

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Heaton Avenue
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	24.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-25
Date this statement was published	Oct 2024
Date on which it will be reviewed	Jan 2025
Statement authorised by	
Pupil premium lead	Sarah Quinn
Governor / Trustee lead	Vic White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,649.59
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£131,649.59

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Heaton Avenue, irrespective of their background or the challenges they face, make good progress and attain across all subject areas particularly in reading, writing and maths. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, identifying barriers to their learning and providing support both in and out of the classroom so that they can overcome them.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We aim to provide our pupils with SEMH needs with the support that they need to be able to successfully access all areas of school. We will identify and remove barriers to learning and enhance personal development and mental health and wellbeing for our DA pupils. This will be achieved through a robust curriculum that holds personal development at its centre, assemblies and events that involve our whole school community, targeted interventions and extracurricular opportunities such as our Buddy scheme, school council and sport teams.

High-quality teaching is at the centre of everything we do. Reading is a firm focus for our school during this academic year, aiming to provide all of our children with a love for reading through a robust phonics and catch-up scheme, reading role models (who support their peers and younger pupils) and high-quality texts.

We work closely with all our families but especially those for whom attendance and punctuality is a challenge, offering support and guidance to ensure that all children are receiving the education they are entitled to.

We do not make assumptions about the impact of disadvantage on our pupils but employ a robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Persistent absenteeism remains a challenge amongst some of our Pupil Premium families.</p> <p>The PA figure for 23-24 was 16.72% while the PA figure for DA pupils stood at 35.94%. These figures need to see significant improvement this academic year and we will be supporting our PP families and working alongside the to encourage children into school.</p>
2	<p>SEMH poses a significant challenge to many of our Pupil Premium families which in turn impacts on attendance and punctuality.</p>
3	<p>Internal and external assessments indicate that attainment at the end of KS1 and KS2 in reading, writing and maths is significantly lower for disadvantaged pupils compared to non-disadvantaged pupils.</p>
4	<p>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, impacting on their reading fluency as they move through school.</p>
5	<p>Environmental factors: families who require multi agency support, safeguarding concerns and limited experiences.</p>

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>Persistent absenteeism is reduced for PP pupils and is broadly in-line with the national average.</p>	<ul style="list-style-type: none"> Persistent absenteeism to decrease significantly from the current 17.15% (October 2024) to 13% Reduce the number of DA PA pupils from 28.57% (October 2024) 22%
<p>Attendance for all pupils to be more in line with the national average</p>	<ul style="list-style-type: none"> Attendance of disadvantaged pupils to improve from 91% to 94%
<p>Attainment in reading, writing and maths for our pupil premium children to improve significantly and closer to that of our non-pupil premium children.</p>	<ul style="list-style-type: none"> Attainment for PP pupils in Y2 and Y6 combined in reading, writing and maths to be at least 50% Attainment for PP pupils in Y1, 3, 4 & 5 combined in reading, writing and maths to be a minimum of 50% - Y1 phonics score for PP children to be in line with national average (77% of our DA pupils passed the phonics screening in 2024 while the national average was 80%)

Attainment in phonics scores at the end of year 2 for disadvantaged pupils to be closer to those non-disadvantaged.	<ul style="list-style-type: none"> The gap in phonics scores at the end of year 2 for PP pupils to be reduced (71% PP compared to 87% non-PP in July 2024)
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. PP pupils talk confidently, articulately and positively about their learning in foundation subjects – demonstrating they know and remember more
The SEMH of our disadvantaged pupils improves and they are able to demonstrate greater levels of resilience.	<ul style="list-style-type: none"> Parent survey shows that more than 85% believe the school supports their child’s wider development. Pupil surveys show that more than 70% of pupils believe that the school encourages them to look after their mental health.

Activity in this academic year

Teaching

Budgeted cost: **£21686.89**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional coaching/mentor support for teachers across the curriculum – 2 x TLR2 – £6,000 HLTA cover £34,693	<p><i>EEF Model of Implementation (2024)</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><i>EEF Model of Implementation (2024)</i> focuses on the needs to develop systems and structures that support implementation. In order for staff to be successful in their subject leadership, they need time to review their subject and create appropriate actions.</p> <p><i>Distributed Leadership (Hallinger and Heck, 2009)</i> has been found to impact upon organisations improvements and pupil achievement.</p>	3, 4

	<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) £2693.30 • Phonics resources £5000 • Doodle English subscription £1758.50 	<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 address misconceptions or overcome specific barriers to learning.</p>	<p>3, 4</p>

<p>Us of resources to accelerate progress in maths:</p> <ul style="list-style-type: none"> • Doodle Maths £1758.50 • TT Rockstars £170.82 • Numbots subscription £110 	<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 £1300 		2,5

Targeted academic support

Budgeted cost: **£62,350.10**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEND TA £26855.10</p> <ul style="list-style-type: none"> • SNAP SpLD profiling and interventions £190 • SEND intervention CPD £1962 	<p>EEF Teaching and Learning Toolkit – Mentoring:</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>EEF SEN in mainstream schools – summary of recommendations:</p>	1 2 3 4 5

	<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>	
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Wider strategies

Budgeted cost: **£47,020**

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 £45390.06</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>	1,2,3,4, 5
<p>Use of resources to support provision for supporting SEMH needs:</p> <p>Pastoral resources:</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'</p>	1, 2, 3, 4, 5

<p>SNAP behaviour profile/interventions £200</p> <p>Boxall user credits £500</p>	<p>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>	<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>Purchasing of Uniform/sports kit to offset costs for PP families who need support £500</p>	<p>Support for families through our free rail whilst the cost of living crisis continues.</p>	<p>2</p>
<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 • Library <p>Treats £429</p>	<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>The positive impact of the engagement with our PCSOs regularly at lunchtimes assists children.</p>	<p>2</p>

Total budgeted cost:

**Teaching (£28386.89) + Targeted Support (£48141.60) + Wider Strategies (£53019.06) =
£129547.55**

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 2023-204 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>DA National Attendance was 92.6%</p> <p>DA attendance for the academic year 24/25 was 90.61%.</p> <p>DA attendance for the academic year 23/24 was 90.56%.</p> <p>The rate of PA for DA children nationally is 24.4</p> <p>The rate of PA for DA children at HAP is 29.19</p> <p>The rate of PA for DA children at HAP in 23/24 was 35.9</p> <p>While the school is still below the national average, there is clear progress being made. The rate of persistent absenteeism for our Disadvantaged pupils has improved dramatically.</p> <p>Use of PP funding help our focus families improve attendance and punctuality.</p> <p>Progress seen across a significant number of families following HOI/pastoral team meeting/call/intervention.</p> <p>Whilst this may not have significantly impacted the overall DA attendance figure, it did affect the individual pupil’s attendance and therefore whole school attendance data.</p>											
<p>Attainment in reading, writing and maths for our pupil premium children to improve significantly and closer to that of our non-pupil premium children.</p>	<table border="1" data-bbox="654 1733 1109 1975"> <thead> <tr> <th data-bbox="654 1733 805 1832">(Brackets 23/24)</th> <th data-bbox="805 1733 957 1832">GLD</th> <th data-bbox="957 1733 1109 1832">PSC</th> </tr> </thead> <tbody> <tr> <td data-bbox="654 1832 805 1899">National</td> <td data-bbox="805 1832 957 1899">51</td> <td data-bbox="957 1832 1109 1899">67</td> </tr> <tr> <td data-bbox="654 1899 805 1975">HAP</td> <td data-bbox="805 1899 957 1975">50 (50)</td> <td data-bbox="957 1899 1109 1975">90 (77)</td> </tr> </tbody> </table> <p>The DA figure for GLD at Heaton Avenue show that there is 1% difference from the National.</p>			(Brackets 23/24)	GLD	PSC	National	51	67	HAP	50 (50)	90 (77)
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	<p>We have seen significant improvement in the PSC, with the school significantly achieving higher than the national average for Disadvantaged pupils.</p> <table border="1" data-bbox="655 398 1409 613"> <tr> <td>Year 6</td> <td>Reading</td> <td>Writing</td> <td>Maths</td> </tr> <tr> <td>National</td> <td>63</td> <td>59</td> <td>61</td> </tr> <tr> <td>HAP</td> <td>20</td> <td>20</td> <td>30</td> </tr> </table> <p>There is still a significant amount of work that needs to be completed to ensure that the Disadvantaged pupils are achieving in line with their non-disadvantaged classmates at the end of Key Stage 2.</p> <p>We have invested in staffing to address this issue, appointing a very experienced KS2 Assistant Headteacher who can advise on how to raise standards across Key Stage 2.</p> <p>End of Key Stage 1 Data also shows that there is a positive upward trend.</p> <table border="1" data-bbox="660 1055 1404 1211"> <tr> <td></td> <td>EXS</td> <td>EXS+</td> <td>GDS</td> <td>PP (12)</td> </tr> <tr> <td>Maths</td> <td>15 (43%) +16%</td> <td>23 (66%)</td> <td>8 (23%) +21%</td> <td>50%</td> </tr> <tr> <td>Reading</td> <td>13 (37%) +9%</td> <td>25 (71%)</td> <td>12 (34%) +32%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>13 (37%) +3%</td> <td>21 (60%)</td> <td>8 (23%) +23%</td> <td>33%</td> </tr> </table>	Year 6	Reading	Writing	Maths	National	63	59	61	HAP	20	20	30		EXS	EXS+	GDS	PP (12)	Maths	15 (43%) +16%	23 (66%)	8 (23%) +21%	50%	Reading	13 (37%) +9%	25 (71%)	12 (34%) +32%	50%	Writing	13 (37%) +3%	21 (60%)	8 (23%) +23%	33%
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<p>Attainment in phonics scores at the end of year 2 for disadvantaged pupils to be closer to those non-disadvantaged.</p>	<p>We have heavily invested in Little Wandle Phonics scheme which is impacting on the standards in reading and spelling across school.</p> <table border="1" data-bbox="655 1424 1409 1581"> <tr> <td></td> <td>23/24</td> <td>24/25</td> </tr> <tr> <td>DA</td> <td>71%</td> <td></td> </tr> <tr> <td>Non DA</td> <td>87%</td> <td></td> </tr> </table>		23/24	24/25	DA	71%		Non DA	87%																								
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<p>PP pupils actively engage with and are challenged by the wider curriculum.</p>	<p>Ofsted 2024 showed a worrying issue with children struggling to remember what they had been taught. Staff have received training on the memory function and how to support children to remember more. As a school, we have used our new curriculum to identify “Golden Nuggets” that are key learning that children need to remember.</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.