

## 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	Heathcote Primary School
Number of pupils in school	332
Proportion (%) of pupil premium eligible pupils	23.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024 3-year plan
Date this statement was published	2022-23
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs. Gill Humphriss
Pupil premium lead	Mrs. Cassie Shirley
Chair of Governors	Mr. James Stacey

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,030
Recovery premium funding allocation this academic year	£11,310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£119,340

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium is more than just a budget for Heathcote. Our ultimate aim is to ensure that every pupil comes to school ready to learn, this, in turn, will raise attainment for a Pupil Premium cohort. It is of the utmost importance that staff identify and support barriers to learning, evidence suggests that majority of such barriers are outside of school. We work closely with our families and their wider network to ensure that they have access to a wide range of services. We use our Pupil Premium budget to support the mental health and wellbeing of our pupils and ensure they receive a high-quality education. Each of our Pupil Premium pupils have a passport that explores their barriers for learning and offers small targets based on their individual needs, this is completed between teacher, parent and pupil. At times the targets are academic however many times they may have a more pastoral aim.

At Heathcote we recognise that a pupil does not need to be eligible for Pupil Premium funding in order to access our support program. Therefore, staff are trained to deliver the Thrive Approach across whole school to help us identify gaps in child development and give clear objectives to help pupils build on their developmental needs.

Our strategies aim to provide the pupils with the best possible educational experience. We this in mind we have used part of our budget to employ a fully qualified teacher to deliver extra support in the form of small group or one to one interventions. Our intervention teacher works very closely with class teachers to ensure gaps are addressed and small steps to success are identified. This are closely monitored by our Pupil Premium Champion.

We strive to ensure that teaching and learning across our school is of a consistently high quality. Our staff have access to a vast range of CPD opportunities such as National Teaching College courses, Developing People through Communities Academies Trust and our own specialised CPD programme. This will ensure that all pupils have the skills and knowledge to prepare them for their future careers.

Over the next 3 years we aim to have:

- Embedded the Thrive Approach across our school, this is to include Family Thrive
- To close the attainment gap between PP and non-PP pupils
- To ensure families are well supported so to ensure attendance and lateness are not impacting of children's learn

## Challenges

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

Challenge number	Detail of challenge
1	Oral language skills and phonics are lower for pupils eligible for Pupil Premium in EYFS and KS1. (Teaching/Targeted Support)
2	To identify and act on gaps in learning due to Covid 19 specifically in English and Maths in Upper KS2 (Teaching/Targeted Support) <b>Target amended: Attainment gap across Reading, Writing and Maths</b>
3	Specific children to require additional support due low attainment (Targeted support)
4	Overall attendance of PP pupils is only slightly less than non-PP but certain children eligible for PP have lateness/attendance issues, which reduce their school hours and caused them to fall behind.
5	To promote positive mental health and wellbeing for pupils, families and staff.

## 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
<i>The attainment for disadvantaged children will be in line with their peers for EYFS communication and language/Literacy framework and KS1 children will PSC scores will be in line with their peers.</i>	<ul style="list-style-type: none"> <li>- A greater number of pupils will pass the Phonics Screening check</li> <li>- Pupils reading skills will improve due to more confidence in their phonic awareness</li> <li>- High quality texts will be embedded throughout the curriculum to inspire a love of reading.</li> <li>- Children at risk of not achieving in EYFS will be offered The Nuffield Early Language Intervention (NELI)</li> <li>- Children at risk of not achieving in KS1 will be offered small group/1:1 intervention with a qualified teacher.</li> <li>- Our school will offer a range of decodable books to support early reading</li> <li>- Parents will be engaged in Early Language and Reading through workshops and clear communication.</li> </ul>
The attainment for children in upper KS2 will rise to be in line with national averages in maths and English.	-Teaching will be of a consistent high quality due to a comprehensive CPD programme

	<ul style="list-style-type: none"> <li>- Children at risk of not attaining will be supported through small groups/1:1 time with a qualified teacher.</li> <li>-School resources will be of a high quality and in line with teaching standards for example maths resources in line with the mastery approach.</li> <li>-Mental health and wellbeing a priority through the Thrive Approach to ensure all children are ready to learn.</li> <li>-Attendance and lateness to be monitored (and acted upon where necessary) to ensure children have the maximum amount of teaching time</li> <li>-Families well supported to ensure they can help with their child's progress</li> <li>-SLT to monitor teaching and learning and to provide support for teachers where necessary</li> <li>-Develop of Pupil Passport which will allow all pupil stakeholders to understand and address possible barriers to learning.</li> </ul>
The gap between PP and Non-PP pupils will have closed.	<ul style="list-style-type: none"> <li>-Teaching will be of a consistent high quality due to a comprehensive CPD programme</li> <li>- Children at risk of not attaining will be supported through small groups/1:1 time with a qualified teacher.</li> <li>-School resources will be of a high quality and in line with teaching standards for example maths resources in line with the mastery approach.</li> <li>-Mental health and wellbeing a priority through the Thrive Approach to ensure all children are ready to learn.</li> <li>-Attendance and lateness to be monitored to ensure children have the maximum amount of teaching time</li> <li>-Families well supported to ensure they can help with their child's progress</li> <li>-SLT to monitor teaching and learning and to provide support for teachers where necessary</li> <li>-Develop of Pupil Passport which will allow all pupil stakeholders to understand and address possible barriers to learning.</li> </ul>
Attendance and lateness for PP pupils will have increased.	<ul style="list-style-type: none"> <li>- Breakfast club to be implemented to help reduce lateness and support families</li> <li>- Work in partnership with outside agencies to help families with morning routines</li> <li>- Snack tables available for all children</li> </ul>

	<ul style="list-style-type: none"> <li>- Attendance Officer in place to monitor and identify attendance issues.</li> </ul>
Heathcote families will be adequately supported so all PP children are ready to learn at school.	<ul style="list-style-type: none"> <li>- Closely work with members of the wider community to support our families- for example parish church</li> <li>- Provide a comprehensive Early Help Programme- work with Warwickshire Family Service to provide the most suitable level of support.</li> <li>- Pupil Passports developed to identify barriers for learning and how we can work together to overcome them.</li> <li>- PP champion to have consistent contact with families to ensure they are adequately supported.</li> <li>- Development of Thrive Approach, this to include Thrive Family.</li> </ul>
Teaching and learning is of a consistent high quality across school.	<ul style="list-style-type: none"> <li>- Teachers have access to a range of high quality CPD programmes</li> <li>- Teachers are given time to complete training and are supported to implement their new skills</li> <li>- School leaders monitoring teaching and learning across the school- this can include subject leaders, pupil leaders as well as SLT.</li> <li>- Where teaching and learning is not of a consistent standard – staff and pupils are well supported to help them all achieve the expected standards</li> <li>- Our curriculum is broad and balanced and lies within the heart of our community- our learners are inspired by a vast range of hands on experiences and we ensure this are available for all children.</li> </ul>

## 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: £ 55.758

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All EYFS and KS1 staff to receive high quality training in the delivery of Little Wandle Phonics</p> <p>This is also to include resources such as decodable books in order to teach the scheme effectively.</p> <p>NELI Programme used alongside in YR</p>	<p>Dept of Ed. Validation of systematic synthetic phonics programmes.</p> <p>Little Wandle Phonics CPD programme</p>	<p>1</p> <p>2</p>
<p>Focussed CPD on supporting SEND children including links with Warwickshire Trauma Informed Training Programme</p>	<p>EEF Pupil Premium Guide</p> <p>DfE (2020) Pupil Premium –Effective use and accountability</p> <p>IMPROVING BEHAVIOUR IN SCHOOLS-EEF</p> <p>EEF SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS</p>	<p>5</p>
<p>To ensure teaching assistants are used effectively</p>	<p>EEF Effective Use of Teaching Assistants Guide</p>	<p>1, 2, 3</p>

Work with the Origins Maths Hub to embed Teaching for Mastery across all year groups- Teachers and Teaching Assistant to take part in essential CPD across all Key Stages	<p>Mastering Number- Reception, Year 1 and Year 2</p> <p>NCTEM Embedding Mastery Working Group.</p> <p>William, D (2015) Optimizing Talent: Closing Educational Gaps Worldwide. Institute of Education, University of London</p>	1, 2, 3
Ensure Teachers have access to high quality CPD that links to the Roshenshine Principles of Instructions. They will also have access to The National Teaching College/ /MAT trainingand our internal CPD programme/Warwick shire Trauma Informed Training	<p>EEF Pupil Premium Guide</p> <p>IG Schools National Pupil Premium Conference</p> <p>Disadvantaged pupils and the Pupil Premium- Effective Use and Accountability 13 July 2021 Steve Kethero</p> <p>DfE (2020)Pupil Premium –Effective use and accountability</p>	1, 2, 3

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 26,138.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Teacher employed on long term supply via Hays	<p>Laws.D (2021) Uncovering the Reality of Learning Loss: What the Research Tells Us and Learning How Best to Respond- Pupil Premium Webinar</p> <p>2015. Sutton Trust Report of Teacher Development. The Sutton Trust</p> <p>EEF Pupil Premium Guide</p> <p>EEF Guide to using Catch Up Funding</p>	1, 2, 3
School to take over the employment of Intervention Teacher- Hays release fee applied.	<p>Laws.D (2021) Uncovering the Reality of Learning Loss: What the Research Tells Us and Learning How Best to Respond- Pupil Premium Webinar</p> <p>2015. Sutton Trust Report of Teacher Development. The Sutton Trust</p> <p>EEF Pupil Premium Guide</p> <p>EEF Guide to using Catch Up Funding</p>	1, 2, 3



Establish small group interventions for disadvantaged pupils falling behind age-related expectations- this to be delivered by a designated qualified teacher.	<p>Laws.D (2021) Uncovering the Reality of Learning Loss: What the Research Tells Us and Learning How Best to Respond- Pupil Premium Webinar</p> <p>2015. Sutton Trust Report of Teacher Development. The Sutton Trust</p> <p>EEF Pupil Premium Guide</p> <p>EEF Guide to using Catch Up Funding</p>	1, 2, 3
Teachers to baseline children to identify gaps within the first 4 weeks of the academic year.	<p>Laws.D (2021) Uncovering the Reality of Learning Loss: What the Research Tells Us and Learning How Best to Respond- Pupil Premium Webinar</p>	1, 2, 3
Pupils have the best quality of support to help them achieve their full potential. Group and one to one catch up is provided by a fully qualified teacher.	<p>Laws.D (2021) Uncovering the Reality of Learning Loss: What the Research Tells Us and Learning How Best to Respond- Pupil Premium Webinar</p> <p>2015. Sutton Trust Report of Teacher Development. The Sutton Trust</p> <p>EEF Pupil Premium Guide</p> <p>EEF Guide to using Catch Up Funding</p>	1, 2, 3
Attendance Officer appointed	Attendance Matter Magazine- Using Pupil Premium Funding to raise school attendance.	4

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

Budgeted cost: £ 26,138.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Successful implementation of the Thrive approach across whole school.	EEF Pupil Premium Guide	5
Creation of breakfast club for vulnerable learners.	EEF Pupil Premium Guide	5
High quality mental health and wellbeing support to be given to pupils and all staff members. Wellbeing to be a key feature of our school development programme.	Improving Social and Emotional Learning in Primary Schools	5
Parental engagement in their children's education. Staff to create Pupil Passports for all PP children and collaborate with parents- children will have steps to success to given them every chance of achieving their full potential. CS to ensure PP families engage with learning workshops and experiences.	EEF Pupil Premium Guide  EEF Guide to Parental Engagement	5
Pupils and their families to have access to a vast range of wider service from Early Help to support from our local parish.	Early Intervention Foundation  Early Help Training – Warwickshire DC	5
Successful implementation of the Thrive approach across whole school.	The Thrive Approach SLT training  The Thrive Approach Whole School Training.	5

**Total budgeted cost: £108,030**

## 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
Floppy's Phonics	Oxford Reading Tree
Little Wandle Phonics	Little Wandle Phonics
Power of Reading	CLiPE
Curriculum Maestro	Cornerstones
Engaging Science	Engaging Science
White Rose	White Rose Maths
Flash Academy	Flash Academy

