

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	383
Proportion (%) of pupil premium eligible pupils	23.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-24
Date this statement was published	Oct 2023
Date on which it will be reviewed	Jan 2024
Statement authorised by	
Pupil premium lead	Sarah Quinn
Governor / Trustee lead	Vic White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,495
Recovery premium funding allocation this academic year	£12,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£142,340

Part A: Pupil premium strategy plan

Statement of intent

Our disadvantaged (DA) cohort should achieve as well as their non-disadvantaged counterparts.

At Heaton Avenue we sharply focus on the gaps in DA pupils' learning, identifying barriers and providing the support needed in and out of the classroom so that they are able to achieve the same standard as all other pupils.

The teaching of reading and phonics is a priority this year so that our DA pupils can access the whole curriculum as well as gaining greater exposure to a wider vocabulary.

The love of reading is to take centre stage; we are supporting our DA pupils to foster a life long love of reading even though they may not have positive reading role models or access to books at home.

We aim to identify and remove barriers to learning and enhance personal development and mental health and wellbeing for our DA pupils so that they are able to perform to the best of their abilities every single day. Our Pastoral team identify and address SEMH factors which may have an adverse effect on DA pupils' progress both socially and academically.

We enrich the curriculum by giving our DA pupils chances to attend trips and visits and take part in extra curricular activities so that the opportunities are created for their cultural capital to be enhanced.

We ensure DA children attend school regularly and on time still remains a key priority for targeted DA families.

Challenges

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

Challenge number	Detail of challenge
1	A proportion of PP pupils are persistent absentees and this poses another barrier to their learning.
2	Some of our PP pupils (and their families) struggle with their SEMH

3	Our PP children are more likely to achieve less than their non-PP counterparts at the end of KS1 and KS2 in reading, writing and maths. The attainment and progress in core subjects is still not high enough for our PP children.
4	The % of PP cohort achieving the expected level in phonics by the end of Year 2 still does not match the % of the non-PP cohort – some of these pupils struggle with reading fluency as a result – impacted future attainment across the curriculum.
5	A proportion of our PP pupils are limited in their life experiences - through accessing enrichment throughout the curriculum, we hope to build cultural capital.

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 the current 23% (September 2023). Reduce the number of DA PA pupils from the 14 remaining as PA at the end of 2022.
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	<ul style="list-style-type: none"> Senior Lead Mental Practitioner to complete qualification. Pupil voice indicates that our DA pupils are happy and performing well at school. Pre and post intervention Boxhall profiling indicates a positive impact of pastoral interventions.
Attainment in phonics for our PP group matches that of non-PP pupils.	<ul style="list-style-type: none"> Phonics attainment for disadvantaged pupils continues to improve year on year. At least 67% of our Y1 DA pupils to reach the expected standard in their phonics screener (2023 national figure for DA pupils). Reading data continues to improve so that our DA cohorts at the end of each phase reach at least the 2023 DA national figures.
Attainment of PP pupils in reading, writing and maths is not significantly different to the attainment of non PP pupils.	<ul style="list-style-type: none"> Attainment gaps between PP and non-PP pupils in Y2 and Y6 in R/W/M narrows compared to the end of 2023 (with a particular focus on KS2 reading)

	Attainment Gap	Reading	Writing	Maths
	End of KS1	11%	24%	30%
	End of KS2	45%	30%	30%
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 ARE. • PP pupils talk confidently, articulately and positively about their learning in foundation subjects – demonstrating they know and remember more • All PP pupils attend trips and take part in in-house workshops. 			

Activity in this academic year

Teaching

Budgeted cost: **£50,707**

Activity	Evidence that supports this approach	Challenge number(s) addressed
0.5fte KS1 teacher £27,816 To form 4 classes of KS1 for maths, reading and writing (2 lessons per day) rather than teaching them in 3 large mixed classes.	<i>EEF Teaching and Learning Toolkit – Smaller class sizes:</i> 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 – 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. 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. Some studies have found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.	1,2,3,4,5
		4,5
Additional coaching/mentor support for teachers across the curriculum in KS1	<i>Distributed Leadership (Hallinger and Heck, 2009)</i> has been found to impact	4,5

<p>and KS2 specifically to assist the leadership roles of EYFS/KS1 Assistant Headteacher and KS2 Assistant Headteacher</p> <ul style="list-style-type: none"> • 3 x TLR 3 = £5100 	<p>upon organisations improvement sand 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>Use of resources to accelerate progress in Reading:</p> <ul style="list-style-type: none"> • Accelerated Reader (reading comprehension) £2244 • Books to supplement library/reading spine £2000 and librarian time £1500 • Phonics resources £4000 • Phonics matched books £1490 	<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 – 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. 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</p>	<p>4,5</p>

	address misconceptions or overcome specific barriers to learning.	
<p>Use of resources to accelerate progress in maths:</p> <ul style="list-style-type: none"> • Doodle Maths/English £3400 • TT Rockstars £157 	<p><i>EEF Teaching and Learning Toolkit - Impact of homework:</i></p> <p>Homework (<i>in this case classroom work extended through Doodle English/maths, TTRS</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>	4,5
<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 £1000 • Cost of day trips out (including residential) when PP families need support to afford £2000 		2,5

Targeted academic support

Budgeted cost: **£8,524**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of School Led Tutor: on-costs contribution</p> <p>50% school contribution £5602</p> <p>50% funded by national tutoring (income £5602)</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>	3,4,5

<p>SEND resourcing:</p> <ul style="list-style-type: none"> • SNAP SpLD profiling and interventions £190 • Yarc Assessment £400 	<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>FFT Lightning Squad: £370</p> <p>Other intervention resources/activity £1962</p>	<p>The reading catch-up intervention designed and managed by the FFT.</p>	<p>4,5</p>

Wider strategies

Budgeted cost: **£83,619**

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:</p> <p>Head of Inclusion £43,990</p> <p>Behaviour Support Worker 0.8fte £26,800</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</p>	<p>1,2,3,4</p>

	engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	
<p>Use of resources to support provision for supporting SEMH needs:</p> <p>Pastoral resources: SNAP behaviour profile/interventions £200 Boxall user credits £500</p>	<p><i>EEF Teaching and Learning Toolkit – Impact of behaviour interventions:</i></p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	
<p>Support with attendance procedures given volume of caseload:</p> <ul style="list-style-type: none"> 1 day per week of administration £6000 External Attendance Support (BCL) £4750 	<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. 	1
<p>Purchasing of Uniform/sports kit to offset costs for PP families who need support £500</p>	Support for families through our free rail whilst the cost of living crisis continues.	2
<p>Provision for wider experiences for personal development:</p> <ul style="list-style-type: none"> • Discos/class parties • Xmas presents • Tickets to events • Police visits and lunches with the children 	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.	2

<ul style="list-style-type: none"> Library <p>Treats £429</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 (£50,707) + Targeted Support (£8,524) + Wider Strategies (£83,169) = £142,400

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
<p>Persistent absenteeism is reduced for PP pupils and is broadly in-line with the national average.</p>	<p>Head of Inclusion has engaged with parents throughout the academic year in relation to pastoral needs and attendance concerns.</p> <p>The persistent absence figure for our PP children in July this academic year was 23% which is an improvement on the 36% at the same point in the previous academic year.</p> <p>14 PP children finished the academic year with below 90% attendance (PA) compared to the previous year where there were 38 children below this threshold. Within this group, the vast majority of children were not significantly below the PA threshold.</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>
<p>Progress and attainment in reading, writing and maths is good for PP pupils.</p>	<p>Some pockets of success include:</p> <p>Attainment in end of KS2 maths of our PP pupils increased from 28% in 2022 to 55% achieving ARE in 2023.</p>

	<p>In-year scaled score progress from baseline to the summer term for Y6 for GPS and maths matched that of the non PP group.</p> <p>Attainment in end of KS1 reading for our PP pupils increased from 33% ARE in 2022 to 75% ARE in 2023.</p> <p>The number of PP pupils achieving the phonics screener at the end of Y1 increased from 38% in 2022 to 58% in 2023.</p>
<p>PP pupils actively engage with and are challenged by the wider curriculum.</p>	<p>Our ambitious curriculum was fully embedded this year and a range of pupil voice activities where children spoke about their learning across history, geography, music and PE demonstrated confidence and enthusiasm for the subjects.</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.</p> <p>PP pupils with pastoral, mental health and well-being/SEMH issues are well supported by the pastoral team.</p>	<p>Zones of regulation have been fully embedded this year so that PP children can access immediate support with emotional well-being.</p> <p>100% PP children attended curriculum linked trips and attending visiting workshops. 25% of places at all our extra curricular clubs were allocated to PP children and these places were all taken up.</p> <p>Emotion coaching and restorative practice have been introduced by the pastoral team and our school led tutor has held SEMH interventions with 15 PP children.</p>

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.