

Lower Heath CE Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021/2022 to 2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Helen Reynolds
Pupil premium lead	Helen Reynolds
Governor / Trustee lead	Sue Ricketts

Funding overview – 2023 2024

Detail	Amount
Pupil premium funding allocation this academic year	£23,680
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£23,680

Part A: Pupil premium strategy plan

Statement of intent

At Lower Heath CE Primary School, our vision is:

As children of God, our pupils will share their achievements in fellowship with the whole school community, in a loving and respectful environment. Together, all children and adults will show thankfulness for our world, and use our faith to challenge ourselves to fulfil our God-given potential. Our motto, 'Let Your Light Shine', shows how our talents and potential can be illuminated through the example of Jesus' love, and how Jesus' attitude can shine through our actions and words.

We have high expectations of all children, and our aim is to ensure that all pupils have equal access to learning and enrichment opportunities, which will enable them to fulfil their potential.

Common barriers for disadvantaged pupils may include poor language skills, low levels of self-esteem, social/emotional/behaviour difficulties and disengagement, adverse childhood experiences and trauma, and lack of support from home.

Our strategy includes plans to address these barriers through improving the standard of quality first teaching, and offering a range of evidence-based interventions and support for those who need something additional to the daily classroom experience.

Our strategy is a key part of the wider school plans for education recovery following Covid 19, to ensure targeted support for pupils whose education has been most affected, and to support identified parents in meeting the needs of their children at home.

Challenges

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

Challenge number	Detail of challenge
1	Poor language skills in EYFS, and in KS1
2	Social and emotional difficulties, referrals for support and safeguarding needs
3	Literacy and numeracy difficulties requiring effective interventions, as well as quality first teaching, to address gaps
4	Poor home learning skills due lack of parental confidence/ability/time in relation to supporting children with reading and completing homework
5	Children are ill-equipped for learning, for example, they have a poor diet and do not have the required equipment/clothing for all educational activities, or are not enabled to participate in all opportunities due to financial constraints

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	Improved oral language skills and vocabulary	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2	To achieve and sustain improved social and emotional skills/wellbeing	Sustained high levels of wellbeing from 2024/25 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations - improvements evidenced through behaviour and concerns - records noted on CPOMS
3	Improved reading/writing/maths attainment	KS2 outcomes in 2024/2025 show that attainment of disadvantaged pupils are in line with national data
4	Improved engagement in reading at home and home-learning of disadvantaged pupils	Tracking of disadvantaged pupils shows that engagement is in line with that of non-disadvantaged peers
5	All children have equal access to enrichment opportunities, equipment, healthy food and uniform	Data shows that disadvantaged children access trips, clubs and events in line with, or more than, non-disadvantaged peers

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: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of maths teaching and curriculum planning with a DfE approved scheme and purchase of accompanying workbooks	Power Maths uses the mastery approach and focuses on year group expectations. Consistent approach with lesson format, vocabulary, methodology. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.	3

£2000 POWER MATHS	EEF guidance is based on a range of the best available evidence – Improving Mathematics in KS1 and KS2	
Equality in provision. All children to access the full curriculum. £2000 Kapow	High quality consistent teaching is the most important level schools have to improve outcomes for their pupils. Focus on Teach Like a Champion Means of Participation and Habits of Attention	1, 2, 3, 4
Purchase of standardised assessments £1000 NFER	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Assessing and Monitoring Pupil Progress - EEF	3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Talkboost, S&L CPD, Stoke Speaks Out Assessments £1000	There is a strong evidence base that suggests oral language interventions such as high quality classroom discussion are inexpensive to implement with high impacts on academic attainment Oral language interventions / Toolkit Strand - EEF	1, 2, 3
Purchase of Little Wandle, DfE recommended phonics scheme and accompanying reading books to secure stronger phonics learning for all pupils £2000	Little Wandle training for all staff through the subscription. Whole class reading materials to accompany the scheme. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading Phonics / Toolkit Strand – EEF OFSTED Research Review Reading Framework July 2023	2, 3, 4
Improve the quality of social and emotional approaches into routine educational practices. CPD for staff to support with delivery £1000 ELSA SLA SUPERVISION	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning	2

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils</p> <p>£2000 TA TRAINING AND RESOURCES</p>	<p>Little Wandle – recommended DfE Scheme. Rapid Catch up and SEND interventions are part of the scheme.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics / Toolkit Strand / EEF</p>	3, 4
<p>1:1 and small group tutoring for children falling behind ARE.</p> <p>£2000 TA time and resources</p>	<p>Targeted tuition can be an effective method to support low attaining pupils or those falling behind</p> <p>Small group tuition / Toolkit Strand / EEF</p>	1, 2, 3
<p>Online intervention resources e.g. TTRS, Nessy, Spelling Shed</p> <p>£1000</p>	<p>Personalised learning – individual instruction for pupils as they progress through programme.</p>	1, 2, 3
<p>Pastoral Support – removing barriers to learning</p> <p>£3000 pastoral TA time and resources</p>	<p>Pupils must feel happy and safe to learn. We invest in emotional support through whole school strategies such as 'Zones of Regulation' and targeted pastoral support if required. Pastoral TA available for all children with SEMH needs.</p>	4

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

Budgeted cost: £ 6,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training on behaviour management and SEMH approaches with the aim of developing our school ethos and</p>	<p>Both targeted interventions and universal approaches can have positive overall effects</p> <p>Behaviour interventions EEF</p>	2

<p>improving behaviour for learning</p> <p>£2000 TEAM TEACH / Teach Like a Champion</p>		
<p>Contingency fund for supporting disadvantaged families with access to healthy food, uniform (£50 allowance per eligible child per academic year), subsidy for trips/enrichment activities (50%), free access to one weekly club</p> <p>£2000</p>	<p>Based on experience, we have identified a need to set a small amount of funding aside to respond quickly to needs identified</p>	5
<p>Attendance strategy and support from pastoral along with process to keep attendance high.</p> <p>£1,000 PASTORAL LEAD</p>	<p>Working together to improve school attendance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	4
<p>Parent workshops to support parent well-being, offer programmes for parenting skills and upskill parents in how to support their child with reading and home-learning.</p> <p>£1,000 PASTORAL LEAD</p>	<p>Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gap</p> <p>Parental engagement - EEF</p>	4
<p>Speak and Shine initiative to both engage parents in their children's learning as well as supporting children to 'SHAPE' their speaking.</p>	<p>TLAC, research based QFT strategies 'SHAPE' (Speak in full sentences, hands away from face, appropriate vocabulary, project voice, English.)</p>	1, 2, 3, 4

<p>Fee to take part in English Speaking Board exams</p> <p>£680 for registration, CPD and enrolment in exams</p>		
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Total budgeted cost: £ 23,680

Part B: Review of the previous academic year

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

<p>KS2 data showed disadvantaged children achieved in line with non-disadvantaged – cohort of 13; 3/13 were PP. 1 achieved EXS in all subjects; 1 in all English subjects. 1 did not achieve EXS in any subjects</p> <p>Termly pupil progress meetings target all children who are falling below ARE. Should there be a capacity issue, Pupil Premium children are prioritised. All PP children throughout school received the necessary interventions to make progress.</p> <p>Overall attendance in 2023/24 was above national average. Attendance of disadvantaged children was slightly higher than non-disadvantaged peers (5.6% v 3.6) but well below national average of 13.2%. PA of our disadvantaged children was higher than non-disadvantaged (15% v 5.3%)</p> <p>The use of pupil premium funding to provide wellbeing support for pupils in the form of Talkabout social skills group and a Family Support Worker across the school appeared to have a positive impact due to fewer overall recorded behavioural incidents and safeguarding referrals. We are building on our strategy from last year with the activities detailed in this plan, and the continued support of a Pastoral Lead to address parent needs.</p>
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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
Little Wandle Letters and Sounds	
Pathways to Write	The Literacy Company
Pathways to Read	The Literacy Company

Nessy	
Power Maths	Pearson
Number Sense	
Times Table Rockstars	
Spelling Shed	Ed Shed
No Nonsense Spelling	
Kapow Curriculum Resources	
Team Teach	
Talkboost	
Talkabout	
Stoke Speaks Out	
Cool Kids	
ELSA	
Precision Teaching	
Toe by Toe	
Plus 1 maths	
Power of 2 maths	