



Heworth

Church of England Primary School

Pupil Premium Strategy

2023 - 2027

Staff member responsible: Simon White

To be reviewed by: December 2024

Pupil premium strategy statement 2023 - 2027

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	Heworth CE Primary School
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Simon White Headteacher
Pupil premium lead	Simon White Headteacher
Governor / Trustee lead	Stuart McKellar Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33465
Recovery premium funding allocation this academic year	£3365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£36830

Part A: Pupil premium strategy plan

Statement of intent

Heworth CE Primary School is committed to diminishing the difference between our pupils irrespective of their backgrounds and the challenges they face. We expect all our pupils to make good progress and achieve high attainment across all subjects. Pupil Premium Funding is there to support this for our disadvantaged pupils, whether they be those accessing this funding for Free School Meals, being a Looked After Child or one who is the child of Service Personnel.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Persistent absenteeism in key families. Family holidays taken in term time for some families. Attendance in 2021/22 for all pupils was 94.9% Attendance for disadvantaged pupils was 90%.
2	Wellbeing, mental health and safeguarding Children within our care have an increased need for support with wellbeing, mental health and safeguarding. A number of our disadvantaged children and their families fall within the need of support in one or more of these categories.
3	Cultural Capital We believe that all children should have the same experiences of their peers and not be held back because of their access to means of funding this.
4	Outcomes We have a focus on closing the attainment gap for disadvantaged pupils in all phases of school.

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 progress scores for disadvantaged pupils in reading, writing and maths.	Progress scores in the next three years for disadvantaged pupils at the end of KS2 are positive and in line with, or above, national averages. (n.b. Progress measured will not be calculate for the 2023/2024 and 2024/2025 academic years)
Improved attainment for all disadvantaged pupils in school in Reading, Writing and Maths	KS2 reading, writing and maths outcomes show that an increased proportion of disadvantaged pupils meet the expected standard, closing the gap with non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • positive qualitative data from student, parent and staff voice and teacher observations • increase in participation in enrichment activities among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> • 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. • the percentage of pupils who are persistently absent being below the national average.

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: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further purchase materials to support and embed Essential Letters and Sounds (the DfE validated Systematic Synthetic Phonics programme used by Heworth CE Primary School) to secure stronger phonics and comprehension teaching for all pupils, across all phases. This will include the purchase of high quality texts.</p>	<p>Phonics approaches have ‘a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds’.</p> <p style="text-align: right;">(EEF Teaching Toolkit, July 2021)</p> <ol style="list-style-type: none"> 1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. 3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. 4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. 5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. <p style="text-align: right;">(EEF Teaching Toolkit, July 2021)</p>	<p>2</p>
<p>High quality in-school, MAT wide and external curriculum CPD for support staff</p>	<p>One of the key findings of the EEF’s Teaching Toolkit on Teaching Assistant Intervention suggests that <i>“Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to</i></p>	<p>1, 2 & 3</p>

	<p><i>the large difference in efficacy between different deployments of teaching assistants.</i>” Although costly, this can add four months’ worth of progress over the course of the year.</p> <p>Equally, the EEF’s guidance report ‘Making use of Teaching Assistants’, one of its recommendations is to ensure that TAs are fully prepared for their role in the classroom. This involves giving sufficient time for TA training particularly focusing on how to run targeted interventions for one to one or small group support.</p>	
High quality in-school, MAT wide and external curriculum CPD for all teaching staff and senior leaders (ECF, NPQ suite etc.)	<p>The EEF’s guidance report on Effective Professional Development suggests that “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.” It goes on to say that “promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.”</p>	1, 2

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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional computer hardware to be purchased to support all non-disadvantaged and disadvantaged pupils.</p> <p>Training to be conducted to support all staff in the use of technology to support learning.</p>	<p>We have identified from the evidence compiled by the EEF in their Guidance Report ‘Using Digital Technology to Improve Learning’ suggests that students need to have ‘sufficient prior knowledge, self-regulation skills, learning motivation, and familiarity with computers’ to get the most out of the software —something that students facing disadvantages or starting from a low attainment base may not have’. This supports our view that all our disadvantaged pupils require access to Chromebooks (or other devices) regularly, not only to support their learning, but to increase motivation and familiarity. This, in turn, will enhance their curriculum experiences and prepare them for secondary school and their future careers.</p> <p>We recognise that those adults supporting these children also require specific training too and this is planned.</p>	1 & 2
Additional phonics interventions and reading	School data suggests that those Teaching Assistants who regularly support in the planning and delivery	1 & 2

<p>plans targeted at disadvantaged pupils who require further phonics and reading support. Additional training to be introduced to support in the delivery of this.</p>	<p>of phonics interventions add value to the pupils they deliver this to. Data suggests that there is a need to support children, including those that are disadvantaged, across all Key Stages. It is therefore productive for us to invest more money in the training of additional adults to deliver high quality phonics interventions.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>With the effects of Covid 19 on children mental health and wellbeing, we have seen an increased number of children needing pastoral support. Due to this, we are investing more time in interventions such as ELSA.</p>	<p>In his book, 'Leading on Pastoral Care (2019), Daniel Sobel say that pastoral leaders are "absolutely critical" in identifying, understanding, and responding to the challenges unique to their school. In an article written for the Collins' Freedom to Teach blog, John Dabell follows this by saying that the "management and administration of pastoral care is crucial and needs someone with their eye on the ball and finger on the pulse in relation to planning, resourcing, monitoring, evaluating, encouraging and facilitating... pastoral care."</p>	<p>3</p>
<p>Subsidised internal and external experiences and opportunities for all disadvantaged children</p>	<p>As research undertaken by the Billesley Research School suggests "As children hear more words and gain more experiences, what they learn becomes embedded in a web of learning."</p>	<p>3 & 4</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>

Total budgeted cost: £36830

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.

EYFS (2 children)

GLD – 0% of disadvantaged children achieved GLD

Year 1 Phonics (1 child)

100% of disadvantaged children achieved standard

Year 2 Phonic Retakes (2 children)

100% of disadvantaged children achieved standard who did not meet the standard in Year 1 met it in Year 2

End of KS1 (5 children)

Reading

- 40% of disadvantaged children achieved the expected standard

Writing

- 40% of disadvantaged children achieved the expected standard

Maths

- 40% of disadvantaged children achieved the expected standard

End of KS2 (3 children)

Reading Attainment

- 33.3% of disadvantaged children achieved expected standard or above

Writing Attainment

- 33.3% of disadvantaged children achieved expected standard or above

Maths Attainment

- 33.3% of disadvantaged children achieved expected standard or above

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
TT Rockstars	TT Rockstars Maths Circle Limited
Bug Club	Pearson
ELS Phonics Scheme	Oxford University Press