

# North Heath Community Primary School 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	<b>North Heath Community Primary School</b>
Number of pupils in school	<b>394</b>
Proportion (%) of pupil premium eligible pupils	<b>9.4%</b>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	<b>Sept 2021- July 2024</b>
Date this statement was published	<b>December 2021</b>
Date on which it will be reviewed	<b>December 2022</b>
Statement authorised by	<b>Mr M Gildea</b>
Pupil premium lead	<b>Mrs M Rhodes</b>
Governor / Trustee lead	<b>Quality &amp; Standards Committee</b>

**Funding overview** *Note: We plan our PP funding for the financial year (April 2021 – April 2022).*

Detail	Amount
Pupil premium funding allocation this financial year	£ 43,005
Recovery premium funding allocation this academic year	£ 4203
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this financial year</b>	<b>£ 47,208</b>

# Part A: Pupil premium strategy plan

## Statement of intent

North Heath Primary is an inclusive school. Our intention is to provide an environment with outstanding teaching and learning tailored to meet individual needs. We strive to ensure that no pupil is disadvantaged socially or academically. We want all pupils to have a wealth of experiences, high ambition and a life-long love of learning, building on cultural capital for all.

Our Pupil Premium Strategy Plan aims to address the main barriers our pupils face. At North Heath Primary, we know that the best progress occurs in the classroom with excellent quality first teaching. Through rigorous monitoring and tracking, teachers plan for individual needs with a sense of urgency to improve attainment. Where necessary, learning is supplemented with targeted in-class support and quality interventions.

## Challenges

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

Challenge number	Detail of challenge
1	Approximately one third of our Pupil Premium pupils experience social, emotional and/or mental health difficulties. This dysregulation can become a barrier to learning.
2	Approximately one third of our Pupil Premium pupils experience speech and language delay upon school entry.
3	Approximately one third of our Pupil Premium pupils experience cognition and learning difficulties impacting progress in maths and English.
4	Our Pupil Premium families have a diverse range of needs. This includes, but is not limited to, being unable to financially contribute to extra-curricular activities due to financial pressure, and not having the space/accommodation to provide a quiet space for homework.
5	Writing is identified as an area of improvement for Pupil Premium children.

## 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
Pupils SEMH, Speech and Language and Cognition and Learning needs are identified and addressed.	<ul style="list-style-type: none"><li>- Plans and targets in place to support individual learning needs.</li><li>- Success evidenced by Individual Progress Plan targets met, data from individual interventions, targets from Additional Needs Plans met and whole school data.</li><li>- Log of interventions provided for Pupil Premium pupils.</li></ul>
Families are financially supported to ensure their children are able to have access to extra-curricular activities and other levels of support.	<ul style="list-style-type: none"><li>- Log kept of activities that are accessed by PP children.</li></ul>
KS2 writing outcomes and attainment data show progress at least in line with national data.	<ul style="list-style-type: none"><li>- Termly data meetings show Pupil Premium children on track to meet targets.</li><li>- End of year data analysis demonstrates improvement in Pupil Premium writing attainment.</li></ul>

## Activity in this academic year

This details how we intend to spend our pupil premium.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of Regulation – training has been given to ensure it is a whole school strategy. Targeted intervention is also provided. Whole school training provided.	The Education Endowment Foundation (teaching and learning toolkit) shows that pupils who are taught to self-regulate make an additional 7 months of progress.	12 out of our 37 Pupil Premium pupils have been identified as having an emotional need benefitting from self-regulation work.
Data identifies groups of children in need of additional support. These children are targeted by staff to ensure that quality feedback is provided. For example, marking Pupil Premium books first, ensuring progress within all lessons.	The Education Endowment Foundation (teaching and learning toolkit) shows that quality feedback can make an additional 6 months of progress.	All staff are aware of Pupil Premium pupils in their class. Those vulnerable to underachievement are highlighted during termly data meetings and focused upon.
Metacognition – children are taught skills to engage in learning. Teachers plan learning so that they develop effective learning skills.	The Education Endowment Foundation (teaching and learning toolkit) shows that children who develop effective learning skills make an additional 7 months of progress. C.Quigley course attended by Senior Management Team highlighted importance of long term memory.	All staff consider barriers to learning with all Pupil Premium pupils as required. Curriculum is designed to incorporate effective learning skills.
Staff liaise with the INCO and other external agencies to remove barriers to learning particularly where a child is both Pupil Premium and Special Educational Needs and Disability. The school pays towards a commissioned Educational Psychologist and Speech and Language Therapist via the Horsham Hub.	<a href="https://www.gov.uk/government/news/new-research-shows-early-intervention-is-key-in-helping-children-with-special-needs">https://www.gov.uk/government/news/new-research-shows-early-intervention-is-key-in-helping-children-with-special-needs</a> 27 Dec 2021 press release	5 out of 11 Pupil Premium pupils in KS1 (2020-21) were identified as having Special Educational Needs and Disability.

Resources have been purchased to support quality first teaching in class including Communicate in Print and Clicker 8. These are used to help remove barriers to learning for children with an identified need with communication and/or cognition and learning.	<a href="https://www.gov.uk/government/news/new-research-shows-early-intervention-is-key-in-helping-children-with-special-needs">https://www.gov.uk/government/news/new-research-shows-early-intervention-is-key-in-helping-children-with-special-needs</a> 27 Dec 2021 press release	11 children across the school on the Pupil Premium register are identified as having a communication and/or cognition and learning need.
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom Assistant appraisal is linked to raising attainment in writing for PP children.	West Sussex guidance and appraisal policies	Identified Pupil Premium pupils linked to data.
Bullseye Reading Intervention – a precision teaching catch up programme (early intervention).	Some pupils are not able to use phonics adequately to learn to read due to underlying phonological difficulties. Whole word recognition advised by Educational Psychology Service.	Five pupils are currently identified as needing this support (2020-21)
Additional teachers run literacy and numeracy sessions as required based upon current need (targeted interventions)	Small group tuition is evidenced by the Education Endowment Foundation as having an impact of 4 months education improvement.	Pupils identified via termly data meetings.
School Counsellor (4 hours a week – commissioned by Horsham Hub)	Social and Emotional learning is shown to have a 4 month improvement by the Education Endowment Foundation.	Three pupils able to access this resource each term.
Learning Mentor (4 afternoons a week working on emotional regulation skills)	The Education Endowment Foundation (teaching and learning toolkit) shows that children who are taught to self-regulate make an additional 7 months of progress.	Pupils identified and referred by class teachers.
Targeted 1:1 Classroom Assistant support (including pre-teaching sessions, support in class, supporting Special Educational Need and Disability strategy etc)	Partnership with Virtual School and West Sussex SEND.	

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework Club	Extending the school day and homework are both evidenced as having a moderate/high impact by the Education Endowment Foundation.	Upper KS2
Extra-curricular Activities	Developing cultural capital importance highlighted in C Quigley training. See also OFSTED Inspection Handbook.	As required
Trips/residentials	Developing cultural capital importance highlighted in C Quigley training. See also OFSTED Inspection Handbook.	As required
Laptops	Laptops are suggested by Educational Psychologists, Occupational Therapists and other external agencies whereby handwriting is a barrier to learning. They are also useful when a pupil has an attention deficit difficulty or autism.	As required (currently trialling with 3 pupils)

**Total budgeted cost: £ 43,000**

## 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.

Internal data (in the absence of national tests) from Summer 2021, shows the following:

#### **Year 2**

	Reading	Writing	Maths
Disadvantaged (6)	67	33	50
Non Disadvantaged (47)	79	78	77

#### **Year 6**

	Reading	Writing	Maths
Disadvantaged (5)	40	20	40
Non Disadvantaged (53)	96	93	94

Currently, the largest differentials are in writing, which is a focus for CA training and appraisal targets for 2021 - 22.

### Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Zones of Regulation	Leah M.Kuypers
Bullseye	East Sussex County Council

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information

*We plan Pupil Premium finances in line with the financial year and our School Development Plan.*