly effective schools. Also bring colleagues from other schools into Heene and allow time for teachers to work with our teaching and learning coach to positively develop practice.  This has also included the ability to successfully learn from the AIIB West Sussex Teaching and Learning Coach provision. Teachers working alongside the teaching and learning coach to improve their own practice in the classroom. | The EEF guide to professional development makes clear that leaders must Implement professional development programmes with care, taking into consideration the context and needs of the school. This we have done and want to additionally focus on the need to learn from other successful school and for teachers to see what that looks like and how it impacts on the children they then teach,  In Putting Evidence to Work: A School’s Guide to Implementation EEF breaks professional development down into two distinct activities: up-front training and follow-on coaching, which is a key part of our SIP | 6 |

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

Budgeted cost: £32,668

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional sessions for pupils in Year 6 focusing on Reading, writing and maths – Monday afternoon booster sessions with Year 6 Teachers | Year 6 teachers have identified pupils who would benefit from additional teaching and booster sessions. Data has been used to identify the pupils most at risk of not securing ARE. | 2,4,6 |
| Pupils targeted in Year 5 and 6 for additional Tuition by our identified tutor. | With three additional adults to support the targeted tuition of the most vulnerable children in Year 5 and 6 who are at risk of not reaching national expectations.  EEF research shows that small group tuition can be effective in making the gains needed, up to +4 months attainment. | 2,4 |
| Additional TA to support phonics interventions in Year 1 and 2 to ensure the children who are not keeping up, keep up.  Support for 1:1 reading for children in the bottom 20% of achievement in KS1. This to include Phonics boosters. | Additional adults to support with phonics teaching in Year 1 and also to support those children who might already be falling behind. This is to enable them to keep up once they have caught up.  EEF research shows that small group tuition can be effective in making the gains needed, up to +4 months attainment. | 3,4 |

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

Budgeted cost: £58,140

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Inclusion Leader and Learning Mentor to pro-actively support the children in their readiness for learning and their ability to regulate their emotions and learning readiness. | Also to build positive relationships and wellbeing of parents and children The role of the school link assistant in our school has been beneficial for pupils and families who require additional support during various points in their lives. Improving wellbeing, self esteem and confidence is vital and this is evidenced in ‘Supporting the attainment of disadvantaged pupils in 2015’. This document highlights that in order for pupils to be fully engaged and access learning successfully, strong social and emotional support must be put in place. | 5,6 |
| Play therapist to work with identified children | Over time, Heene are aware of the importance Play Therapy can have on promoting confidence and boosting wellbeing. According to the Mental Health Foundation, ‘the best part is that it helps people to improve their mental health through creativity. Making art is helping many people express themselves, without having to use words’. School evidence shows that children appear happier in school, improved social interactions, and understand ways to cope when faced with challenges. | 5 |
| Additional Pastoral support provided by the SENCo for identified families. | Pastoral support provided by the SENco for identified families It has been noted by the school that some children require additional support from the SLT leading to improved attendance and resilience when faced with challenges (Internal data)  Some subsiding after school clubs for pupils, leading to improved social skills Providing funding for pupil premium children to attend after school clubs will lead to improved social skills, positive interactions with peers and enjoyment from pupils. | 5,6 |
| Subsidising school uniforms | Subsiding uniforms Providing funding for families who require additional support to purchase uniforms | 6 |
| Subsidising School Trips | Payment of the cost of school trips and chargeable in school activities for children registered for free school meals. |  |

Total budgeted cost: £149,623

# 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 2020 to 2021 academic year.

This section aims to evaluate the impact our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| *Here are the stated focus activities for the pupil premium spend in 2020 to 2021.*  ***Small group or individual support in order to meet lesson objectives.***  * 1:1 or small group support to ensure any gaps in prior learning can be addressed to*  *ensure mastery of key concepts for each stage of learning.*  There is evidence that small group work did take place in some classes but the effectiveness / impact of this was not measured or recorded.  * Additional support for specific learning needs for example Speech and Language*  *support following advice from outside agencies.*  In some cases (specific pupils) this took place but no impact recorded relating the provision or expenditure.  * Learning mentors provide pastoral support throughout the school year on a 1:1 basis*  *as needed helping the children to develop strategies to manage and regulate their*  *emotions and worries so they can focus on learning.*  2 Learning mentors were deployed effectively in this time and CPoms has some impact relating to the children identified for learning mentor support. Only 1 learning mentor is currently in the school.  * SENDco provides support and advice for families and referrals to other agencies*  *when required.*  SENDco went off long term sick in March 2021 and support from the local primary school was brokered by WSCC to make necessary changes to SEN provision.  * Training for teachers and support staff ensures staff are up to date with latest*  *strategies from the relevant agencies.*  Pandemic limited the ability for this to happen as planned  * Encouraging parental involvement with school to enhance home learning*  *experiences.*  Limited impact due to departure of SENco and planned parental engagement for this element.  * Supporting after school clubs and enabling vulnerable pupils to access paid clubs.*  Some work was done here – but limited due to the pandemic.  * Purchase of specific resources to enable pupils to engage more fully and support*  *particular identified learning needs.*  Due to the departure of the SENDCo and DSL in April 2021 and the arrival and departure of an interim head in May 2021, no on-going evaluation of the strategy is available. Current leadership team began leading the school in September 2021 under the current strategy. |

## 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*

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| Programme | Provider |
| NELI | Government |
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# Further information (optional)

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| *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.* |