

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 | Heald Place Primary School |
| Number of pupils in school | 615 |
| Proportion (%) of pupil premium eligible pupils | 49% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/2023 to 2024/2025 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Hatim Kapacee Headteacher |
| Pupil premium lead | Anne Zaidi Deputy Headteacher |
| Governor / Trustee lead | Firzana Chaudury Chair of Governors |

Funding overview

| Detail | Amount |
|--|-----------------|
| Early Years pupil premium funding | £9,895 |
| Pupil premium funding allocation this academic year | £397,215 |
| Recovery premium funding allocation this academic year | £47,850 |
| Pupil premium (and recovery premium) funding carried forward from previous years | £0.00 |
| Total budget for this academic year | £454,960 |

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Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is used to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning. It provides pupils with interventions that impact positively on progress and achievement.

High-quality teaching has the greatest impact on the progress and attainment of all pupils, disadvantaged and non-disadvantaged. Senior and experienced teachers are class based to deliver and model exemplary lessons to close the attainment gap in their class, year and across their phase. They also provide additional support to develop the pedagogy of other staff, particularly ECTs.

Pupil premium is used to close the gap between the achievement and attainment of these pupils and their peers where it exists, so that pupils achieve at least age-related expectations.

The funding supports the delivery of first hand experiences, activities or trips ensuring that pupils are provided with a rich literate environment to develop spoken and written vocabulary, an inspirational hook and focus for their learning.

The most-able pupils are offered the opportunity to be challenged or provided with enrichment activities either creatively, academically or physically to further excel.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessments, observations and discussions with pupils indicate low attainment in speech and language skills and vocabulary gaps among many disadvantaged pupils. This is evident throughout school, but particularly on entry to Early Years Foundation Stage where 100% of our disadvantaged pupils are below age-related expectations. |
| 2 | Assessments, work scrutiny and moderation suggest that reading attainment, among disadvantaged pupils is significantly below the national figure (historically). There are knowledge gaps which are leading pupils to fall behind age-related expectations. |
| 3 | Assessments, work scrutiny and moderation suggest that writing attainment, including coherence, grammar and spelling among disadvantaged pupils is significantly below the national figure (historically). There are knowledge gaps which are leading pupils to fall behind age-related expectations. |
| 4 | Assessments, work scrutiny and moderation suggest that maths attainment, in particular reasoning, among disadvantaged pupils is significantly below the national figure (historically). There are knowledge gaps which are leading pupils to fall behind age-related expectations. |
| 5 | Observations and discussions with pupils and their families have identified that pupils' social, emotional and mental health needs for pupils. There has been a lack of enrichment opportunities, which has been highlighted, as particularly affecting the disadvantaged pupils. |
| 6 | Monitoring of attendance has highlighted the need to ensure there is a focused, layered approach so the percentage of attendance is maintained and improved for the disadvantaged 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 |
|--|--|
| Improvement in speech and language skills for disadvantaged pupils. | Assessment and observations indicate that disadvantaged pupils make accelerated progress in speech and language skills and there is significant development of vocabulary knowledge and use. This is evident in lessons and ongoing formative assessment. |
| Accelerated progress and improved attainment in reading for disadvantaged pupils. | Pupils diminish the difference with 'other' pupils' outcomes. The lower prior attaining pupils make accelerated progress to achieve the expected standard. The middle and higher prior attainers and achieve an above national KS2 reading attainment and progress score in 2024/2025. |
| Accelerated progress and improved attainment in writing for disadvantaged pupils. | Pupils diminish the difference with 'other' pupils' outcomes. The lower prior attaining pupils make accelerated progress to achieve the expected standard. The middle and higher prior attainers and achieve an above national KS2 writing attainment and progress score in 2024/2025. |
| Accelerated progress and improved attainment in maths for disadvantaged pupils. | Pupils diminish the difference with 'other' pupils' outcomes. The lower prior attaining pupils make accelerated progress to achieve the expected standard. The middle and higher prior attainers and achieve an above national KS2 maths attainment and progress score in 2024/2025. |
| Sustained and improved support for pupils' social, emotional and mental health, particularly for disadvantaged pupils. | Pupils make accelerated progress so by the end of the year they meet Age Related Expectations because their social, emotional and mental health needs are met. |
| Sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2024/25 demonstrated by the percentage of all pupils who are persistently absent significantly reduces and the attendance percentage among disadvantaged pupils is no lower than their peers. |

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: £110,512

| Activity | Evidence that supports this approach | |
|--|---|---|
| Maintaining the DfE validated systematic synthetic phonics programme (Anima Phonics) to secure stronger phonics teaching for all pupils. Decodable books have been purchased to support the application of phonics in reading. | 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. Phonics Toolkit Strand Education Endowment Foundation EEF | 2 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>The Assistant Headteachers are class based to support the development of the quality of education. This will be achieved by modelling reading, writing and maths lessons. They also provide feedback and coaching for ECTs and teachers new to school, in order to enhance their practice.</p> | <p>High quality teaching can narrow the disadvantage gap. The new reform that recognises the importance of teacher quality such as the Early Career Framework plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this Effective Professional Development Education Endowment Foundation EEF</p> | <p>2, 3, 4</p> |
| <p>Commission of English consultancy to support the development of a progressive, age appropriate structure to language and vocabulary development from EYFS to Year 6. This will consolidate and extend vocabulary, along with the development of the writing process.</p> | <p>Evidence shows that using a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities, such as shared reading, develop pupils' speaking and listening skills and wider understanding of language. Improving Literacy in Key Stage 1 Education Endowment Foundation EEF</p> | <p>1, 2, 3</p> |
| <p>Commission of external consultant to deliver a Reasoning Club in Year 4 and Year 6 to a cohort of identified pupils. Teachers will also have the opportunity to observe these lessons to improve their knowledge and delivery.</p> | <p>Research by Nunes (2009) identified the ability to reason mathematically as the most important factor in a pupil's success in mathematics. It is therefore crucial that opportunities to develop mathematical reasoning skills are integrated fully into the curriculum. Such skills support deep and sustainable learning and enable pupils to make connections in mathematics. https://www.ncetm.org.uk/classroom-resources/pm-reasoning-skills/</p> | <p>4</p> |
| <p>Social and Emotional Learning approaches will be embedded into routine practices. This will be supported by professional development of staff, particularly new staff and ECTs.</p> <p>Support will be provided to help pupils understand and regulate their emotions, thoughts, and behaviours in different situations.</p> <p>Improve the quality of social and emotional learning (SEL).</p> | <p>Evidence shows the importance of developing good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>Longitudinal research in the UK has shown that good social and emotional skills, including self-regulation, self-awareness, and social skills, developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health. Social and Emotional Learning Education Endowment Foundation EEF</p> | <p>5</p> |
| <p>The Art Specialist supports ECTs and new teachers to deliver high quality art lessons to ensure positive engagement in learning, through a progressive curriculum that has strong links with other areas of the National Curriculum.</p> | <p>Evidence shows that Arts participation approaches, such as painting or sculpture, can have a positive impact on academic outcomes in other areas of the curriculum. Also wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Art participation Education Endowment Foundation EEF</p> | <p>1, 2, 3, 4, 5</p> |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| A Music Specialist supports ECTs and new teachers to deliver high quality music lessons to ensure positive engagement in learning, through a progressive curriculum. | Evidence shows that Arts participation approaches, such as music, can have a positive impact on academic outcomes in other areas of the curriculum. Also wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Art participation Education Endowment Foundation EEF | 1, 2, 3, 4, 5 |
| Turn The Page Counselling provides support for school staff through supervision. | The restorative element of Staff Supervision with Turn The Page Counselling supports the wellbeing through reflective management of work related stress, helping professionals to make sense of and often cope with their stressful work environment. The Education Staff wellbeing Charter DfE | 1, 2, 3, 4, 5 |

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

Budgeted cost: £379,809

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional phonics sessions delivered by Teaching and Learning Support staff (TLS) targeted at disadvantaged pupils who require further phonics support. | 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. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. Phonics Toolkit Strand Education Endowment Foundation EEF | 2 |
| Additional one-to-one reading targeted at disadvantaged pupils who require further support. | Evidence shows that schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support. There is consistent evidence the approach of using one-to-one and small-group tutoring ideally involving structured interventions, supports the children struggling with aspects of literacy. Improving Literacy in Key Stage 1 Toolkit Strand Education Endowment Foundation EEF | 2 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Corrective teaching targeted at disadvantaged pupils who require further support. | Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Teaching Assistants Toolkit Strand Education Endowment Foundation EEF | 3, 4 |
| A trained specialist delivers Speech and Language Therapy (SALT) to targeted disadvantaged pupils. | It is well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and catch-up with previously higher attaining pupils. Teaching Assistants Toolkit Strand Education Endowment Foundation EEF | 1 |

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

Budgeted cost: £175,521

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| A trained children's yoga teacher provides yoga and positive talking sessions for targeted disadvantaged pupils. | Evidence shows that through directly teaching self-regulation and supporting children to use self-calming strategies and positive self-talk, helps them deal with intense emotions. Social and Emotional Learning Education Endowment Foundation EEF | 5 |
| TLS provide a daily Breakfast Club to promote a positive start to the school day. Disadvantaged pupils in particular are encouraged to attend. | Evidence shows Breakfast Club schools saw an improvement in pupil behaviour and attendance. The findings also suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club. Magic Breakfast Education Endowment Foundation EEF | 2, 3, 4, 5 |
| The Learning Mentor provides breakfast for pupils who arrive at school hungry. | According to Maslow's hierarchy of need, physiological needs must be met first in order to pursue higher levels. This includes access to food, before a pupil can successfully engage in their learning. | 1, 2, 3, 4, 5 |
| Turn The Page Counselling provides support for pupils. | Turn The Page Counselling is a gentle and genuine way of providing counselling which grows trusting relationships with the pupils facing challenges. Social and Emotional Learning Education Endowment Foundation EEF | 5, 6 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase of Accelerated Reader from Year 2 to Year 6. The programme provides a breakdown evidencing where focused areas of teaching are needed. | Personalised goals help pupils stay focused on the factors that matter most for reading growth and help staff monitor their progress and provide feedback to keep learners on track. | 1, 2 |
| Support for the delivery of the curriculum through first hand experiences and funding trips. | Based on the knowledge of our pupils, resources are targeted to provide a range of first hand experiences, including trips, to support the delivery of an engaging curriculum that pupils might otherwise not have had the opportunity to access. | 1, 2, 3, 4, 5, 6 |
| The Designated Safeguarding Lead along with the Attendance Officer ensure good attendance is prioritised and supported, particularly those who are disadvantaged or have a social worker. | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Good relationships are developed and staff explain how absence, including punctuality, affects attainment, wellbeing and wider outcomes.</p> <p>Improving school attendance DfE</p> | 1, 2, 3, 4, 5, 6 |

Total budgeted cost: £665,842

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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 2021 to 2022 academic year.

Our internal assessments during 2022/23 and end of Key Stage tests and assessments show that the performance of disadvantaged pupils has improved and the gap between those pupils who are supported by pupil premium and who are not has narrowed. The achievement of those pupils who are supported by pupil premium GLD, and met the phonics threshold in Year 1, KS1 and KS2 has improved.

Although there has been significant progress, the outcomes we aimed to achieve in the Pupil Premium Strategy 2022/2023 have not been fully realised. Quality first teaching needs to remain focused on ensuring the pupils embed and apply the basic skills in English and maths.

The Assistant Headteachers who were previously non-class based have continue to teach a class. As they are exemplary practitioners, they will raise standards for all pupils, especially the disadvantaged. This will be enhanced with targeted corrective teaching for reading, writing and maths, as well as additional 1 to 1 reading, phonics, spelling, timetables and reasoning sessions.

Speech and Language Therapy continued to impact significantly on pupils' progress.

Maintaining a focus on the broader curriculum, including forest school, music, art and design etc, has ensured that pupils' skills and knowledge and wider experiences enhances their enjoyment and engagement in all subjects.

We used pupil premium to fund wellbeing support with the Learning Mentor, as well as providing yoga, a counselling service and targeted interventions where required, these continue to have had a positive impact on pupils' social, emotional and mental health.

Externally provided programmes

| Programme | Provider |
|---------------------------------|-----------------------------|
| Year 3 reading intervention | Reading Boost Ltd |
| Doodle maths and English online | doodlelearning.com |
| Learning by Questions | lbq.org |
| Accelerated Reader | Renaissance |
| Giglets | giglets.com |
| Library Consultant | HLC Library Transformations |
| Horticulture | MEEN |

Further information

In planning our pupil premium strategy, we evaluated the impact of the activities in the previous year to see if they had the desired outcome and the impact expected.

We used evidence from assessments, evidence from book scrutiny, engagement of pupils, conversations with parents, children and staff in order to identify the challenges faced by disadvantaged pupils.

We used the EEF research about the effective use of pupil premium. This helped us to identify the approaches and activities used by the school.