



Heygreen Primary School Pupil Premium Strategy Statement 2023-24

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.

Our pupil premium strategy is underpinned by our Vision and Values, to ensure that each and every child achieves to the best of their ability and is provided with a rich curriculum and wide range of opportunities, in turn enabling all pupils and adults to flourish.

School Overview

Detail	Data
School name	Heygreen Primary
Number of pupils in school	Whole School = 234 Rec to Year 6 = 200 (85.5%)
Proportion (%) of pupil premium eligible pupils	Whole School = 144 (61.5%) Rec to Year 6 = 137 (58.6%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Oct 2023
Date on which it will be reviewed	Oct 2024
Statement authorised by	Local Academy Councillors
Pupil premium lead	Nicola Rutter
Governor / Trustee Lead	Richard Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year £1455 per child	£199,335
Service child funding allocation this academic year £335 per child	£0
Pupil premium for children who are looked after £2530 per child	£10,120
Total budget for this academic year	£209,455

Part A: Pupil premium strategy plan

Statement of intent

At Heygreen Primary, we believe firmly that our vision that 'each and every child' achieves their full potential' sits at the heart of our Pupil Premium and Recovery Fund spending.

When writing our statement we have used the following guidance:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Our strategy is based on the key principles that evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across three areas, with a particular focus on teaching:

1. Teaching

Investing in high-quality teaching, for example:

- training and professional development for teachers
- recruitment and retention
- support for teachers early in their careers

2. Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- one-to-one tuition
- small group tuition
- speech and language therapy

3. Wider approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- school breakfast clubs
- counselling to support emotional health and wellbeing
- help with the cost of educational trips or visits

Our main objectives are to ensure that:

- early identification of need is robust
- high-quality teaching and learning is the most important factor in ensuring each and every child achieves
- the progress of disadvantaged pupils has a high profile in school

Strategies - The following strategies we use are:

- **Identifying Need** Staff will assess the progress of PP pupils regularly. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas in which they feel need additional support.
- **Identifying barriers to Learning** We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential.

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"> attendance and punctuality issues
2	<ul style="list-style-type: none"> lack of support at home
3	<ul style="list-style-type: none"> weak language and communication skills
4	<ul style="list-style-type: none"> social, emotional and mental health difficulties
5	<ul style="list-style-type: none"> lack of attainment in Reading Writing and Maths

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
Improved outcomes in early reading and phonics	% PP children at ARE will be at least 80% or above
Increase in overall attainment in Reading	% PP children at ARE will be at least 70% or above
Increase in overall attainment in Writing	% PP children at ARE will be at least 70% or above
Increase in overall attainment in Maths	% PP children at ARE will be at least 70% or above
Emotional well-being and behaviour support of pupils	<p>Children demonstrate increasing resilience. Children settle quickly into school / lessons and disruptions are a rarity.</p> <p>A reduction in incidents for those children who are receiving 1-1 emotional well-being intervention.</p>
Increased rates of attendance and punctuality	<p>Overall attendance in line with NA (2022 - 2023 = 94.1% PA = 13.5%)</p> <p>Disadvantaged attendance (2022 - 2023) = 93.7% Gap = 1.6% compared to non-disadvantaged.</p> <p>PA for all pupils remains broadly in line with NA (18.5%) and the gap between non-disadvantaged =16.2%)</p>

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: £ [24,345]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop use of StepLab to ensure that quality first teaching is excellent.</p> <p>Coaching will become an integral part of professional development.</p> <p>The use of quality feedback will improve pupils' attainment.</p> <p>Teachers will be clear on their own next steps and pupils' progress will be monitored continuously.</p> <p>Teachers will have time to review and monitor their practice, developing quality first teaching for all.</p>	<p>The EEF toolkit outlines that feedback adds 6 months progress.</p> <p>Metacognitive strategies 7 months and an increase in attainment.</p>	<p>2,3,4,5</p>
<p>Develop subject leadership so that the curriculum meets the needs of all learners and subject knowledge develops meaning that children receive high quality first teaching.</p> <p>We will release subject leaders to support class teachers with subject knowledge and pedagogy.</p>	<p>Curriculum knowledge will mean teaching is stronger.</p>	<p>2,5</p>

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellcomm is a programme for screening children in the early Years.</p>	<p>The EEF toolkit research shows 6 months further progress.</p>	<p>2,3,4,5</p>

<p>The WellComm Early Years toolkit enables staff to quickly and easily identify children aged 6 months to 6 years who may benefit from speech and language support and then the 'Big Book of Ideas' details play-based activities to support children's speech, language and communication development.</p> <p>The screening will be delivered in all Early Years classes.</p>	<p>This is a high-impact targeted intervention and robust evaluations found NELI children made on average 3 months of additional progress in language.</p>	
<p>RWI 1:1 children who are behind age-related expectations will have targeted reading interventions to improve Reading ability. The progress will be monitored during each session.</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	2,3,4,5

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

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officers will be employed to ensure that children are in school and that PAs are supported, attendance is tracked and children are in school everyday.</p>	<p>Research shows that children need to be in school every day to achieve. This will also support emotional wellbeing.</p>	1,2,3,4
<p>FESO: A Family Engagement Support Officer will work with families to improve wellbeing and increase parental engagement.</p>	<p>The EEF toolkit shows that Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to</p>	1,2,3,4

The FESO will support emotional wellbeing, meetings, workshops and ensure that parents have the support they need to help their children.	avoid widening attainment gaps.	
CWSO: The Child Wellbeing Support Officer will work with children in a targeted way through targeted interventions to improve emotional wellbeing so children are able to learn and achieve.	Social emotional wellbeing support increases children's attainment due to being ready to learn.	1,2,3,4
Use of attendance incentives to develop a positive attendance culture within school.	Children will want to be in school so less learning time will be missed	1,2,3,4

Total budgeted cost: £111,260

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 2022 to 2023 academic year.

Early Years 2022/23:

The school achieved 69% GLD which is broadly in line with national (67%). The percentage of disadvantaged children receiving GLD (58%).

Key Stage 1 2022/2023:

Phonics Screening Check

At Heygreen, the disadvantaged children passing Phonics Screening Check in Year 1 was 88%, which was above the non-disadvantaged children who achieved 83%. Both were above the national average of 79%.

Children passing Phonics Screening Check in Year 2 was 97%, which was above the national average.

KS1 Attainment

Attainment for disadvantaged pupils in Reading was 61% which was below the national average of 68%.

Attainment for disadvantaged pupils in Writing was 61% which was slightly above / broadly in line the national average of 59%.

Attainment for disadvantaged pupils in Maths was 70% which was in line with national averages.

Key Stage 2 2022 / 2023:

MTC Outcomes

MTC data shows that Heygreen disadvantaged pupils achieved an average score of 23.4 / 25 compared to non-disadvantaged at 24.8.

Disadvantaged pupils scoring full marks (25/25) was 53% compared to non-disadvantaged at 75%.

KS2 Outcomes

Nationally, in reading, writing and maths (combined), 44% of disadvantaged pupils met the expected standard in 2023 compared to 66% of other pupils. Disadvantaged pupil working at greater depth (combined) was above national figures.

At Heygreen, in reading, writing and maths (combined), 68% of disadvantaged pupils met the expected standard. Non-disadvantaged pupils achieved 83%, however, there were only 6 pupils who were not disadvantaged in the data set.

Maths average scaled score was 104 for disadvantaged pupils, whereas non-disadvantaged pupils scored 103.

Reading average scaled score was 105 for disadvantaged pupils, whereas non-disadvantaged pupils scored 100.

Nationally, in 2023, 3% of disadvantaged pupils achieved the higher standard in reading, writing and maths (combined). At Heygreen, 9% of disadvantaged pupils achieved the higher standard in Reading, writing and maths (combined).

Wider Strategies:

Teaching has improved across school due to the continued use of StepLab, and this is evident in pupil voice and books and lesson drop ins.

The work of the FESO and CWSO is continuing to have a positive impact on families and children. Targeted interventions have shown impact and parent workshops and nurture groups have been positively received.

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
StepLab	StepLab Ltd.

Further information (optional)

NA

Useful links:

[Teaching and Learning Toolkit | EEF](#)

[Home Recovery premium funding](#)

[Using pupil premium: guidance for school leaders](#)

[Home Pupil premium](#)