

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	Heelands
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	23.6%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Ian Fraser
Pupil Premium lead	Ian Fraser
Governor / Trustee lead	Tammy Haughton / Donna Bellhouse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,281
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£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	£31,281

Part A: Pupil premium strategy plan

Statement of intent

At Heelands, our job is to give every child the life chances they deserve, no matter what their starting point, we make every second count.

We have a school wide culture in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The primary focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve the highest possible goals, including progress for those who are already high attainers.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

The intention is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is responsive to common challenges and individual needs. We place a strong emphasis on knowing and understanding every child's needs and areas of support. This may be academically, socially, emotionally or a combination of all three. Well defined, diagnostic assessments are used to ensure that we are precise in each child's starting points.

- To ensure disadvantaged pupils are challenged in the work that they're set
- To ensure that disadvantaged pupils make good progress from their starting points
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To ensure that our children have access to high quality pastoral support in school. This may involve Play Therapy and Drawing and Talking.
- To support parents with access to health care, help with housing, clothing, food and advice for any other areas of concern.

We aim to do this through.

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are robustly assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- Investment in Sonar Curriculum ensures that our school has a clearly sequenced and precise curriculum enabling all children to have access to the right teaching at the right time.
- High quality CPD ensures all teaching is good or better with teachers adapting learning to maximise progress for all pupils
- Dedicated funding to enable every child to access trips and visits –A poor financial picture at home is never a barrier for any child
- A Pastoral Lead is always available to support children and families
- The Blue Sky Federation Attendance Lead works with families to ensure attendance of disadvantaged pupils is at least in line with the National Average.
- We maintain investment in support staff across all year groups to support Teaching and Learning

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged children do not achieve the same level of attainment and progress as non-disadvantaged children in Reading, Writing and Maths. Writing is the main area for development
2	Children lack understanding due to language barriers – this may be due to EAL, lack of communication at home, specific SALT issues.

3	Attendance and Punctuality of PP children needs to be higher at 96%+; it is currently 93.93%
4	The parents and carers of disadvantaged children need ongoing support with food, unsuitable housing, access to services and support with home learning.
5	32% PP children are on the SEND register
6	Some disadvantaged children have very narrow opportunities at home for opportunities to take part in clubs, swimming lessons etc
7	A number of disadvantaged children have SEMH needs leading to anxiety and consequent need for support at school

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
Progress and attainment for disadvantaged children in Reading, Writing and Maths is similar across all groups of children.	Disadvantaged children (minus SEND) achieve and make progress in line with non-disadvantaged children.
Reading remains a whole school priority and responsibility	Disadvantaged children achieve age related expectations.
Teachers spend time feeding back to children and uplevelling writing.	There is a rise in the attainment of disadvantaged children in Writing
Our SENDCO supports children and parents with EAL	Children and parents at an early stage of learning English are well supported enabling children to make progress.
All children have access to an enriched curriculum which includes trips, visits and resources	Every child has an enriched curriculum.
All children are able to benefit from warm, clean clothes and shoes	All children have school uniform, shoes, coats and PE kit.
Children with SEMH needs have high quality support	All children with SEMH needs have accessed therapeutic support such as Play Therapy or Drawing and Talking. The SENDCo will support families with referrals for higher level needs.
Attendance and punctuality of PP children improves and is nearer the whole school target of 96 – 97%	Attendance reviews and reports to governors show PP attendance is in line with non-PP children. Directed support for PP families who have poor punctuality or show persistent absenteeism has created a significant

	improvement (in line with average punctuality).
The parents of disadvantaged children engage with school and know that they can access support with food, housing, clothing and homework.	The class teacher, pastoral team and SLT have regular contact with parents of disadvantaged children, so engagement is high and maintained.

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: £ 4980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A high ratio of support staff to support each class</i>		
<i>Promotion of Reading for Pleasure</i> <i>Library Renovation</i> <i>£2,400</i>	EEF (+6) Reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction.	1
<i>Whole School Phonics Training/Read Write Inc</i> <i>£2,580</i>	EEF (+6) Reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction.	

Targeted academic support

Budgeted cost: £ 13,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Retention of Supply Teacher to teach across Year 1 and provide feedback</i> <i>Part-funded with PP</i> £6,980	EEF (+6) There is evidence to suggest that feedback involving metacognitive approaches may have a greater impact on disadvantaged pupils and lower attainers than other pupils.	1,2
<i>Retention of a high number of LSA's to maintain high adult:pupil ratios</i> <i>Part-funded with PP</i> £6,980	EEF (+2) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	1, 2, 5

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

Budgeted cost: £ 12,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Co-ordinator appointed to work with vulnerable families and improve parental engagement</i> <i>Included training for Drawing and Talking</i> <i>Part-funded with PP</i> £6,980	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include specialised programmes which are targeted at students with particular social or emotional needs. Parental engagement strategies are typically more effective with parents of very young children.	1,2,3

<p><i>Drawing and talking Programme</i></p> <p>£360</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>7</p>
<p><i>Directed support for PP children to enhance their wellbeing, social standing and cultural capital</i></p> <p>£5000</p>	<p>EEF (+3)</p> <p>In order to support families, especially those affected by the drop in benefits, we have allocated money to subsidies for trips, help with social needs and help with uniform and clothing costs. If a child feels safe, happy and emotionally supported then they can learn and participate in all areas of school life more successful.</p> <p>Strong relationships with our Pastoral coordinator ensure that all parents feel supported and know where they can access support.</p>	

Total budgeted cost: £ 31,280