

Heather Garth Primary Academy

Pupil Premium Strategy Statement 2024 – 2027

Academic Year 2024 - 2025

This statement details our school’s use of pupil premium funding to help improve the attainment of our pupil premium children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for pupil premium children last academic year.

School overview

Detail	Data
Number of pupils in school	228 pupils on roll (Sep 24)
Proportion (%) of pupil premium eligible pupils	85 pupils (37%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2025 2025 – 2026 2026 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Rachel Carr Acting Headteacher

Pupil premium lead	Mrs Rachel Carr
Governor / Trustee lead	Mrs Katie Conlon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 122,220
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ NIL
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0

Part A: Pupil premium strategy plan

Statement of intent

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

We believe that one of the biggest barriers for children can be poverty of expectation and we are therefore determined to create a climate that does not limit a child's potential in any way. Our school motto 'Stars Aiming High' reflects our high expectations of the whole school community.

Educational attainment is a key indicator of children's long-term outcomes. However, we also recognise for some of our pupils this is not a quick fix and requires support beyond the academic.

As a result, we have chosen to adopt a tiered approach to the spending of pupil premium, rooted in our whole school ethos, and supported by research and guidance, including from The Education Endowment Fund. This focuses on spending on improving teaching, including professional development, training and support to ensure every pupil has an effective teacher and receives quality first teaching.

Secondly, we focus on targeted academic support, linked to classroom teaching, to enable pupils to "catch-up" and narrow the attainment gap with both their peers and to national expectations.

Thirdly, we focus on significant barriers holding our children back from achieving their academic potential. These include: attendance, behaviour and social and emotional support.

Parent involvement in education is widely recognised as important, yet it remains weak in many communities especially in low-income. In these schools, a few brave souls become active and involved; but most schools fail to engage families broadly and deeply around the

education of their children. Precious few can claim large numbers of parents participating as powerful actors in the school community. (A Community-Based Relational Approach to Parent Engagement, 2009) and our school is no different.

Challenges

This details the key challenges to achievement that we have identified among our pupil premium children.

Challenge number	Detail of challenge
1	<p><u>Children are significantly below national expected standards on entry</u> into school and are not achieving <u>age-appropriate developmental milestones</u> due to: poorly developed communication skills; poor personal, social and emotional development; and physical development. This impacts on the development and progress of the children throughout school and significant intervention and support is needed to ensure they are given the opportunity to succeed to reach their potential.</p>
2	<p><u>Increasing number of significant SEND</u> needs in school. 23% of pupils on roll were identified as SEND. 38% of pupil premium children have registered SEND needs. This is a significant barrier to learning with the highest needs around social, language and communication, specific learning difficulties and social, emotional and mental health.</p>
3	<p><u>Low linguistic competence (speech and language difficulties)</u></p> <ul style="list-style-type: none"> • Phonological development is the acquisition of sounds in order to pronounce words • Lexical development is the acquisition of words. • Semantic development is the acquisition of the meaning of words. • Grammatical development is the way that children learn how to express themselves with language. It includes spoken and written grammar development, as well as punctuation development

	<ul style="list-style-type: none"> • Pragmatic development highlights children’s motivation to acquire language in the first place, as it serves different purposes and functions. <p>Due to early speech and language difficulties, many pupils have a limited vocabulary, and grammatical awareness. This becomes a significant barrier as pupils progress into KS2.</p> <p>Early Reading - the acquisition of phonics is a challenge for some of the pupil premium pupils. Pupil premium children need access to books and reading on a daily basis. Delays in the acquisition of language and ability to decode fluently, means many pupil premium children struggle to develop their understanding of written texts.</p> <p>This impacts on attainment across all curriculum areas.</p>
4	<p>Writing</p> <p>Fine motor skill development impacts on the children’s ability to support pencil control this impacts on children’s ability to form letters correctly, which makes the process of handwriting challenging. Coupled with difficulties in spelling, many pupils do not have the required automaticity of skills to allow them to focus on the structure and content of their writing.</p>
5	<p>Retention of knowledge, understanding is essential for retention. However, inadequate foundational knowledge makes retention challenging; because learners cannot connect new information with existing knowledge frameworks.</p> <p>Therefore, many children require countless opportunities for overlearning and frequent practise of previously taught concepts.</p>
6	<p>Lack of wider experiences and real-life opportunities - many pupil premium children do not have interests or hobbies they enjoy, or can talk about. Many families are not able to afford the cost of club fees and travel costs.</p>
7	<p>Difficult homelife</p> <p>Lack of parent engagement at home and with school.</p> <p>Low income causes lack of resources in the family home, priority not given to education.</p>
8	<p>Parental literacy, numeracy and levels of parenting skills require support to better enable parents to support children’s learning and aspirations.</p>
9	<p>Poor attendance and family holidays in term time.</p>
10	<p>Safeguarding concerns – neglect, lack of home support, routines, trauma.</p>
11	<p>Mental and social health and well-being needs – a significant number of children and families have challenges with routines, parenting capacity, mental health and managing emotions</p>

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
<p>Provide high quality teaching and learning and targeted academic support in the Early Years. Pupils will narrow the attainment gap with both their peers and to national expectations.</p>	<p>At least 69% of pupils (LA average) will achieve GLD by the end of FS2 Pupils not achieving GLD will have made a significant improvement from their starting point in all areas of the Curriculum At least 69% of pupils will be 'Y1 ready'.</p>
<p>Provide high quality Teaching and Learning throughout school to enable pupils to narrow the attainment gap with both their peers and to national expectations</p>	<p>By the end of Y1 pupils' attainment in Phonics is at least in line with National average By the end of Y4 pupils' attainment in the Multiplication Test is at least in line with National average</p> <p>By the end of Y6 pupil attainment is at least in line with National average in all areas including greater depth</p> <p>Most children have made progress from their starting point and continued to make progress through the academic years</p>
<p>Provide targeted Academic Support throughout school to enable pupils to "catch-up" and secure key knowledge and skills in all areas for the curriculum.</p>	<p>Children not on track have received targeted support to give them opportunity to close the gap to national and make progress towards their potential</p> <p>SEND early identification has taken place and actions / referrals will have been completed.</p>
<p>Provide wider strategies to support the most significant non-academic barriers to success in school. These include: attendance and punctuality,</p>	<p>There is sustained high attendance in 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall attendance rate for all pupils being no less than 96%, and the attendance of disadvantaged pupils is in line with their non-disadvantaged peers

social and emotional support, health and wellbeing and parental engagement

- the overall rate of all pupils being late for school is no more than 1.2%, and the rate of punctuality for disadvantaged pupils is in line with their non-disadvantaged peers

There are sustained high levels of wellbeing in the school community during 2024/25, demonstrated by:

- qualitative data from student voice, student and parent surveys and teacher observation
- increased parental attendance at parent sessions, parent consultations, etc

All children have been offered access to free extended curricular clubs. There has been a significant increase in participation in these enrichment activities, particularly among disadvantaged pupils

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Developing High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 71,200

Activity		Evidence that supports this approach	Challenge number(s) addressed
Improving Literacy - communication and language; speaking and listening and acquisition of language	<p>EYFS - Prioritise the development of communication and language within the curriculum in EYFS</p> <ul style="list-style-type: none"> • <i>CPD on communication and language within the curriculum for new staff,</i> • <i>Additional support staff for focussed delivery of C&L throughout the unit</i> • <i>Dedicated HLTA to ensure quality teaching and learning sessions are delivered</i> 	<p>Preparing for literacy – EEF Improving communication, language and literacy in the early years - Point 1</p> <ul style="list-style-type: none"> • High quality adult-child interactions • Model effective language and communication • Use a wide range of approaches including shared reading, storytelling and explicitly extending children’s vocabulary 	1, 2, 3 and 4
	<p>KS1 - Developing pupil’s speaking and listening skills and wider understanding of language</p> <ul style="list-style-type: none"> • <i>Planned opportunities for speaking and listening and modelled thinking activities</i> • <i>Reading resources to support developing a reading framework strategy - Talk Approach</i> 	<p>Improving literacy in KS1 – EEF- Point 1</p> <ul style="list-style-type: none"> • High quality adult-child interactions modelling thinking and learning strategies • Use a range of explicit and implicit approaches including teaching of vocabulary, modelling and extending language and thinking during interactions and activities such as shared read 	1, 2 and 3

	<p>EYFS - Use high quality assessment to ensure all children make good progress <i>CPD for staff</i></p>	<p>Preparing for literacy – EEF Improving communication, language and literacy in the early years Point 6</p> <ul style="list-style-type: none"> • Ensure clarity of purpose for assessment • Collect high quality information • Identify children who are struggling 	5
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Improving Literacy – using a balanced approach to developing reading</p>	<p>EYFS - Develop children’s early reading using a balanced approach</p> <ul style="list-style-type: none"> • <i>CPD on early reading and phonics within the curriculum for new staff,</i> • <i>Additional support staff for focussed delivery of early reading and phonics throughout the unit</i> • <i>Dedicated HLTA to ensure quality teaching and learning sessions are delivered</i> 	<p>Preparing for literacy – EEF - Improving communication, language and literacy in the early years - Point 2</p> <ul style="list-style-type: none"> • Use a number of different approaches to ensure effectiveness e.g., storytelling, letter and sound knowledge singing and rhymes to develop phonological awareness 	1 and 3
	<p>KS1 – Use a balanced and engaging approach to develop reading...</p> <ul style="list-style-type: none"> • <i>CPD for class teams on developing a developing a reading framework strategy - Talk Approach</i> • <i>Reading resources to support developing a reading framework strategy - Talk Approach</i> • <i>Reading with Star Programme</i> 	<p>Improving literacy in KS1 – EEF - Point 2 and 3</p> <ul style="list-style-type: none"> • Both decoding and comprehension are necessary for confident and competent reading 	3

	<p>KS1 Continue to effectively implement a systematic phonics programme</p> <ul style="list-style-type: none"> • <i>Further investment in Little Wandle Letters and Sounds resources and texts to support pupils phonics learning.</i> 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>1 and 3</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Improving Literacy – Writing</p>	<p>EYFS - Develop the children’s capability and motivation to write</p>	<p>Preparing for literacy – EEF Improving communication, language and literacy in the early years Point 3</p> <ul style="list-style-type: none"> • Develop expressive language within the unit • Provide a wide range of opportunities to communicate through writing and develop the motivation to write • Support the development of children’s handwriting through the frequent and discrete, direct teaching to ensure they can effectively form letters correctly and confidently • Monitor the product and process of children’s handwriting and provide additional support where needed <p><i>CPD for staff, extra staff for focussed teaching and dedicated HLTA</i></p>	<p>4</p>

	<p>KS2- Improving Literacy in KS2</p> <ul style="list-style-type: none"> • <i>CPD on developing pupils transcription and sentence construction skills through extensive practice</i> • <i>Ensure targeted teaching and accurate assessment</i> 	<p>Improving Literacy in KS2 – EEF</p> <ul style="list-style-type: none"> • <i>Recommendation 5- developing pupils transcription and sentence construction skills through extensive practice</i> • <i>Recommendation 6- Ensure targeted teaching and accurate assessment</i> 	4
	<p>Release time for leaders to monitor delivery and provision, as well as providing mentoring and coaching for teachers.</p> <p>Early Reading Leader <i>Literacy Lead</i> <i>Mathematics Lead</i> <i>Wider curriculum subject co-ordinators</i> <i>SENDCO</i></p>	<p>Preparing for literacy – Effective Professional Development Guidance Report</p> <p>Recommendation 2 Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>The mechanisms of professional development:</p> <p>A: Building knowledge B: Motivating teachers C: Developing teaching techniques D: Embedding practice</p> <p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers.</p> <p>Supporting resources: • The EEF guidance on ‘Effective Professional Development’ is accompanied by a poster to help consider the ‘Effective</p>	1,2,3 and 4

		Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 36, 350

High quality targeted support can ensure that children falling behind catch up as quickly as possible (EEF)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS – Using high quality targeted support to help children at risk of not meeting GLD by the end of EYFS</p> <p><i>CPD for staff (LA Oracy Programme), extra staff for focussed teaching and dedicated HLTA</i></p>	<p>Preparing for literacy – EEF</p> <p>Improving communication, language and literacy in the early years - Point 7</p> <ul style="list-style-type: none"> • Children with the greatest need are supported by the most capable adults • Adults have been trained to deliver the programme / resources being used 	1

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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: Phonics Teaching and Learning Toolkit EEF</p>	<p>1 and 3</p>
<p>Small Group Tuition</p> <p>Targeted support for disadvantaged pupils in Y6 to support with preparation for SATS</p>	<p>EEF Teaching and Learning Toolkit</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	<p>1</p>

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

Budgeted cost: £ 20,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Engagement Officer to work with vulnerable families and improve parental engagement (community events, family learning projects etc.</p>	<p>EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p>	<p>7,8,9, 10 and 11</p>

<p>Attendance Officer to analyse attendance and contact low attenders. Attendance Officer to complete First Day Call and support families to raise attendance / punctuality.</p>	<ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or home-work; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. 	
<p>Learning Mentor to support children who are having difficulty accessing learning through behavioural issues, developing resilience so that they can thrive. Engage with Compass Be to improve MHWB of the whole school community.</p>	<p>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.</p>	11
<p>Funding for enrichment activities, such as sports and Arts Participation as well as sports clubs, music tuition and funding of trips and educational visits.</p>	<p>‘Adventure Learning’ such as sports and Arts Participation is said to have a positive impact on disadvantaged pupils.</p>	6
<p>Increased awareness of accountability amongst all staff to increase the life experiences of our disadvantaged children. Children who are vulnerable will be discussed regularly and a programme or targeted interventions will be reviewed.</p>	<p>A safe, supportive and secure learning environment is developed through the school’s behaviour policy. Vulnerable pupils are targeted with a package of support alongside QFT. Interventions to support EHWB to be reviewed –</p>	6
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

Total budgeted cost: £ 128,250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. See below.

	Heather Garth	NCER National Data
	2024	2024
EYFS GLD	67% (Pupil Premium 33.3%)	68% (Pupil Premium 52.1%)
YEAR 1 PHONICS	70% (Pupil Premium 50%)	80% (Pupil Premium 68%)
KS1 READING 'AT STANDARD'	69% (Pupil Premium 45%)	71% (Pupil Premium 58%)
KS1 READING 'GREATER DEPTH'	24% (Pupil Premium 9%)	19% (Pupil Premium 10%)

KS1 WRITING 'AT STANDARD'	52% (Pupil Premium 36%)	63% (Pupil Premium 49%)
KS1 WRITING 'GREATER DEPTH'	0% (Pupil Premium 0%)	9% (Pupil Premium 4%)
KS1 MATHEMATICS 'AT STANDARD'	69% (Pupil Premium 45%)	72% (Pupil Premium 59%)
KS1 MATHEMATICS 'GREATER DEPTH'	14% (Pupil Premium 0%)	17% (Pupil Premium 9%)
Y4 MULTIPLICATION TABLES CHECK % SCORING 21-25	40% (Pupil Premium 24%)	64% (Pupil Premium 50%)
Y4 MULTIPLICATION TABLES CHECK AVERAGE SCORE	19 (Pupil Premium 17)	21 (Pupil Premium 19)
KS2 READING 'AT STANDARD'	76% (Pupil Premium 75%)	74% (Pupil Premium 63%)

KS2 READING 'GREATER DEPTH'	10% (Pupil Premium 0%)	29% (Pupil Premium 18%)
KS2 WRITING 'AT STANDARD'	66% (Pupil Premium 58%)	72% (Pupil Premium 59%)
KS2 WRITING 'GREATER DEPTH'	10% (Pupil Premium 8%)	13% (Pupil Premium 6%)
KS2 MATHEMATICS 'AT STANDARD'	72% (Pupil Premium 58%)	73% (Pupil Premium 59%)
KS2 MATHEMATICS 'GREATER DEPTH'	24% (Pupil Premium 17%)	24% (Pupil Premium 13%)
KS2 COMBINED RWM 'AT STANDARD'	48% (Pupil Premium 42%)	61% (Pupil Premium 46%)
KS2 COMBINED RWM 'GREATER DEPTH'	7% (Pupil Premium 0%)	8% (Pupil Premium 3%)

This details the impact that our pupil premium activity had on pupils in the 2023 / 24 academic year:

Internal and external assessments during 2023/24 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged pupils in key areas of the curriculum.

- 50% of PP children passed Y1 phonics screening.
- In the MTC the groups who performed least well were SEND and disadvantaged pupils. This will be addressed in the academic year 2024/25 with additional spend on staff CPD and targeted intervention.
- KS2 Reading – 75% achieved ARE
- KS2 Writing - 58% achieved ARE
- KS2 Maths - 58% achieved ARE
- Parent support sessions were run and generally well attended. Our observations suggest that engagement in home reading has improved slightly although this will be addressed in the academic year 2024/2025.
- Attendance of PP children in the academic Year 2023/24 was 93.4% compared to 94.2% for non-disadvantaged pupils
- The Parent Engagement Officer and the Attendance Officer has a positive impact on attendance and behaviour of our most vulnerable pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.