

Pupil premium strategy statement

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	Heswall Primary School
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	50 Children (23%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	30.11.2021
Date on which it will be reviewed	30.11.2022
Statement authorised by	J Lawrenson
Pupil premium lead	M Minnis
Governor / Trustee lead	L Spall – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,525
Recovery premium funding allocation this academic year	£7,199
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	£75,724

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including stretching

We know our pupils and the challenges they face. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We recognise a high adult to pupil ratio as a barrier and will utilise the Pupil Premium funding to counteract this. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our leaders have considered the research from the Education Endowment Fund in how to appropriately target areas for support. The approach will be responsive to common challenges and individual needs, rooted in rigorous analysis of data and pupil and family voices - not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure pupils can feel a 'school belongingness' by ensuring children have the appropriate clothing, equipment and opportunity.

Challenges

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

Challenge number	Detail of challenge
1	<i>Persistent Absence in Pupil Premium Children. Currently 16.7% (29.11.21) of pupil premium children. Currently 94.61% overall attendance (29.11.21) 3.21% of the entire school are Pupil Premium and persistently absent.</i>
2	Access to vocabulary via high quality reading resources
3	Pupil Premium Children also on the SEND register. 18/48 of which 14/18 are boys, 4/18 are girls.
4	Mental Health – To provide support to children so that they are in the best mental state to receive their learning. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
5	Lack of school belongingness and preparedness due to the cost of equipment, clothing and equipment.
6	High ratio of children to adults resulting in less adult to pupil focus on learning.
7	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

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>Persistent absence in all children will reduce due to increased analysis and challenge. and will remain well below the National Average for all children</p> <p>Persistent Absence for whole school</p> <table><tr><th></th><th>School</th><th>National</th></tr><tr><td>2017/2018</td><td>7.7%</td><td>8.7%</td></tr><tr><td>2018/2019</td><td>9.8%</td><td>8.4%</td></tr><tr><td>2019/2020</td><td>N/A</td><td>N/A</td></tr><tr><td>2020/2021</td><td>7.5%</td><td>9.9%</td></tr></table>		School	National	2017/2018	7.7%	8.7%	2018/2019	9.8%	8.4%	2019/2020	N/A	N/A	2020/2021	7.5%	9.9%	<ul style="list-style-type: none">• Pupils with persistent absence is recognised as soon as it falls below 90%• Office staff to run a report each month identifying persistently absent children.• Letters, emails, calls and texts to update attendance information.• Ensure parents use the eSchools app to monitor their own children's attendance.
	School	National														
2017/2018	7.7%	8.7%														
2018/2019	9.8%	8.4%														
2019/2020	N/A	N/A														
2020/2021	7.5%	9.9%														

<p>Improve access to high quality vocabulary for all children. Children will have access to high quality books, eBooks, online reading Schemes to develop their range of vocabulary whilst using a Talk for Writing Approach in school.</p>	<ul style="list-style-type: none"> • All children to access a school reading book right up to Y6 (most able children may come off the scheme where ability exceeds challenge. • Books in school library to be banded in order to help children choose appropriate texts. • Talk for Writing CPD for all staff. • Online Reading scheme – Bug Club • Reading Workshops for parents in the Foundation Stage.
<p>Improve provision for the 38% of all SEND pupils that are also Pupil Premium.</p>	<ul style="list-style-type: none"> • Targeted intervention- individual and group support. • Teaching assistants in classes to reduce adult to teacher ratio. • Additional targeted PCP work across the school. • Online interventions including Nessy and Doodle Maths, Doodle Tables, TT Rock Stars.
<p>To improve the mental health provision across the school to enable children to feel safe and secure. This will help improve the children's ability to retain their learning.</p>	<ul style="list-style-type: none"> • More children will be able to access ELSA. • Children to access Drawing and Talking therapy. • Training of a new Mental Health Lead. • Teaching assistants released 2/3 afternoons each week to run support service. • PSHE days •
<p>School is completely inclusive in the sense that all children feel a sense of school belongingness and preparedness. All children will have the appropriate equipment, clothing and experiences.</p>	<ul style="list-style-type: none"> • Children will have all appropriate uniform, PE kit, shoes, coats. • Music Tuition. • After school Clubs. • Wrap Around Clubs. • Experience Days e.g. Presents for Parents, Dress up days, Special Days. • School trips and residential. •
<p>Reduce the adult to child ratio in classes</p>	<ul style="list-style-type: none"> • All classes to have a learning support assistant. • Children to make better than expected progress due to extra adult support. • Additional Support Sessions targeted to close gaps. • Additional SEND support and PCP focussed work.
<p>Support children to make better progress in</p>	<ul style="list-style-type: none"> • Children finish F2 at a higher standard

their phonics development	<p>than previous years.</p> <ul style="list-style-type: none"> • More Y1 children pass the phonics screening check. • More Y2 children who do not pass the phonics screening check in Y1 will pass it in Y2. • Additional staff will teach Read Write Inc Phonics • Children will use Nussy. • New decodable books (Read Write Inc) to be implemented. • Read Write Inc CPD.
Training staff in metacognitive and self regulatory strategies.	<ul style="list-style-type: none"> •

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: £ 16,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics</p> <p>Additional staff will teach Read Write Inc Phonics - £7900</p> <p>Children will use Nesy. - £610</p> <p>New decodable books (Read Write Inc) to be implemented</p> <p>Cost ---- ?</p> <p>Read Write Inc CPD. - £1800</p>	<p>Phonics has 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 (EEF, 2021).</p> <p>Read Write inc consistently improves phonics outcomes (Miskin, 2014)</p> <p>Impact of Nesy reading and spelling programme- Peer reviewed research evidence demonstrates that students using Nesy make on average more than 1 year of progress in 12 weeks.</p>	2, 6
<p>Improved access to high quality vocabulary for all children.</p> <p>Children will have access to high quality books, eBooks, online reading Schemes to develop their range of vocabulary whilst using a Talk for Writing Approach in school.</p> <p>All children to access a school reading book right up to Y6 (most able children may come off the scheme where ability exceeds challenge.</p> <p>Books in school library to be banded in order to help children</p>	<p>National data shows that TFW significantly improves outcomes for all children (Dockrell, Marshall & Wyse, 2015).</p> <p>Reading for pleasure report (2012) indicates that using high quality books and ensuring pupils are challenged in their reading material is essential.</p> <p>Researchers found that after 5.5 and 12</p>	2, 6

<p>choose appropriate texts. £500</p> <p>Talk for Writing CPD for all staff. £3000</p> <p>Online Reading scheme – Bug Club - £900 (TBC)</p> <p>Reading Workshops for parents in the Foundation Stage. (£800)</p>	<p>months, Bug Club pupils made significantly more progress in reading compared to pupils not using Bug Club See Bug Club efficacy report</p> <p>Research shows that parental involvement in their children's learning positively affects the child's performance at school, leading to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioural problems at school (Clark, 2007)</p>	
<p>Training staff in metacognitive and self-regulatory strategies. (£1000)</p>	<p>Evidence suggests that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future and improves educational outcomes by 7 months (EEF, 2021)</p>	

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

Budgeted cost: £ 32280.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention-individual and group support.</p> <p>Teaching assistants in classes to reduce adult to teacher ratio. (£23,500)</p> <p>Additional targeted PCP work across the school. (£8000)</p> <p>Online interventions including Nessy and Doodle Maths, Doodle Tables (£540) , TT Rock Stars. (£240.90)</p>	<p>Research indicates that students make additional two to four months' progress when small groups get structured help from TAs (Times, 2016) However, this support must be carefully structured and supported by evidence based interventions (EEF, 2018)</p> <p>The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it (Shine Trust, 2022)</p>	

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

Budgeted cost: £ 19,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>More children will be able to access ELSA. (£3480)</p> <p>Children to access Drawing and Talking therapy. (£1780)</p> <p>Training of a new Mental Health Lead. (£1600)</p> <p>Teaching assistants released 2/3 afternoons each week to run support service.</p> <p>PSHE days (£1200 inc resources)</p>	<p>Positive impact of ELSA (ELSA, 2018)</p> <p>After completion of Drawing and Talking therapy, children are more able to control their behaviour, better able to access an academic curriculum (Teachwire,2022) (Primary Times, 2016)</p>	
<p>Children will have all appropriate uniform, PE kit, shoes, coats.</p> <p>Music Tuition. £124.10</p> <p>After school Clubs. £2000</p> <p>Wrap Around Clubs. £2000</p> <p>Experience Days e.g. Presents for Parents, Dress up days, Special Days. - £500</p> <p>School trips and residentials £2000</p>	<p>Cultural capital is the essential knowledge that children need to be educated citizens. (OFSTED EYS Inspection Handbook 2019)</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress (EEF, 2021)</p> <p>Goodenow (1993) found that students' sense of classroom belonging consistently explained significant portions of the variance in their educational outcomes.</p>	
<p>Pupils with persistent absence is recognised as soon as it falls below 90%</p>	<p>Higher overall absence leads to lower attainment at KS2 and KS4. The Depart-</p>	

<p>Office staff to run a report each month identifying persistently absent children. (£450)</p> <p>Letters, emails, calls and texts to update attendance information. (£1100)</p> <p>Ensure parents use the eSchools app to monitor their own children's attendance. (£700)</p> <p>Using ELSA and other mental health professionals to target an improvement in attendance. – (£1600)</p>	<p>ment for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across KS2 the lower the likely level of attainment at the end of KS2 and KS4</p>	
---	--	--

Total budgeted cost: £ 68,525.00

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Music Provision after school
What was the impact of that spending on service pupil premium eligible pupils?	Service children had additional music lessons at no cost to the families.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Strategy as discussed in plan (School uniform/PE kit) is being covered by a one off and therefore we are not using the pupil premium budget for this for this year only.