

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

Detail	Data
School name	Heaton Avenue
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023
Date this statement was published	Oct 2022
Date on which it will be reviewed	Jan 2023
Statement authorised by	
Pupil premium lead	Jo Jenkinson
Governor / Trustee lead	Vic White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,495
Recovery premium funding allocation this academic year	£11,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£132,385

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 2 groups in too many curriculum 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. Intervention strategies are deployed across the school in the core areas of RWM and phonics.

Reading interventions are a priority this year so that all our pupils can access the whole curriculum as well as gaining greater exposure to a wider more complex vocabulary.

Encouraging greater, higher quality parental engagement and further work on children’s mental health and well-being 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 ambitious, broad and balanced curriculum comprises of subsidised trips, visits, residentials and visitors into school.

We rigorously analyse the gaps between the performance of our disadvantaged groups in all areas allows

Challenges

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

Challenge number	Detail of challenge
1	The persistent absenteeism of groups of our PP pupils is a constant challenge and must be continue to be addressed on a case-by-case scenario.
2	Our PP children are less likely to act as responsible citizens in school as well as within the locality; this is particularly the case for some of our oldest pupils. Social care
3	Continued support for the well being and the SEMH of our groups of PP children and families post pandemic.

4	Our DA children are more likely to achieve less than their non-DA counterparts at the end of KS1 and KS2 in reading, writing and maths. The attainment in core subjects is not high enough compared to pre covid outcomes in 2019.
5	Our catch-up programmes for reading have not always worked for our DA children. The gap in some cohorts can be too significantly different between our DA and their non-DA peers.
6	To improve the cultural capital of our PP groups of children through accessing our full, ambitious and broad curriculum.

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
Persistent absenteeism is reduced for PP pupils and is broadly in-line with the national average.	<ul style="list-style-type: none"> Persistent absenteeism to decrease significantly from 20.48% (September 2022). Case by case success stories are achieved with rigorous monitoring and creative solutions found.
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.	<ul style="list-style-type: none"> Support staff are used effectively to challenge and guide children without creating an over reliance on staff and adult support. The re-launch of the ambassador programme, so that all children including the DA can gain the skills needed to be an effective learner and understand the importance of education. Staff working and children learning in a vibrant positive community where mental health and well being of all is paramount and where everyone feels valued.
Progress in reading, writing and maths is good for PP pupils.	<ul style="list-style-type: none"> Progress for PP pupils is positive from baseline in R/W/M from Y1 to Y6 Progress for PP pupils continues to improve year on year.
Attainment of PP pupils in reading, writing and maths is good.	<ul style="list-style-type: none"> Attainment for PP pupils in Y2 and Y6 in R/W/M is better than in 2019 Attainment for PP pupils is nearer to the 2019 national average in Y2 and Y6 for R/W/M The gap between PP and non-PP attainment in Y2 and Y6 is reduced

	<p>-End of KS1 - gaps between PP and All reading 20%, writing 18%, maths 24%.</p> <p>-End of KS2 -gaps between PP and All reading 20%, writing 14% and maths 18%.</p>
PP pupils actively engage with and are challenged by the wider curriculum.	<ul style="list-style-type: none"> • PP premium books across the curriculum demonstrate challenge and engagement. • More PP are working at an advancing level in Y1/Y3/Y5 and a deep level in Y2/Y4/Y6. • PP pupils talk confidently, articulately and positively about their learning in foundation subjects – demonstrating they know and remember more over time. • All PP pupils attend curriculum enrichment trips, including residentials and taking part in in-house workshops.
PP pupils with pastoral, mental health and well-being/SEMH issues are well supported by the pastoral team.	<ul style="list-style-type: none"> • For those children receiving interventions serious incidents have been reduced.

Activity in this academic year

Teaching

Budgeted cost: **£36653**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>0.4fte teacher £14,990</p> <p>To form 4 classes of Y5 and Y6 for maths and English (2 lessons per day) rather than teaching them in 3 large mixed classes.</p>	<p><i>EEF Teaching and Learning Toolkit – Smaller class sizes:</i></p> <p>Smaller classes 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> <p>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.</p> <p>When a change in teaching approach does accompany a class size reduction then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.</p> <p>Some studies have found that smaller class sizes in primary schools can have a</p>	<p>1,2,3,4,5</p> <p>4,5</p>

<p>Additional coaching/mentor support for teachers across the curriculum –</p> <ul style="list-style-type: none"> • 2 x TLR 3 = £4300 	<p>greater positive impact on disadvantaged pupils than their peers.</p> <p><i>Distributed Leadership (Hallinger and Heck, 2009)</i> has been found to impact upon organisations improvement and pupil achievement.</p> <p><i>EEF Model of Implementation (2019)</i> – focuses on the need to create an action plan and then prepare for its delivery – we need additional leadership capacity to ensure that aims for accelerating pupil progress across the curriculum can be achieved.</p>	<p>4,5</p>
<p>Use of resources to accelerate progress in Reading:</p> <ul style="list-style-type: none"> • Accelerated Reader (reading comprehension/MyOn) £2600 • Oxford Reading Packages (Buddy) £1500 • Doodle English £1200 • Phonics matched reading books £1000 • Books to supplement library/reading spine £1000 • SATS Companion £936 	<p><i>EEF Teaching and Learning Toolkit – Phonics:</i></p> <p>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></p> <p>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></p> <p>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 homework had higher impacts on learning – <i>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.</i></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.</p>	<p>4,5</p>

	<p>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. Access to the library to access a wider range of books each day.</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:</p> <ul style="list-style-type: none"> • Doodle Maths £2,300 • TT Rockstars £110 	<p><i>See points above relating to individualised learning and homework.</i></p>	<p>4,5</p>
<p>Use of resources/strategies to accelerate progress across the wider curriculum:</p> <ul style="list-style-type: none"> • Depth of learning £1000 • Phonics Tracker £384 • CPD Resources £2500 	<p>EEF Teaching and Learning Toolkit – Mastery Learning:</p> <p>Core components of the mastery approach that schools should be careful to implement include:</p> <ul style="list-style-type: none"> • Effective diagnostic assessment to identify areas of strength and weakness – <i>DoL does this</i> • Carefully sequencing topics so that they gradually build on foundational knowledge – <i>LTPs/Fact-files ensure this</i> • Monitoring of pupil learning and regular feedback so that pupils can master topics prior to moving to the next – <i>DoL ensures this</i> • Additional support for pupils that struggle to master topic areas – <i>DoL identify gaps and fact-files plan to recover prior learning</i> 	<p>2,4,5</p>
<p>Offset costs of trips and visits linked to the curriculum/long term plan:</p> <ul style="list-style-type: none"> • Cost of visitors to school to avoid additional requests for money from parents £2000 • Cost of day trips out (including residentials) when PP families need support to afford £4000 		<p>2,5</p>

Targeted academic support

Budgeted cost: **£29374**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of School Led Tutor: on-costs contribution</p> <p>40% school contribution £8640</p> <p>60% funded by national tutoring (income £12.960)</p>	<p><i>EEF Teaching and Learning Toolkit – Mentoring:</i></p> <p>Programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes.</p> <p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>Additional care should be given to the recruitment of reliable mentors when interventions are being used to support disadvantaged pupils – our school led tutor is a recently retired primary leader who was also a SENCO.</p>	<p>3,4,5</p>
<p>SEND resourcing:</p> <ul style="list-style-type: none"> • SNAP SpLD profiling and interventions £190 • Pebbles (costed into DoL) • Ed Psych £3000 • SALT £2000 	<p><i>EEF SEN in mainstream schools – summary of recommendations:</i></p> <p>Create a positive and supportive environment for all pupils, without exception - ensure all pupils can access best teaching.</p> <p>Build an ongoing, holistic understanding of pupils and their needs – use the graduated response, and regular assessment. Make use of the information collected.</p> <p>Complement high quality teaching with carefully selected small-group and 1:1 intervention.</p>	<p>4,5</p>

<p>Exploration of other intervention packages/support</p> <p>Lightning Squad: £980 Teaching Assistant: £23204</p>	<p><i>EEF Teaching and Learning Toolkit – Small group tuition:</i></p> <p>The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.</p> <p>The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.</p> <p>Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p>	<p>4,5</p>
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Wider strategies

Budgeted cost: **£66359**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that the Pastoral Team are focussed on targeting key PP pupils with additional support and intervention to support their SEMH: Head of Inclusion £42,107 Behaviour Support Worker (58%) £8876 SEMH TA (31%) £2000</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 social and emotional skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower social and emotional skills are linked with poorer mental health and lower academic attainment.</p> <p>SEMH interventions in education are shown to improve social and emotional skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>1,2,3,4</p>

<p>Support with attendance procedures given volume of caseload:</p> <ul style="list-style-type: none"> 1 day per week of administration £6310 	<p><i>DfE Improving school attendance: support for schools and local authorities: principles underpinning an effective whole school strategy for attendance:</i></p> <ol style="list-style-type: none"> 1. Use clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences. 2. Make sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly. 3. Every member of staff should know and understand their responsibilities for attendance. 4. Robust school systems provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups. 5. Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families. 	<p>1</p>
<p>Support for families requiring wrap around care in particular those needing free breakfast club to assist in parental engagement/attendance/punctuality. £1000</p>	<p><i>Dr Katie Adolphus, Dr Clare Lawton and Professor Louise Dye from the Human Appetite Research Unit at the University of Leeds, School of Psychology:</i></p> <p>The positive effects of breakfast consumption on cognitive function tended to be stronger in children who were undernourished. Habitual breakfast consumption frequency is positively related to academic performance, such that those children that eat breakfast more regularly have better school grades and achievement test scores. We also found a positive effect of breakfast on on-task behaviour in the classroom.</p>	<p>2,3</p>
<p>Purchasing of Uniform/sports kit to offset costs for PP families who need support £500</p>		<p>2</p>
<p>Provision for wider experiences/treats:</p> <ul style="list-style-type: none"> Discos/class parties Xmas presents Tickets to events Police visits and lunches with the children Library 	<p>A large proportion of our pupils do not own books, nor do they have the opportunity to host/attend parties/celebrations/competitions etc. We feel this is highly beneficial for their social/emotional development – and their happiness.</p>	<p>2</p>

<p>Treats £1600 Librarian £1567 Contingency fund £378</p>	<p>The positive impact of the engagement with our PCSOs regularly at lunchtimes assists children</p>	
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Total budgeted cost:

Teaching (£36,653) + Targeted Support (£29,374) + Wider Strategies (£66,359) = £132,385

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.

RAG rated according to how successful we have been in each of the areas.

Intended outcome	Success criteria
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>Pupils eligible for PP in EYFS made 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.</p> <p>92% of PP children Achieve age related ELG in PSHSE.</p> <p>5 out of the 6 children who started the year below age related expectations went on to reach ELG. ELG for PSED for all pupils was 88%.</p> <p>Small stepped targeted interventions are measured and impact is evident. 80% of our PP EY children who received these interventions made progress.</p>
Quality first teaching addresses gaps improve outcomes for disadvantaged in RWM.	<p>Phonics screening results are matched for non-disadvantaged and disadvantaged groups. By the end of Y2, 79% of DA pupils passed the screener compared to 92% of their non DA peers.</p> <p>14% improvement in Y2 DA pupils achieving the expected standard in phonics from September to June compared to a 1% improvement in non DA pupils.</p>
Address the gaps in knowledge and skills in the wider curriculum for those disadvantaged groups in KS1 adversely affected by the pandemic.	<p>Some groups of DA children are able to talk about their learning articulately with greater confidence.</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	<p>100% of our DA children attended curriculum linked workshops. 95% of our DA children attended trips and the Y4 and Y6 residential.</p> <p>25% of all <u>extra-curricular</u> clubs were accessed by disadvantaged children at a zero cost.</p>

<p>school events for children and families to attend.</p>	<p>A larger proportion of disadvantaged families have attended school events; an event particularly well attended was the child led parents' evening mid year.</p> <p>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.</p> <p>DA children were given regular opportunity to change library books at lunchtimes.</p>
<p>To continue to foster a love of reading and aspirational reading amongst all pupils through curricular as well as non curricular foci.</p>	<p>75% of disadvantaged pupils use online Reading Apps including MyOn.</p> <p>To successfully introduce reading for pleasure at social times throughout the school day.</p> <p>All books are phonetically matched to the ability of the disadvantaged reader in EYFS/KS1</p> <p>100% of disadvantaged pupils are achieving their Accelerated Reader targets and word count awards.</p>
<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>	<p>Chimp Management for children in place for disadvantaged groups.</p> <p>Support staff are used effectively to challenge and guide children without creating an over reliance on staff and adult support.</p> <p>Head of Inclusion has engaged with parents throughout the academic year in relation to pastoral needs and attendance concerns.</p> <p>Whole school attendance for the academic year was 92% which is below pre-covid 'normal' levels for Heaton Avenue and this is also reflected in the figures for disadvantaged students with the PA figure being significantly higher than normal.</p> <p>38 PP children finished the academic year with below 90% attendance (PA). Within this group, the vast majority of children were not significantly below the PA threshold.</p> <p>HOI completed a significant amount of work on attendance for this group which involved analysing attendance data to 'unpick' reasons for absence and the appropriate response.</p> <p>-5 children within this group were/are working with early support services.</p> <p>-3 children within this group were absent due to long-term medical concerns.</p> <p>-Absences still occurred due to COVID and this continued to have a significant impact on whole school attendance</p>

	<p>and the PP cohort.</p> <p>-All PP children were tracked closely throughout the academic year and the vast majority of children who ended the year as PA showed progress following intervention from the HOI.</p> <p>Support was offered at varying levels and dependent on need i.e. phonecall home, PA letter issued, engagement with Early Support services, parental meetings, student interventions, Wrap around care support.</p>
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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.