

# Pupil premium strategy statement – North Heath Community Primary School

This statement details our school's use of pupil 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	380
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	N Chesshire, Head
Pupil premium lead	A Roden, SENCo
Governor / Trustee lead	S Tall, Governor lead

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ <b>53,280.00</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 8,844.78
<b>Total budget for this academic year</b>	£62,124.78

# Part A: Pupil premium strategy plan

## Statement of intent

North Heath Primary is an inclusive school. We aim to provide an environment offering outstanding teaching and learning tailored to meet the individual needs of each child. We strive to ensure that no pupil is disadvantaged socially or academically. We want all pupils to develop a life-long love of learning, positive ambition and enjoy a wealth of experiences, building on cultural capital for all.

Our Pupil Premium Strategy Plan aims to address the principal barriers our pupils face. At North Heath Primary, we know that the best progress occurs in the classroom through excellent quality first teaching. Regular tracking and monitoring of pupil progress allow teachers to successfully plan for individual needs, supporting our constant drive to improve attainment. Where and when necessary, learning is supplemented with targeted in-class support and quality interventions to support accelerated progress.

## Challenges

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

Challenge number	Detail of challenge
1	41% of our Pupil Premium pupils are assessed as having an additional or special Educational Need. 12% of Pupil Premium pupils have an EHCP.
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 their progress in maths and English.
4	Writing is identified as a key area of improvement for Pupil Premium children.
5	Attendance rates are lower amongst Pupil Premium children than amongst the school population as a whole.
6	Our Pupil Premium families have a diverse range of needs. These include, but are not limited to, inability to contribute financially towards educational trips and extra-curricular activities due to financial pressure, and lack of appropriate support and space/accommodation to prioritise homework.
7	Approximately one third of our Pupil Premium pupils experience adverse childhood experiences (ACEs) - social, emotional and/or mental health difficulties. This dysregulation can become a barrier to learning and impact upon their emotional wellbeing and resilience.

## 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 in receipt of Pupil Premium grant will make improved progress in Writing, Reading and Mathematics and will narrow the attainment gap with non PP pupils	<ul style="list-style-type: none"> <li>- Termly pupil progress meetings will provide data on the progress of PP pupils and allow opportunities for implementation of additional support and interventions</li> <li>- End of year data analysis will show improvement in PP Writing, Reading and Mathematics attainment</li> </ul>
Attendance levels of pupils in receipt of Pupil Premium grant will improve to narrow gap from national average (currently 94%)	<ul style="list-style-type: none"> <li>- Regular pupil attendance meetings will identify pupils with low attendance rates</li> <li>- Discussions with parents will identify barriers to attendance</li> <li>- Work with external agencies such as Early Help will support improved attendance</li> </ul>
Pupils in receipt of Pupil Premium grant with learning behaviour and cognition and learning additional needs will receive appropriate support from external agencies	<ul style="list-style-type: none"> <li>- Termly reviews of pupils' Individual Learning Plans will show steps of progress made</li> <li>- Log of interventions provided for Pupil Premium pupils</li> <li>- Log of referrals made to external agencies (inc. Child Development Centre, Learning Behaviour Advisory team, Social Communication Advisory team) for additional support</li> </ul>
Pupils in receipt of Pupil Premium grant will show greater emotional resilience and the ability to regulate independently	<ul style="list-style-type: none"> <li>- Regular reviews of CPOMS recording system will allow monitoring of behaviour incidents</li> <li>- Regular review of use of Zones of Regulation in all classrooms</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

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

Budgeted cost: £7, 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training has been provided on writing. School has bought into national assessment scheme allowing comparison of pupils' work with similar cohorts across the UK	It is widely recognised that the better the classroom teaching practice, the better the outcomes are for Pupil Premium pupils. North Heath Primary is committed to providing the best education for all pupils	4, 3
CPD provided on Rosenshine's principles, including purchase of supporting resources for all staff.	The Education Endowment Foundation (teaching and learning toolkit) shows that children who develop effective learning skills make an additional 7 months of progress.	4, 3
Whole school training continues on adaptation and metacognition to ensure all lessons are successfully targeting the learning stages of pupils	The Education Endowment Foundation (teaching and learning toolkit) shows that children who develop effective learning skills make an additional 7 months of progress.	4, 3
Zones of Regulation – ongoing training and support given to teaching and support staff to ensure whole school strategy	The Education Endowment Foundation (teaching and learning toolkit) shows that pupils who are taught to self-regulate make an additional 7 months of progress.	7

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

Budgeted cost: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant appraisal is linked to performance of targeted pupils	West Sussex guidance and appraisal policies	1, 3, 4
Bullseye (precision teaching catch up) targeted intervention promotes improved	Pupils gain understanding of whole word recognition.	3, 4

spelling, reading and writing	<a href="https://www.gov.uk/government/news/newresearch-shows-early-intervention-is-keyin-helping-children-with-special-needs">https://www.gov.uk/government/news/newresearch-shows-early-intervention-is-keyin-helping-children-with-special-needs</a> 27 Dec 2021 government press release	
Small group teaching and pre-teaching in literacy and numeracy	Small group tuition is evidenced by the Education Endowment Foundation as having an impact of 4 months education improvement.	3, 4
Targeted 1:1 Teaching Assistant support for pupils with additional needs	Annual Review meetings Reviews with external agencies <a href="https://www.gov.uk/government/news/newresearch-shows-early-intervention-is-keyin-helping-children-with-special-needs">https://www.gov.uk/government/news/newresearch-shows-early-intervention-is-keyin-helping-children-with-special-needs</a> 27 Dec 2021 government press release	1, 3, 4, 7
Retention of Speech & Language therapist (via Horsham Schools Partnership) to undertake assessment of all Reception children and those in other years experiencing difficulty	Education Endowment Foundation finding suggest communication and language approaches typically have a very high impact and increase young children's learning by seven months.	1, 2
Retention of Educational Psychologist (via Horsham Schools Partnership) to undertake assessment of children with specific additional needs	Social and Emotional learning is shown to have a 4 month improvement by the Education Endowment Foundation.	1, 3, 7

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

Budgeted cost: £1, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly meetings with Early Help team	Improved attendance and support for parents benefits pupils learning	5
Homework Club	Extending the school day and giving support with homework are both evidenced as having a moderate/high	3, 4, 6

	impact by the Education Endowment Foundation.	
Extra-curricular activities	Opportunities to participate and exposure to a range of different activities increases cultural capital	6
Training in WOWSI programme linked to regulation and anxiety	Strategies to support emotional wellbeing of pupils will allow them improved focus on their learning and can improve attendance	7, 5
Subsidy of school trips (including swimming lessons) and residential visits	Ensuring all pupils are able to participate in a wide range of enrichment activities promotes growth in cultural capital and inclusion. Swimming is an essential life skill.	6, 7
Provision of school uniform	Correct school uniform increases pupils' sense of belonging and also self esteem and self worth. Correct school uniform all impacts positively upon attendance.	5, 6, 7

**Total budgeted cost: £62, 124.78**

## Part B: Review of the previous academic year

### Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium Strategy activities had upon pupils in the 2023 – 24 academic year.

#### Year 1 Phonics Scores (6 disadvantaged pupils 2 of whom SEN, 2 EAL)

Disadvantaged :33% passed test

Non disadvantaged: 92% passed test

EAL pupils arrived Spring term 2024 with no English

#### Year 4 Multiplication Tables Check (7 disadvantaged pupils of whom 2 SEN)

Disadvantaged average score: 19

Non disadvantaged average score: 22.5

#### Year 6 (3 disadvantaged pupils, of whom 2 pupils with SEN)

	Grammar		Reading		Writing (Teacher assessed)		Mathematics	
	% meeting age related expectations	% at higher level	% meeting age related expectations	% at higher level	% meeting age related expectations	% at higher level	% meeting age related expectations	% at higher level
Disadvantaged	66	33	66 (1 abs)	0	0	0	100	0
Non disadvantaged	92	55	95	56	76	8	90	37

We are currently on track to achieve the outcomes of our current strategy.

The outcomes of the previous strategy plan (Sept 2021 – July 2024) were generally met, with averaged scaled scores for all pupils increasing over the past three years. (It should be noted

that COVID had a profound impact on all pupils' learning over this period with disadvantaged pupils disproportionately affected.)

Disadvantaged pupils have successfully been supported to participate fully in residential visits in Years 5 and 6, and to take part in a wide range of sporting and extra-curricular activities.

Intended outcomes (Pupil Premium Strategy 2021-24)	Outcomes successfully met?
Pupils' SEMH, Speech & Language and Cognition & Learning needs are identified and addressed.	<p>Yes. Early identification of Speech &amp; Language needs allowed successful interventions. Identification of Cognition &amp; Learning needs through termly Pupil Progress meetings, regular assessment allowed for rapid high quality intervention and provision of Individual Learning Plans (ILPs).</p> <p>Referrals made to external agencies to support SEMH needs of individual pupils. Successful application for EHCPs for 4 disadvantaged pupils in 2024.</p>
Families are financially supported to ensure their children are able to have access to extra-curricular activities and other levels of support.	<p>Yes. Pupil Premium funds used to support access to swimming (Year 3) residential visits (Years 5 and 6)</p> <p>Pupil Premium funds used to purchase school uniform for disadvantaged pupils</p>
KS2 writing outcomes and attainment data show progress at least in line with national data.	Yes. Progress in line with national data

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
BullsEye	East Sussex County Council
Zones of Regulation	Leah M. Kuypers