

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Heaton Avenue
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	87(21.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	29-9-21
Date on which it will be reviewed	1-2-22
Statement authorised by	Jo Jenkinson
Pupil premium lead	Sally Davey
Governor / Trustee lead	V White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,910.00
Recovery premium funding allocation this academic year	£11,890.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17,960.00
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	£142,490.00

Part A: Pupil premium strategy plan

Statement of intent

Our disadvantaged cohort should achieve as well as their non disadvantaged counterparts, however the gap in attainment between these two groups in some subject areas is still too large; one contributing factor for this would be the extra barriers brought about during covid 19. At Heaton Avenue we prioritise quality first teaching and this is achieved by delivery of our well sequenced ambitious curriculum delivered by high quality staff. Keep up rather than catch up is our focus. Intervention strategies are deployed across the school in the core areas of RWM and phonics. Support for our younger children in communication, language and interaction, encouraging greater, higher quality parental engagement and further work on children’s mental health and wellbeing will ensure all of our disadvantaged groups have every opportunity to reach their personal best socially as well as academically. Our extensive enrichment offer, which supplements our broad and balanced curriculum comprises of subsidised trips, visits, residential and visitors to school. Additionally, the consideration of our ‘possibilities agenda through our wider curriculum drives aspiration for our disadvantaged cohort in all subjects throughout the year. Through the use of these curriculum drivers, by supporting families to overcome their children’s barriers to learning our purpose is to provide an ambitious curriculum for all.

Challenges

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

Challenge number	Detail of challenge
1	To improve outcomes for disadvantaged groups at all phase end points for KS1 and KS2 particularly for reading and writing.
2	To raise aspirations and develop pupils’ personal development and widen curriculum enrichment opportunities and experiences in light of almost 2 years in and out of lockdowns.
3	Communication, language and interaction skills in EYFS are lower for pupils eligible for PP than other pupils. This slows reading and writing progress in subsequent years.
4	Support for the mental health and well-being needs of pupils, parents and staff post pandemic.
5	Ability to access greater depth learning. (Focus subjects this year; art, DT, geography, history, science).
6	Parental engagement – low aspirations, attendance at core academic parental workshops, support with homework and home learning and reading.
7	Consistently challenge unauthorised, persistent absenteeism following post pandemic disruption.

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>To improve PSED outcomes for the disadvantaged groups in EYFS as the new reception intake has been particularly affected by the effects of lockdowns.</p>	<ul style="list-style-type: none"> • Pupils eligible for PP in EYFS make rapid progress in PSED so that they meet age related expectations by the end of EYFS with the exception of any children with significant SEND needs. • Small stepped targeted interventions are measured and impact is evident.
<p>Quality first teaching address gaps improve outcomes for disadvantaged in RWM at the end of KS1 and KS2.</p>	<ul style="list-style-type: none"> • Y1 phonics screening results are matched for non-disadvantaged and disadvantaged groups. • A greater number of PP pupils achieve national at the end of KS1 and KS2. 2021. • A rigorous reception plus provision is put into place in Year 1. • Progress identified on summative termly assessments in the essentials (phonics, RWM)
<p>Address the gaps in knowledge and skills in the wider curriculum for those disadvantaged groups in KS1 adversely affected by the pandemic.</p>	<ul style="list-style-type: none"> • Peer review and deep dives demonstrate gaps in learning are being addressed for disadvantaged groups and show that these children know more, remember more. • Disadvantaged groups of children are able to talk about their learning articulately with confidence. • A greater number of disadvantaged pupils are reaching a deep level of learning at the end of Milestones 1, 2 and 3 particularly in our focus subjects this year (science, geography, history, art and DT)
<p>To raise aspirations for disadvantaged groups, inspiring them by our curriculum, giving them the necessary experiences to enhance their cultural capital through curriculum linked visits, residential and visitors to school including providing a wide range of extra-curricular activities and school events for children and families to attend.</p>	<ul style="list-style-type: none"> • A high percentage of disadvantaged pupils are able to attend trips visits and residential. • 25% of extra-curricular clubs are accessed by disadvantaged children at a reduced or zero cost. • A larger proportion of disadvantaged families attend school events. • Pupil voice indicates that reasonable steps to break down children's barriers to learning are taken. • Home learning AR Myon and access to TT Rockstars will be offered to children who need support during lunchtimes so they can use devices that are available in school. • Children given regular opportunity to change library books.

	<ul style="list-style-type: none"> • Home learning is organised (through parent factfiles) to directly support the link between home and school to enrich children’s learning experiences.
<p>To continue to foster a love of reading and aspirational reading amongst all pupils through curricular as well as non curricular foci.</p>	<ul style="list-style-type: none"> • 75% of disadvantaged pupils use online Apps including MyOn, Oxford owl, project X. • To successfully introduce reading for pleasure at social times throughout the school day. • All books are phonetically matched to the ability of the disadvantaged reader, • 100% of disadvantaged pupils are achieving their Accelerated Reader targets and word count awards. • The reading offer for any child not keeping up is widened each half term. Every child who is not making progress is targeted to receive specific support which does not mean more of the same approach.
<p>Greater emphasis to be put on the importance of positive mental health and well-being for all disadvantaged groups as the foundation for being able to learn with grit and determination, to stick to extra curricular interests, to attend school on time everyday.</p>	<ul style="list-style-type: none"> • Growth mindset approach embedded across school so that pupils are resilient to learn from mistakes. • Chimp Management for children in place for disadvantaged groups • Support staff are used effectively to challenge and guide children without creating an over reliance on staff and adult support. • Persistent absenteeism amongst disadvantaged is moving towards the national average. At the end of 2021, absence and PA % amongst the disadvantaged groups were double that of the non PP groups. • Academic

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: £58,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teaching groups for end of EYFS, Y2 and Y6 for disadvantaged groups in reading and writing</p> <p>End of EYFS 10 hours per week of nursery nurse for 19 weeks £2933</p> <p>End of KS1 10 hours per week ETA intervention for 19 weeks £6000-N extra hours x 6 currently KS2 £15828 allocated to HLTA intervention time and £3172 allocated to School Led Tutor costs for 19 weeks</p>	<p>EEF Teaching and Learning Toolkit – Smaller class sizes and group inputs</p> <p>NB Smaller classes/more groups only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption – <i>this is the case in UKS2</i></p>	1,3,5
<p>Use of resources to accelerate progress in English:</p> <p>Accelerated Reader (reading comprehension) £3,260</p> <p>Oxford Owl (phonics and reading comprehension) £375</p> <p>MyOn (reading comprehension) £2,500</p> <p>Class sets of books to allow access to the reading spine £3,500</p> <p>Phonics Tracker £900</p> <p>Phonics matched reading books £2000</p>	<p><i>EEF Teaching and Learning Toolkit – Phonics:</i> Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><i>EEF Teaching and Learning Toolkit – Reading Comprehension:</i> Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><i>EEF Teaching and Learning Toolkit - Impact of homework:</i> Homework (<i>in this case classroom work extended through RR, Doodle English/maths, TT Rockstars and Read Theory</i>) that is linked to classroom work tends to be more effective. In particular, studies that included feedback on</p>	1,2,5

	<p>homework had higher impacts on learning – a range of apps available to pupils intelligently extend learning from the classroom at levels appropriate to the individual – giving immediate feedback along the way.</p> <p><i>EEF Teaching and Learning Toolkit – Individualised learning:</i></p> <p>There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology. On average, individualised instruction approaches have an impact of 4 months’ additional progress. Individualised instruction may be better used as a supplement to usual class teaching, rather than a replacement – <i>this is the approach with the range of apps/digital books available and highlights the need for enough devices for regular pupil access.</i></p> <p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil’s attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.</p>	
<p>Use of resources to accelerate progress in maths: Doodle Maths £1,500 TT Rockstars £100</p>	<p>See points above relating to individualised learning and homework.</p>	<p>1,5</p>
<p>Engagement in relevant CPD including AET training, Resilient Reader, T4W Cost of cover and resources £3000</p>	<p>Evidence for EEF Teaching and learning Toolkit: Teaching Mastery = +5 months</p>	<p>All</p>
<p>Training for Curriculum Coordinators to include CPD and monitoring and associated costs £6000 including cover</p>	<p>Skilled up subject leads will secure progress for all in all areas of the curriculum.</p>	<p>1</p>

<p>Offset costs of trips and visits linked to the curriculum/long term plan: Cost of visitors to school to avoid additional requests for money from parents £2,000 Cost of trips out (not including residential) when PP families need support to afford £5,000</p>	<p>In order to improve children’s cultural capital, we will fund all school visitors into school throughout the school year so children have aspirations beyond a pre-conceived career path. We will up to 50% fund day visits for PP families who apply for support. Residential trips will be supported by fundraising activities.</p>	<p>1,5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEND resourcing: SNAP SpLD profiling and interventions £205 Additional Ed Psych support £3000 Additional SALT support £2000 Natural Reader £40</p>	<p>EEF SEN in mainstream schools – summary of recommendations: Create a positive and supportive environment for all pupils, without exception - ensure all pupils can access QFT teaching. Build an ongoing, holistic understanding of pupils and their needs – use the graduated approach, and regular assessment. Make use of the information collected. Complement high quality teaching with carefully selected small-group and 1:1 intervention.</p>	<p>3</p>
<p>Use of SATs Companion – Y6 SATs support £500 Use of the Lightning Squad (reading intervention) £2500 Use of Pegs to Paper – pre writing intervention - £480</p>	<p>EEF Teaching and Learning Toolkit – Small group tuition: The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact. Studies in England have shown that pupils eligible for free school meals</p>	<p>1,2,5</p>

	typically receive additional benefits from small group tuition.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 75697

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CHIMP management – My Hidden Chimp and JIGSAW assessment/boxhall tools</p> <p>Costs £1000 CHIMP management £500 Jigsaw Associated ETA staffing costs £3000 Pet therapy costs £400</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. (+7 months impact)</p>	4
<p>Behaviour support worker and HOI hours assigned to attendance monitoring, behaviour management and wellbeing strategies</p> <p>Costs of BSW £19369 Cost of HOI £39255 Associated admin £7195</p>	<p><i>EEF Teaching and Learning Toolkit – Social and emotional learning:</i></p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>The average impact of successful SEMH interventions is an additional four months' progress over the course of a year.</p> <p>Alongside academic outcomes, SEMH interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEMH skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEMH skills are linked with poorer mental health and lower academic attainment.</p> <p>SEMH interventions in education are shown to improve SEMH skills and are therefore likely to support</p>	4,6,7

	disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	
Pupil uniform purchase for most vulnerable families £500	<p>There is a general belief in the UK that school uniform leads to improvements in pupils' behaviour (EEF)</p> <p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.</p>	4,6,7
Parental engagement strategies: Little Free Library, parent workshops, £1000 for resources including books	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading (EEF)	6
Provide additional hours to help with punctuality Cost 1 hour of BSW £3478	Currently operating a late door each morning to pick up any issues with children/families that need addressing and work is now taking place to support other initiatives including walking bus/drop off zone/subsidised places at breakfast club.	6,7

Total budgeted cost: £ 142,490

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Area	Desired Outcomes	Impact and Next Steps
Quality of Teaching for All	Combat the effect of the COVID-19 pandemic on attendance, attainment and progress so children are not adversely affected by the time spent away from school	<p>July 2021:</p> <p>School attendance has generally been high (96.1%) and rigorous attendance monitoring continues to take place for the minority of families who are struggling to engage. % of children identified as persistently absent is decreasing day by day. Current figure of 9.84% is slightly lower than previous years</p>
	Access to online resources and EBooks so children can continue to read and develop phonics skills within school, as part of homework tasks and should they be forced to self-isolate	<p>July 2021: MyOn implemented across school and proving particularly useful when children are self-isolating. ORT has provided children with an additional 2000 books to read from home. AR targets are being met by an increasing % of children</p>

	<p>All disadvantaged children who require them have access to online resources through school approved and monitored tablets</p>	<p>July 2021: iPads now set up, managed and available in every classroom. Targeted children have access to online materials if they do not have access at home. Specific children are encouraged to complete their online tasks and provision is made during the school day for this</p>
	<p>Continued subscription to phonics tracker for ALL children in Reception – Y4</p>	<p>July 2021: Phonics results in Year 1 lower than published national average. Case studies behind selected children who are not likely to meet the target by the end of this year. These children will access intensive interventions pinpointed by the tracker to ascertain the phonics sound/ phase the child needs. The vast majority of children will pass their phonics screener in the autumn term in Year 2. In the current Year 2 cohort, 94% of children passed their phonics screener. Phonics tracker use in LKS2 already having effect on gap filling in children who did not meet school defined expectations last year.</p>
	<p>Provide additional hours for support staff to target individuals and small groups who would benefit from intensive support and interventions</p>	<p>Additional hours given to a member of support staff in Foundation have been effective in providing targeted children with further phonics support. Approximately 75% of children in Reception are now phase 3 confident. Additional hours given to UKS2 staff have been beneficial in working with children across the phases to fill in gaps in phonics and reading. It has not been</p>

		possible to source additional support in KS1 and LKS2
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<p>Targeted Support</p>	<p>Continued investment in the inclusion team (Hol and BSW) in order to raise the aspirations, attendance and attitudes of specific children and disadvantaged groups within the school.</p>	<p>Hol return from parental leave has coincided with increase in attendance throughout school. Current school attendance is above national average (96.1%) but is slightly below previous years. Persistent absence rate is decreasing all the time and is currently 9.87%. Behaviour and Safety meetings continue to take place with SLT to prioritise those families most in need of support. We are in the process of setting up a Foodbank in school which will provide a food hamper or up to 15 of our most vulnerable families each week. Case work consultant now work with 10+ families to provided additional 'out of school' support. Currently, 21 children are on SLT watchlist. All teachers running SEMH/ wellbeing club after school and feedback from this has been excellent. Children happier in class and offering opinions/ answering questions more as a result. Reading clubs continuing to concentrate on lowest 20% from AR tests and children not meeting reading targets.</p> <p>Provision maps/ One page profiles overhauled to provide more clarity and simplification of whole intervention process. Hol working with BSW to provide interventions at the point of need.</p>
	<p>CHIMP management resilience workshops to take place with all teaching staff and 80 identified children and parents</p>	<p>CHIMP management interventions rolled out to all teachers, offered to 80 parents (approx. 50 engaged) and 80 pupils within school. Hugely</p>

		<p>positive feedback from children. Displays set up within each phase and strategies utilised regularly within class. This feeds into our increased focus on mental health through the Carnegie Award</p>
	<p>Curriculum redesign and educational visits planned in specifically to promote 'What's possible' and cultural capital</p>	<p>No educational visits have taken place so far this year. Subsidies continue to be paid for 30 children to attend breakfast and after school club sessions per week</p>
<p>Other Approaches</p>	<p>Improve the early language development and social interaction skills (turn taking, sharing, following rules etc)</p>	<p>Early language and social interaction games being introduced during curriculum provision in FS and KS1 with all children. Targeted wellbeing clubs are assisting specific children to play games, turn take, share, meet eye contact etc. This has been particularly useful within interventions for Reception children and developing social skills for nursery children</p>
	<p>To provide additional support for pupils with needs in SEMH and wellbeing.</p>	<p>Standing item during mental health change team meetings</p> <p>Half termly discussion and evaluation of effective strategies employed in school to combat SEMH concerns in staff and pupils.</p>
	<p>Subsidies to support disadvantaged families throughout the covid crisis</p>	<p>Follow up work here and funding to be allocated to uniform and the FareShare foodbank.</p>

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.