

Pupil premium strategy statement 21-22 to 24-25

September 2024 update

Hanging Heaton C of E (VC) J & I School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|---|
| Number of pupils in school | 136 |
| Proportion (%) of pupil premium eligible pupils | 17.4% 21/22 13% 22/23 11% 23/24 13.2% 24/25 |
| 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) | 21-22 to 24-25 |
| Date this statement was published | September 2021 September 2022 September 2023 Updated on new documentation Nov 2023 September 2024 |
| Date on which it will be reviewed | July 2022 July 2023 July 2024 July 2025 |
| Statement authorised by | Janet Potter, Headteacher |
| Pupil premium lead | Sue Brooke-Mawson, Deputy Headteacher |
| Governor / Trustee lead | Becki Beaumont |

Funding overview

| Detail 2021-22 | Amount |
|---|---------------|
| Pupil premium funding allocation this academic year | £29,030 |
| Recovery premium funding allocation this academic year | £3,480 |
| 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 | £32,510 |
| Detail 2022-23 | Amount |
| Pupil premium funding allocation this academic year | £29,780 |
| Recovery premium funding allocation this academic year | £3,480 |
| 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 | £33,260 |
| Detail 2023-24 | Amount |
| Pupil premium funding allocation this academic year | £22,794 |
| Recovery premium funding allocation this academic year - | £3,480 |
| 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 | £26,274 |
| Detail 2024-25 | Amount |
| Pupil premium funding allocation this academic year | £24,050 |
| Recovery premium funding allocation this academic year - | £0 |
| 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 | £24,050 |

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, achieve high attainment across all subject areas and are happy during their time at Hanging Heaton C of E (VC) J & I School. The focus of our pupil premium strategy is to help support both disadvantaged pupils and others to achieve that goal, including progress for those who are already high attainers.

We will also consider the challenges faced by other vulnerable pupils, such as those who have a social worker and young carers. 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 fundamental to our success, 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. 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 approach will be responsive to common challenges and individual needs, supported by robust diagnostic assessment and observations not misconceptions that may surround 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 always 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.

Our relatively small number of Pupil Premium children means that our budget is relatively small. However, we strive to ensure that it is used to maximum benefit and where possible seeks to support both Pupil Premium and non-Pupil Premium children.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Ongoing phonics assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. They also show as reading less frequently than their peers at home. This negatively impacts their development as readers. |
| 2 | Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |
| 3 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils were impacted by partial school closures over Covid to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. |
| 4 | Not all our children benefit from wide and varied experiences outside of school. Our enrichment programme seeks to address some of these anomalies and ensure our disadvantaged children get valuable and enriched experiences. |

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 |
|---|---|
| To improve phonics provision, ensuring fidelity to a scheme, so all children regardless of entry data develop reading skills early. | 95% + phonics pass mark at Year 1 and 100% on retake in Year 2. |
| To improve outcomes in Maths, via the embedding and further enhancement of Maths Mastery for all children. | Improvement in % of children achieving age related expectations, diminishing the difference of the lowest 20% of each cohort throughout school. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard. |

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: £12,650

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Ongoing development and training of a DfE validated Systemic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1 |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> | 2 |
| <p>To introduce bespoke reading comprehension strategy across all school with separate lessons of instruction per week. To continue with individual instruction for reading with our disadvantaged children and our bottom 20% attainers.</p> | <p>EEF guidance https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Very high impact for very low cost based on extensive evidence</p> <p>EEF guidance https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction shows positive correlation between progress and this initiative.</p> | 1 & 3 |

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

Budgeted cost: £6,086

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Small group and additional interventions (including access to Lexia) plus stipulated one to one (teacher and TA) time weekly for all PP children. | <p>EEF Lexia Core 5 report : <i>‘Children offered Lexia made the equivalent of two additional months’ progress in reading, on average, compared to other children. This result has a high security rating.’</i></p> <p>EEF Small group tuition: <i>‘Small group tuition has an average impact of four months’ additional progress over the course of a year.’</i></p> | 1 & 3 |

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

Budgeted cost: £6,650

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Offer extra-curricular activities to ensure that gives additional opportunities for all children to access an extended and full curriculum, which they would not ordinarily have access to and hence develop positive self-esteem. This includes access to supported learning and homework support. | <p>EEF Arts Participation evidence; <i>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</i></p> <p>EEF Homework (for those unable to access it at home). <i>‘Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools..... Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).’</i></p> | 1, 3 & 4 |
| Supporting children’s social, emotional and behavioural needs via enhancement of | EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. | 3 & 4 |

| | | |
|---|----------------------------|-------|
| schools emotional well-being offer via Young Wellbeing Champions | | |
| Supplementing school educational visits and enhancements of the curriculum: Support towards attending various educational trips for those in receipt of certain benefits. | Ensuring equality for all. | 3 & 4 |

Total budgeted cost: £25,386 (shortfall taken out of school budget).

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data shows that in 2023/24 we have:

- **94%** of Pupil Premium children have made expected or good progress in reading, with 11% making good progress.
- **89%** of Pupil Premium children have made expected or good progress in writing, with 6% making good progress.
- **100%** of Pupil Premium children have made expected or good progress in maths, with 6% making good progress.

These results mirror the Deprivation data above as there is a lot of crossover in the children in these categories. These have significantly improved since last year however. Diminishing the difference shows the following cases where low ability Pupil Premium children have made above average progress and have as a result closed the gap with their peers or achieved GDS status:

- 2 children in reading.
- 1 child in writing.
- 1 child in maths.

However, in attainment terms, many Pupil Premium children are still not at Age Related Expectations. In Year 6 we only had 3 PP children. 67% of our Year 6 PP met ARE in reading, writing and maths combined with 67% achieving ARE in Reading, 67% in writing and 67% in Maths.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, as evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions. Early indications of the impact of Phonics indicates once again a high level of attainment in the Phonics Check with a pass rate of 90% including a Pupil Premium child who achieved a strong pass and one who didn't achieve the pass mark. There were no resits from last year.

Measures such as attendance are difficult to assess with such a small cohort, however each case where attendance was an issue was treated individually and parents were encouraged to adopt an Attendance Contract in order to improve the situation. Pupil Voice indicated strong emotional wellbeing, particularly for those children who had accessed support both within and outside of school. Behaviour amongst the Pupil Premium Cohort was also very strong and mirrored that of the total school population.

Externally provided programmes – Not applicable

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 |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional) – Not applicable

| |
|---|
| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| |
| The impact of that spending on service pupil premium eligible pupils |
| |

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- continuing to embed effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our four-year approach and will adjust our plan over time to secure better outcomes for pupils.