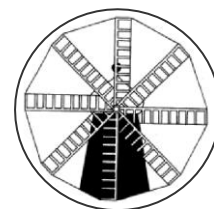


# Heckington St. Andrew's C of E Primary School Pupil Premium Strategy Statement 2023 - 2024



This statement details our school's use of pupil premium (and recovery premium for the 2023 – 2024 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	166
Proportion (%) of pupil premium eligible pupils	51 (31%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
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	£71,295
Recovery premium funding allocation this academic year	£3,553
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4898
Recovery premium funding carried forward from previous academic year	
<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	£79,746

# 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 (12%)
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"> <li>HT or office staff will promptly call families who have an absent child without reason</li> <li>Attendance will be monitored every two weeks and tracked on our Attendance Tracker grid</li> <li>Early identification of pupils where there are attendance concerns so that support can be put in place early and these pupils can be monitored.</li> <li>Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the head teacher.</li> </ul>
3. A strong professional dialogue will be kept open between SENDCo, pupil premium lead and the link governor.	<ul style="list-style-type: none"> <li>Termly meetings will take place with the SENDCo, PP Lead and link governor</li> <li>We will regularly monitor the SAMS system to identify any new additions to the PP register throughout the year and notify class teachers.</li> </ul>
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"> <li>Extra-curricular activities will be offered to tap into our children's passions</li> <li>Pupil premium children who choose not to join a club in one term will be prioritised the following term</li> <li>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.</li> </ul>
5. These children will feel happy and safe at school and engage with their learning.	<ul style="list-style-type: none"> <li>Children's attendance will remain high (linked to 2) because they are happy coming to school.</li> <li>Pupil voice surveys will report that PP children are happy and safe in school</li> <li>PP children will engage in the wider life at Heckington St. Andrew's including as Learning Council, House captains and Worship Wardens.</li> </ul>

## 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: £37,646

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to improve pedagogy in questioning, feedback, support and challenge	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.</p> <p>Ensure all relevant staff (including new staff) have received training. This cascades to include TAs.</p> <p>CPD will support teachers in knowing where pupils are, next steps and ensuring good progression all curriculum areas.</p>	1
CPD to support teachers in embedding and developing metacognition and retrieval strategies to help pupils know and remember what they have learnt over time.	<p>CPD to support teachers in planning spaced retrieval and interleaving for retrieval of knowledge. This will particularly support our most vulnerable pupils.</p> <p>CPD so that teachers can explicitly teach pupils how they learn in order to help them develop into more resilient learners.</p>	1
Use of Jane Considine The Write Stuff Scheme of Work to improve teaching in writing 1	<p>The Write Stuff is not a scheme, it is a way to liberate learners so that they have a complete set of tools and structures that can be applied to their writing in all contexts. The system arms both teachers and pupils with the knowledge and understanding of what to write and how to write. Grammar, writing techniques and ideas are embedded in every single lesson, and revisited again and again to ensure that pupils become confident and adept writers.</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: £26,000

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
Purchase of new reading books to develop class libraries and reading for pleasure.	<p>Higher attainment in reading indicates better life chances.</p> <p>Reading a wide variety of genres will support vocabulary acquisition.</p>	1

	<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>	
To develop reading spaces in KS2	<p>Higher attainment in reading indicates better life chances.</p> <p>By developing our reading spaces, more of our disadvantaged pupils can access new, interesting books which they may not have access to outside of school. This will help to develop their love of reading.</p>	1
<p>Purchase of subscription to the online RWI portal to support teaching across Reception and Key Stage,</p> <p>Purchase of black and white story books (£725.00)</p>	Ensures fidelity to RWI scheme through training as staff will be well trained to deliver the scheme.	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 in school tutoring	<p>EEF</p> <p>Having analysed our cohorts, we have identified that the Year 5 &amp; 6 cohort need support to address gaps in maths.</p> <p>These gaps could be effectively addressed through intensive tuition and these pupils will therefore access in school tutoring from a qualified teacher to narrow the gaps.</p>	1
1:1 pupil progress meetings with teacher and the headteacher and SLT.	<p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority.</p> <p>There is a collected responsibility for PP children's progress and attendance in order to make accelerated progress.</p> <p>Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.</p>	1, 2, 5

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

Budgeted cost: £16,100

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 experiences for PP pupils Subsidising of school visits and residential	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 families, they almost always want their children to experience these.	4

**Total budgeted cost: £79,746**

## 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 - 2023 academic year.

#### Data for PP children across school for 2023

##### Attainment

Reading = 67% achieved ARE

Writing = 56% achieved ARE

Maths = 57% achieved ARE

##### Progress (from last statutory data)

Reading = 87% Expected progress or better

Writing = 96% Expected progress or better

Maths = 91% Expected progress or better

Whole class QFT and 1:1 small group intervention is starting to impact outcomes. This year we have appointed a TA and teacher dedicated to interventions in an afternoon to further impact outcomes for pupils.

Assessments indicate that the impact of the covid pandemic continues to affect pupils gaining GDS, especially in maths and this will be a priority.

NFER assessments were used to provide information to clearly identify progress and attainment. The unit analysis tool identified gaps and areas for targeted action by the class teacher. The positive impact has been demonstrated by appropriate interventions (both in and out of the classroom) to accelerate learning and narrow the gap.

Regular writing moderation both in staff meetings and with collaborative partnerships throughout the year, has impacted positively on staff confidence with accurate assessments and pupil progress.

Specific needs have been identified through positive home/school links and teachers knowing their children well. Information sharing and professional discussions between teachers, TAs, headteacher and SENDCo have meant that appropriate interventions for pupils and support for staff have been implemented and accessed in a timely manner.

CPOMS continues to be used effectively to monitor concerns. This data has been used in conjunction with external agencies when needed.

ELSA trained member of staff supports children with additional emotional needs. The impact is demonstrated through children recognising emotions and using strategies for supported regulation.

CASY to support individuals with SEMH difficulties.

Play Therapist has worked directly with children and families where they are struggling at home rather than in school

Stay Safe Partnership – Drugs/Online Safety.

Y6 took part in a residential trip to Hilltop in Norfolk, with the aim of broadening children's experiences and to develop personal qualities. Individual classes took part in day trips to enhance their curriculum. External agencies were brought in to deliver outside workshops which hooked children into their learning.

## 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
Ed Shed	
Counselling And Support for Young People	Counselling And Support for Young People
Read Write Inc	RWI Consultancy
STT	LCC
WTT	LCC
Boom Reader	Boom Reader