

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2023 to 2024 academic year, 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	Heber Primary School
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rivka Rosenberg Headteacher
Pupil premium lead	Lyndsey Jefford Assistant Headteacher
Governor / Trustee lead	Hayley Holness, Lead Governor for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,710
Recovery premium funding allocation this academic year	£7,395
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	£108,105

## Part A: Pupil premium strategy plan

### Statement of intent

At Heber Primary School we are determined to ensure that our pupils are not disadvantaged as a result of their socio-economic context. It is our intention at Heber Primary School that attainment of disadvantaged peers will be sustained and improved alongside progress for non-disadvantaged pupils. We have the highest aspirations for all our children and believe that with the right support at the right time, all pupils, irrespective of their background or the challenges they face, can make good progress across all subjects and achieve their full potential.

We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We have established clear lines of responsibility with all members of the Senior Leadership Team and with all staff to ensure pupil premium children progress well as they move through the school. This year there is a named member of the Senior Leadership Team acting as the school "Pupil Premium Champion" and there is a named "link" governor taking this role on the Local Governing Body.

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. Schools receive funding for children who have:

- Been entitled to receive free school meals at any point during the last six years
- Been in local-authority care for 1 day or more
- Parents or carers in the Armed Forces

With high-quality teaching of a creative and challenging curriculum at the heart of our approach, we aim to support our children to become confident, resilient, reflective and socially responsible citizens of the future. We aim to ensure sustained progress through rigorous tracking, careful planning, targeted support and intervention, providing all children access and opportunities to enjoy academic success.

We recognise that there are a wide range of barriers which may impact on the education of disadvantaged children and there is still the impact on learning due to school closures in previous years. However, we do not make assumptions about the impact of disadvantage. It is with our robust diagnostic assessment that we carefully target the use of Pupil Premium funding to ensure that we take into account the starting points of all our children including those who are already high attainers so that they receive the highest quality of education. Our strategy plan fits into the rigorous, wider context of education recovery and considers the context of **our school** and the specific challenges **our children** face.

### Challenges

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

Challenge number	Detail of challenge
1.	<b>SEND:</b> A large percentage (19/57 = 33%) of our disadvantaged children have been identified with special educational needs. Whilst we are clear that the identified SEND is legitimate and well evidenced, this means that there is an increased level of challenge for this particular cohort.
2.	<b>Cultural Capital:</b> Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils are continuing to be impacted on by partial school closures and a lack of enrichment opportunities to support learning during school closure or in general, to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.

3.	<b>Parental Support:</b> Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by less support at home due to the confidence/availability/wellbeing of parents to support learning or in general, to a greater extent than for other pupils. Despite personal invitations to Parent Workshops, the attendance of Pupil Premium families is still lower than non pupil premium families.
4.	<b>Social and Emotional Needs:</b> Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". 53 pupils (21 of whom receive PP funding) currently have a timetabled intervention with our Learning Mentor because they require additional support with social and emotional needs.
5.	<b>Attendance and Punctuality:</b> Our attendance/punctuality data in the last academic year (2022-23) indicates that attendance among disadvantaged pupils is 4% lower than for non-disadvantaged pupils.
6.	<b>Attainment Gap:</b> Internal assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils and that this gap has widened further as a result of the pandemic.  On entry to Reception in the last three years, our disadvantaged pupils arrive below age-related expectations compared to other pupils.

## 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 identification of need and embedding of expert recommendations where appropriate lead to better progress and outcomes for children who are disadvantaged and have SEND.	Early and rigorous identification of SEND leads to referrals to professional experts where necessary. Embedded recommendations result in enhanced teacher expertise and better progress for children who are disadvantaged and have SEND.
Cultural capital	Increased participation in enrichment and extracurricular activities for PP children.
To improve and sustain parent confidence with learning support at home.	Improved learning support at home shows an impact on the engagement and progress of disadvantaged pupils at school.  A significant increase in participation in parent workshops, particularly among parents of disadvantaged pupils
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/2023 demonstrated by: <ul style="list-style-type: none"> <li>the reduced need for targeted emotional/wellbeing support and intervention and</li> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> Families with more complex home circumstances feel more supported and access external professional support where appropriate.

To achieve and sustain improved attendance/punctuality for all pupils, particularly our disadvantaged pupils.	<p>High attendance from 2023/2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils should be in line with their peers</li> </ul>
Improved Reading, Writing, Phonics and Maths attainment among disadvantaged children.	<p>Targeted interventions and enrichment opportunities for disadvantaged children show that the attainment gap has closed between the children who are disadvantaged and their peers.</p> <p>KS2 outcomes in 2023/2024 show that all disadvantaged pupils meet the expected standard where there is not significant SEND. Of cohort, 6/8 PP children are also SEND (75%)</p>

## Activity in this academic year 2023-24

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: **£41,643**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 6
<p>Continued focus on maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>To develop our implementation 'Mastering Number', a number</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>In house assessment system devised to track progress in this area that later informs targeted</p>	1, 6

facts programme from NCETM whose intention it is to increase access to mathematical concepts by providing and encouraging use of language that may be a deficit in some learners.	interventions to reduce the formation of gaps in learning. Feedback from teachers in R, 1, 2, 4, 5 that indicates increased access to conceptual learning for all pupils, including a focus on children who have access to the premium.	
Continue to implement challenging and progressive English teaching and curriculum planning in line with DfE and EEF guidance.  This includes reading, phonics, writing, spelling and handwriting.	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Literacy in Key Stage 1</a> <a href="#">Improving Literacy in Key Stage 2</a>  Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 6
Regular coaching for middle managers that leads to improved teaching and quality of curriculum provision across the school.	Teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. <a href="#">Coaching for teaching and learning: a practical guide for schools</a>	1, 2, 6
Strengthen the role of support staff through CPD, observations and feedback.	Teaching assistants can provide a large positive impact on learner outcomes, when deployed effectively <a href="#">Making Best Use of Teaching Assistants - EEF Teaching Assistant Interventions</a>	1, 4, 6
To improve teachers' subject and pedagogical knowledge in order to drive the continuous improvements in attainment among disadvantaged children.	Providing professional development that effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice is pivotal in improving children's outcomes. <a href="#">Effective Professional Development</a>	1, 3, 6
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	4, 6

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

Budgeted cost: £78,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional academic interventions targeted at disadvantaged pupils as identified through pupil progress meetings.	<a href="#">Small group tuition</a> has an average impact of four months' additional progress over the course of a year.	1, 6
Additional SEL interventions targeted at disadvantaged pupils as identified through pupil progress meetings.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year  <a href="#">Social and emotional learning</a>	3, 4, 6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	6
Increase the capacity of staff in school who know the children best in order to provide individual and small group tuition and mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 4, 6

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

Budgeted cost: **£16,781**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a systemic approach to SEL that supports teachers, leaders and families in developing and supporting children's emotional intelligence.  Teacher to utilise Emotional Coaching and Trauma Response Schools Training to support children with emotional barriers to learning.	<a href="#">RULER - a systemic approach to SEL</a>	4
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that	3, 5

This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	have significantly reduced levels of absence and persistent absence.	
Implement new procedures to improve punctuality and ensure a healthy and positive start to the school day.	DfE: Improving school attendance: support for schools and local authorities.	3, 5
Provide opportunities for all pupils to participate in enrichment activities and a curriculum with creativity at its heart.	<a href="#">EEF Guidance review: The Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children</a>	2
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £141,569**

## 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 - 2024 academic year.

In order to close the gap in attainment, we prioritised disadvantaged pupils when allocating interventions, after/before school booster sessions and Saturday School places. The booster sessions were taught by a class teacher which ensured the children received quality first teaching. Our internal assessments along with our observations during 2023/24 showed that the interventions had a positive impact on our disadvantaged pupils.

Our data shows that by Summer 2024, the majority of disadvantaged pupils continue to make expected progress in Reading, Writing and Maths, however, their peers made slightly more progress. The attainment gap was widest in Writing. The Summer data also shows that when those children who are disadvantaged and have SEND are removed, 100% of the children in three year groups have made expected progress in all areas.

In Year 6 SATs the two disadvantaged pupils, where SEN was not an additional barrier, met Age Related Expectations in all areas. Of the 8 disadvantaged pupils in Year 6 (including the 6 children with SEN), 3 were unable to access the test. The results of the 5 children who did sit the tests are as follows:

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>SPAG</b>	<b>RWM</b>
<b>ARE</b>	80% (4)	60% (3)	100% (5)	100% (5)	60% (3)
<b>GD</b>	40% (2)	20% (1)	40% (2)	60% (3)	0% (0)

In the Year 1 Phonics Screener, the gap has closed between the disadvantaged and non disadvantaged children:

	<b>Year 1 Phonics</b>
<b>PP (7 pupils)</b>	86%
<b>Non PP (53 pupils)</b>	87%
<b>Year 1 overall</b>	87%

Progress Meetings have been used throughout the school year to identify any additional children who require support. All children who have access to the premium have been discussed on an individual basis at least three times a year as a result of this system. High quality targeted interventions were established quickly and enabled children to access the support that they needed.

Overall attendance in 2023/24 was 95.9% and in line with previous years. Attendance for disadvantaged pupils was 93.6%. This gap has narrowed from a 4% gap the previous school year

The percentage of disadvantaged pupils who were persistently absent has dropped significantly in the last 3 academic years:

- 34% in 2021/2022
- 25.9% in 2022/23
- 16.3% in 2023/24

However, the whole school figure for persistent absence is 4.8%. Disadvantaged pupils are late (4.1%) more frequently than their non disadvantaged peers (1.8%) This is why attendance and punctuality remain a focus.



This year we used pupil premium funding and pupil premium plus funding to provide wellbeing support for all pupils, and targeted interventions where required. We utilise a programme to develop Social and Emotional Literacy across the whole school and provide ongoing training for staff and parents. This year we worked alongside The NEST to deliver workshops to parents and staff to increase support for children with difficulties regulating their emotions and behaviours. We will continue to build on that approach with the activities detailed in this plan.

