

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 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	Heswall Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	45 Children (21%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	09.11.2023
Date on which it will be reviewed	09.11.2024
Statement authorised by	J Lawrenson
Pupil premium lead	J Lawrenson
Governor / Trustee lead	L Spall – Chair of Governors

## Funding overview

Detail	Amount
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£75,225

# 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 was 22.64% for 2021-2022 compared to 15.4% for all children. Non Pupil Premium was 11.18%. Persistent Absence in Pupil Premium Children was 23.53% for 2022-23 compared to 11.31% for all children. Non-Pupil Premium was 7.65%.</i>
2	Access to vocabulary via high quality reading resources
3	13/54 (24%) Pupil Premium Children also on the SEND register. 26% of all children are on the SEND register.
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></table>		School	National	2017/2018	7.7%	8.7%	2018/2019	9.8%	8.4%	2019/2020	N/A	N/A	<ul style="list-style-type: none"><li>• Pupils with persistent absence is recognised as soon as it falls below 90%</li><li>• Office staff to run a report each month identifying persistently absent children.</li><li>• Letters, emails, calls and texts to update attendance information.</li><li>• Ensure parents use the eSchools app to monitor their own children's attendance.</li></ul>
	School	National											
2017/2018	7.7%	8.7%											
2018/2019	9.8%	8.4%											
2019/2020	N/A	N/A											

<p>2020/2021 7.5%                      9.9%</p> <p>2021/2022 15.4%                    17.7%</p> <p>2022/23 11.31%                    TBC</p>	<ul style="list-style-type: none"> <li>• General Attendance updates in newsletters.</li> </ul>
<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"> <li>• All children to access a school reading book right up to Y6 (most able children may come off the scheme where ability exceeds challenge).</li> <li>• Books in school library are grouped and banded in order to help children choose appropriate texts.</li> <li>• Talk for Writing CPD for all staff.</li> <li>• Online Reading scheme – Bug Club</li> <li>• Reading Workshops for parents in the Foundation Stage.</li> </ul>
<p>Improve provision for the 23% of all SEND pupils that are also Pupil Premium.</p>	<ul style="list-style-type: none"> <li>• Targeted intervention- individual and group support.</li> <li>• Teaching assistants in classes to reduce adult to teacher ratio.</li> <li>• Additional targeted PCP work across the school.</li> <li>• Online interventions including Nessy and Doodle Maths, Doodle Tables, TT Rock Stars.</li> </ul>
<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"> <li>• More children will be able to access ELSA.</li> <li>• Children to access Drawing and Talking therapy.</li> <li>• Training of a Mental Health Lead.</li> <li>• Teaching assistants released 2/3 afternoons each week to run support service.</li> <li>• PSHE days</li> <li>• Yoga Sessions with Grace from Inner Bliss (2 classes each Tuesday).</li> <li>• Sunrise Therapy. 4-6 pupil sessions each week</li> </ul>
<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"> <li>• Children will have all appropriate uniform, PE kit, shoes, and coats.</li> <li>• Music Tuition.</li> <li>• After school Clubs.</li> <li>• Wrap Around Clubs.</li> <li>• Experience Days e.g. Presents for Parents, Dress up days, Special Days.</li> <li>• School trips and residential.</li> </ul>
<p>Reduce the adult to child ratio in classes</p>	<ul style="list-style-type: none"> <li>• All classes to have a learning support assistant where possible</li> <li>• Children to make better than expected progress due to extra adult support.</li> </ul>

	<ul style="list-style-type: none"> <li>• Additional Support Sessions targeted to close gaps.</li> <li>• Additional SEND support and PCP focussed work.</li> </ul>
Support children to make better progress in their phonics development	<ul style="list-style-type: none"> <li>• Children finish F2 at a higher standard than previous years.</li> <li>• More Y1 children pass the phonics screening check.</li> <li>• More Y2 children who do not pass the phonics screening check in Y1 will pass it in Y2.</li> <li>• Additional staff will teach Read Write Inc Phonics</li> <li>• Children will use Nessy.</li> <li>• New decodable books (Read Write Inc) to be implemented.</li> <li>• Read Write Inc CPD.</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: £12,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Phonics</b></p> <p>Additional staff will teach Read Write Inc. Phonics - £7900</p> <p>Children will use Nesy. - £610</p> <p>Weekly 20 minute staff CPD (Online Portal Cost, Staffing) £1650</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 (<a href="#">EEF, 2021</a>).</p> <p>Read Write Inc. consistently improves phonics outcomes (<a href="#">Miskin, 2014</a>)</p> <p><a href="#">Impact of Nesy reading and spelling programme</a>- 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><b>Improved access to high quality vocabulary for all children.</b></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 (<a href="#">Dockrell, Marshall &amp; Wyse, 2015</a>).</p> <p><a href="#">Reading for pleasure report (2012)</a> 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>Online Reading scheme – Bug Club - £900</p> <p>Oxford Owl online reading resources. £250</p> <p>Reading Workshops for parents in the Foundation Stage. (£800)</p>	<p>months, Bug Club pupils made <b>significantly more progress in reading</b> compared to pupils not using Bug Club See <a href="#">Bug Club efficacy report</a></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 (<a href="#">Clark, 2007</a>)</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 38,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention-<a href="#">individual</a> and group support.</p> <p>Teaching assistants in classes to reduce adult to teacher ratio. (£29,574.10)</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><a href="#">Research</a> indicates that students make additional two to four months' progress when small groups get structured help from TAs (<a href="#">Times, 2016</a>) However, this support must be carefully structured and supported by evidence based interventions (<a href="#">EEF, 2018</a>)</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 (<a href="#">Shine Trust, 2022</a>)</p>	

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

Budgeted cost: £ 23,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>More children will be able to access ELSA. (£3480)</p>	<p>Positive impact of ELSA (<a href="#">ELSA, 2018</a>)</p> <p>After completion of <b>Drawing and</b></p>	

<p>Children to access Drawing and Talking therapy. (£1780)</p> <p>Training of an additional Mental Health Lead.</p> <p>Sunrise Therapy £5600</p>	<p><b>Talking</b> therapy, children are more able to control their behaviour, better able to access an <b>academic</b> curriculum (<a href="#">Teachwire,2022</a>) (<a href="#">Primary Times, 2016</a>)</p>	
<p>Children will have all appropriate uniform, PE kit, shoes, coats.£2000</p> <p>Music Tuition. £1800.00</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 residential £3000</p>	<p>Cultural capital is the essential knowledge that children need to be educated citizens. (<a href="#">OFSTED EYS Inspection Handbook 2019</a>)</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 (<a href="#">EEF, 2021</a>)</p> <p><a href="#">Goodenow (1993)</a> 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>Office staff to run a report on the second week of each half-term identifying persistently absent children. (£1000)</p> <p>Letters, emails, calls and texts to update attendance information. (£740)</p>	<p>Higher overall absence leads to lower attainment at KS2 and KS4. The Department for Education (DfE) published <a href="#">research</a> 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: £ 75,225.00**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

1. Phonics – the number of children achieving the expected standard in Phonics rose from 60% in 2022 to 90% in 2023. The end of Y2 Phonics check increased from 82.7% in 2022 to 100% in 2023. In other year groups, Nessler was used on a daily basis by 50 children providing additional Spelling and Reading Support. Read Write Inc. CPD was provided to all teaching and learning staff.
2. High Quality Vocabulary – All children from F2-Y6 have scheme reading books after an extension to the reading scheme. The majority of the books in the school library have now been banded and work with Wirral Library Service has helped us to further sort and organise the library. Reading meetings for F2 were held and children continued to have access to new home reading books as well as online reading books from both Bug Club and Oxford Owl. Targeted staff attended Talk for Writing Training and the Literacy lead attended substantial Reading and then Writing training.
3. Targeted Academic Support – Full time teaching assistants (not one to one) taught in F2, Y1, Y2, Y3 and Y6 due to the requirements of the children. In Y6, due to the class size, an additional full time HLTA was in place to provide targeted support for 12 Y6 pupils every morning in Maths and Literacy. Interventions were run in every class from F2-Y6.
4. Social and Emotional Health – The school continues to provide ELSA with two fully trained teaching assistants. Due to the need of more in depth support for a number of children, the school employed the services of Sunrise Therapy to increase the provision for mental health support.
5. Funding Activities – Parents of Pupil Premium children are able to order uniform from the The Uniform Store. Some parents did not take advantage of this offer and school will issue a voucher to be used in future. All children were provided with tracksuits for PE. This was successful and tracksuits will be kept after the trial year. All Y4 children were given one full year of violin lessons in an attempt to give children a prolonged experience in an attempt to find more children who wish to continue. Additional music tuition was offered to pupil premium children for individual music lessons including guitar. Wrap around was also used regularly for targeted children to improve attendance. All children were able to go on trips and residential in all years were discounted as per guidelines.
6. Persistent Absence – The school made attendance a priority due to the increase

in persistent absence following the pandemic. The school overhauled its attendance monitoring procedures in January 2023. New attendance letters were prepared and the new procedure meant a thorough analysis now happens on the 2<sup>nd</sup> week of each half term. Attendance improved throughout the spring term but more work on communicating to parents regarding avoiding holidays in term time is still needed. A meeting was held with the head of service for attendance to review the new procedures. Persistent Absence fell from 15.4% in 2022 to 11.31% in 2023. Further targeting of Pupil Premium children's attendance will become a stronger focus in 2023-24.

## 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?	Children had music lessons from peripatetic teacher.
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.*

N/A