

Heckington St. Andrew's C of E Primary School

Pupil Premium Strategy Statement 2021 - 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

School overview

Detail	Data
School name	Heckington St. Andrew's C of E Primary School
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	45 (26%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Judith Bentley
Pupil premium lead	Judith Bentley
Governor / Trustee lead	Margaret Ingham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,135
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,395
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	£85,055

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. This information should then be used alongside the research conducted by the EEF to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can include: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There also may be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all.”

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all our pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include, but is not limited to:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- 1:1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Allocation of teaching assistants to appropriate year groups – providing small group work focussed on overcoming gaps in learning.
- Additional learning support.
- Support the funding of specialist learning software.
- Support for payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Mental health and emotional wellbeing support through ELSA, CASY counselling and play therapy.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing and Maths so that our pupil premium children achieve in line with non- pupil premium children.
2	Attendance and punctuality of some pupil premium children is having a negative impact on their learning and progress.
3	A number of our pupil premium children also fit other vulnerable groups such as having special educational needs (20%)
4	Many of our pupil premium children do not have the rich and varied experiences of as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited
5	Continue to develop wellbeing opportunities to support social, emotional and mental health needs as a number of our pupil premium children have external agency involvement (e.g., TAC or social services).

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
1. Progress in reading Progress in writing Progress in maths Phonics	Achieve above national average progress scores in KS2 reading Achieve above national average progress scores in KS2 writing Achieve above national average progress scores in KS2 maths Achieve above national average expected standard in PSC
2. For the attendance of our PP children to be no lower than the attendance of our non-PP children. For attendance to be “good” compared to national attendance (96% or above)	<ul style="list-style-type: none"> ▪ HT or office staff will promptly call families who have an absent child without reason ▪ Attendance will be monitored every two weeks and tracked on our Attendance Tracker grid ▪ Early identification of pupils where there are attendance concerns so that support can be put in place early and these pupils can be monitored. ▪ Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the head teacher.
3. A strong professional dialogue will be kept open between SENDCo, pupil premium lead and the link governor.	<ul style="list-style-type: none"> ▪ Termly meetings will take place with the SENDCo, PP Lead and link governor ▪ We will regularly monitor the SAMS system to identify any new additions to the PP register throughout the year and notify class teachers.
4. For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Heckington St. Andrew's	<ul style="list-style-type: none"> ▪ Extra-curricular activities will be offered to tap into our children's passions ▪ Pupil premium children who choose not to join a club in one term will be prioritised the following term ▪ Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities including visits, music lessons, residential etc.
5. These children will feel happy and safe at school and engage with their learning.	<ul style="list-style-type: none"> ▪ Children's attendance will remain high (linked to 2) because they are happy coming to school. ▪ Pupil voice surveys will report that PP children are happy and safe in school ▪ PP children will engage in the wider life at Heckington St. Andrew's including as Learning Council, House captains and Worship Wardens.

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to improve teaching in writing	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. We are part of the English Hub and Maths Hub as well as Kyra.</p> <p>Ensure all relevant staff (including new staff) have received training. This cascades to include TAs.</p> <p>Support from the English Hub with a specific focus on writing this year.</p>	1
The teacher in charge of SEND and the Pupil Premium Lead will work together to identify any staff who would benefit from further CPD in order to support our pupils.	<p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>We hope to see LSAs becoming even more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measure.</p>	1, 3
Targeted TA and HLTA support in classes with high percentage of PP pupils	<p>EEF - use TAs to help pupils develop independent learning skills and manage their own learning.</p> <p>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.</p> <p>TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.</p>	1

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality intervention (including pre-learning, targeted support, specific programmes) is in place for those children with identified gaps in knowledge in maths and reading (through use of Star Reader and Maths assessments).	<p>EEF</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used to ensure effective progress, or to teach challenging topics or skills.</p> <p>Establish small group or 1:1 intervention for disadvantaged pupils falling behind age-related expectations.</p>	1
Use of Accelerated Reader across Key Stage 2 including purchasing new reading books to support this.	<p>Higher attainment in reading indicates better life chances.</p> <p>Reading a wide variety of genres will support vocabulary acquisition.</p> <p>Schools which have a consistent approach achieve good results.</p> <p>Enabling all children but especially disadvantaged pupils to have access to a wide genre of books will increase their reading for pleasure.</p>	1
Purchase of subscription to the online RWI portal to support teaching across Reception and Key Stage, Purchase of black and white story books (£535.00)	<p>Ensures fidelity to RWI scheme through training as staff will be well trained to deliver the scheme.</p>	1
Use of Times Table Rockstars	<p>The purchase of Times Tables Rockstars enables pupils to practice the quick recall of multiplication facts which supports in their maths learning.</p> <p>Use of Times Tables Rockstars enables teachers to track pupils engagement and progress effectively.</p>	1

1:1 catch up provision from NTP	EEF Having analysed our cohorts, we have identified that the Year 6 cohort need support to address gaps in maths, due to Covid. These gaps could be effectively addressed through intensive tuition and these pupils will therefore access NTP tutoring to narrow the gaps.	1
1:1 pupil progress meetings with teacher and the headteacher and SLT.	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress and attendance in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1, 2, 5

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with Families	Use of Seesaw platform to share communication, targets and achievements.	5
Purchase of CASY counsellor to work one day per week	With reduced access to external services, this is an essential service to support the mental wellbeing of pupils in our school.	2, 5
Use of Play Therapist to support our most vulnerable pupils and work with families	Our play therapist works with our most vulnerable pupils and their families to support with emotional and mental wellbeing which has an impact on their readiness for learning and academic progress.	2, 5
Use of ELSA to support emotional literacy including ongoing training and support for staff.	We have a trained ELSA in school to support targeted pupils with their emotional literacy. We intend to train up another member of staff to support with this this year.	2, 5
Exciting trips and visits will be planned to enhance the curriculum and to provide	Children who are exposed to exciting trips and visits have an enhanced knowledge and understanding of the world. When finance isn't a factor for	4

experiences for PP pupils Subsidising of school visits and residentials	families, they almost always want their children to experience these.	
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Total budgeted cost: £85,000

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 2020 to 2021 academic year.

Data for PP children across school for 2021

Cohort	Reading ARE	Writing ARE	Maths ARE
<i>Year 1 (5 pupils)</i>		20%	60%
<i>Year 2 (4 pupils)</i>	75%	50%	75%
<i>Year 3 (10 pupils)</i>	90%	90%	50%
<i>Year 4 (6 pupils)</i>	83%	67%	83%
<i>Year 5 (11 pupils)</i>	91%	73%	55%
<i>Year 6 (7 pupils)</i>	57%	57%	29%

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
Times Tables Rockstars	TT Rockstars
Accelerated Reader	Renaissance Learning
Ed Shed	