

Pupil premium strategy statement – Heswall Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	212 (F2-Y6)
Proportion (%) of pupil premium eligible pupils	19.8%
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)	2024-25
Date this statement was published	11 th December 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	J Lawrenson
Pupil premium lead	J Lawrenson
Governor / Trustee lead	Linda Spall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,700
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>	£0

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Persistent Absence in Pupil Premium Children Persistent Absence in Pupil Premium Children was 20.1% for 2023-24 compared to 9.8% for all children.
2	Access to vocabulary via high quality reading resources
3	24/70 (34%) of all SEND children are also eligible for Pupil Premium Children also 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 be reduced 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 border="1"> <thead> <tr> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>2020/2021 7.5%</td> <td>9.9%</td> </tr> <tr> <td>2021/2022 15.4%</td> <td>17.7%</td> </tr> <tr> <td>2022/23 11.2%</td> <td>16.2%</td> </tr> <tr> <td>2023/24 15.0</td> <td>14.7%</td> </tr> </tbody> </table> <p>(2023/24 is Autumn and Spring Data as no summer data has been published to include Summer at this point.)</p>	School	National	2020/2021 7.5%	9.9%	2021/2022 15.4%	17.7%	2022/23 11.2%	16.2%	2023/24 15.0	14.7%	<ul style="list-style-type: none"> • All parents receive regular updates for children's attendance. • New Oak Trees MAT policy is being followed. • Pupils with persistent absence is acknowledged at all levels with specific letters. • Office staff to run a report each month identifying persistently absent children. • Letters, emails, calls and texts to update attendance information. • Ensure parents use the eSchools app to monitor their own children's attendance. • Regular newsletters with attendance information. <ul style="list-style-type: none"> • General Attendance updates in newsletters • Challenge from LA attendance officer and School Improvement Leader.
School	National										
2020/2021 7.5%	9.9%										
2021/2022 15.4%	17.7%										
2022/23 11.2%	16.2%										
2023/24 15.0	14.7%										
<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.</p>	<ul style="list-style-type: none"> • All children to access a school reading book right up to Y6 (most able children may come off the scheme where ability exceeds challenge). • Books in school library are grouped and banded in order to help children choose appropriate texts. • Online Reading scheme – Bug Club • Reading Workshops for parents in the Foundation Stage. 										
<p>Improve provision for the 34% of all SEND pupils that are also Pupil Premium.</p>	<ul style="list-style-type: none"> • Targeted intervention- individual and group support. • Teaching assistants in classes to reduce adult to teacher ratio. • Additional targeted PCP work across the school. • Online interventions including Nessy and Doodle Maths, Doodle Tables, TT Rock Stars. 										

<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"> • More children will be able to access ELSA. • Children to access Drawing and Talking therapy. • Training of a Mental Health Lead. • Teaching assistants released 2 afternoons each week to run support service. • PSHE days • Yoga Sessions with Grace from Inner Bliss (2 classes each Tuesday). • Sunrise Therapy. 4-6 pupil sessions each Tuesday.
<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"> • Children will have all appropriate uniform, PE kit, shoes, and coats. • Music Tuition. • After school Clubs. • Wrap Around Clubs. • Experience Days e.g. Presents for Parents, Dress up days, Special Days. • School trips and residential.
<p>Reduce the adult to child ratio in classes</p>	<p>All classes to have a learning support assistant where possible</p> <ul style="list-style-type: none"> • Children to make better than expected progress due to extra adult support. • 5 Additional Support Sessions targeted to close gaps. • Additional SEND support and PCP focussed work.
<p>Support children to make better progress in their phonics development</p>	<ul style="list-style-type: none"> • Children finish F2 at a higher standard than previous years. • Y1 children to achieve over the national average in phonics screening outcomes. • More Y2 children who do not pass the phonics screening check in Y1 will pass it in Y2. • Additional staff will teach Read Write Inc. Phonics • Children will use Nessy. • New decodable books (Read Write Inc.) to be implemented. + • Read Write Inc. CPD.

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: £11,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics</p> <p>Additional staff will teach Read Write Inc. Phonics - £7900</p> <p>Children will use Nessy. - £600</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 (EEF, 2021).</p> <p>Read Write Inc. consistently improves phonics outcomes (Miskin, 2014).</p> <p>Impact of Nessy reading and spelling programme - Peer reviewed research evidence demonstrates the impact of students using Nessy.</p>	
<p>Improved access to high quality vocabulary for all children.</p> <p>Children will have access to high quality books, eBooks, online reading Schemes to develop their range of vocabulary.</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>National data shows that TFW significantly improves outcomes for all children (Dockrell, Marshall & Wyse, 2015).</p> <p>Reading for pleasure report (2012) 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 12months, Bug Club pupils made significantly more progress in reading compared to pupils not using Bug Club See Bug Club efficacy report.</p> <p>Research shows that parental involvement in their children's learning positively affects the child's</p>	

<p>Books in school library to be banded in order to help children choose appropriate texts.</p> <p>Online Reading scheme – Bug Club - £1395.00</p> <p>Oxford Owl online reading resources. £250</p>	<p>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 (Clark 2007)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £33,170.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention for individual and group support by adding teaching assistants in classes to reduce adult to teacher ratio. (£32,249.90)</p> <p>Online interventions including Doodle Maths, (£990)</p> <p>TT Rock Stars. (£270.10)</p>	<p>Research indicates that students make additional two to four months' progress when small groups get structured help from TAs (Times, 2016) However, this support must be carefully structured and supported by evidence based interventions (EEF, 2018)</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 (Shine Trust 2022)</p>	

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

Budgeted cost: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
More children will be able to access ELSA. (£3600)	Positive impact of ELSA (ELSA, 2018)	
Sunrise Therapy £7200	After completion of Drawing and Talking therapy, children are more able to control their behaviour, better able to access an academic curriculum (Teachwire 2022 , (Primary Times))	
<p>Children will have all appropriate uniform, PE kit, shoes, coats - £2000</p> <p>Music Tuition. £1000.00</p> <p>After school Clubs. £2000</p> <p>Wrap Around Clubs. £1000</p> <p>School trips and residential £5000</p>	<p>Cultural capital is the essential knowledge that children need to be educated citizens. OFSTED EYS Inspection Handbook 2019</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 EEF 2021</p> <p>Goodenow 1993 found that students' sense of classroom belonging consistently explained significant portions of the variance in their educational outcomes.</p>	
Pupils with persistent absence is recognised as soon as it falls below 90% Office staff to run a report on the second week of each half-term identifying persistently absent children. Letters, emails, calls and texts	Higher overall absence leads to lower attainment at KS2 and KS4. The Department for Education (DfE) published research 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	

to update attendance information. £1700		
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Total budgeted cost: £ 68700.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Persistent absence in all children will be reduced due to increased analysis and challenge and will remain well below the National Average for all children. Full data not yet available but showed at 15% for the first 2 terms. This remains a target going into the next academic year.
2. 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. Target achieved but decline in number of children using online reading scheme. New target to promote usage.
3. Improve provision for the 34% of all SEND pupils that are also Pupil Premium. Achieved but will remain ongoing. Nesy, Doodle Maths and targeted intervention took place throughout the year. Teaching assistant support in all classes improved the provision for the SEND Pupil Premium children.
4. 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. School invested into 2 ELSA practitioners and ran mental health programmes such as 'Mood Gym' and Peer Mentors throughout the year.
5. 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. Target Achieved but will remain to ensure all children continue to feel part of the school and are not blocked from any activity due to financial pressures.
6. Reduce the adult to child ratio in classes.
To enable the progress of Pupil Premium children, all classes had additional learning support for at least morning sessions. Higher support was given where need was higher e.g. KS1 and Y4.
7. Support children to make better progress in their phonics development
Target achieved. Intensive focus on phonics becoming an unmovable item within school has ensured that children have continued to achieve strong phonics data in the Y1 Phonics Screening. Short 20 minute training sessions have occurred during assembly time each week with staff awareness of teaching phonics increasing significantly – improving teaching and learning overall.

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

Service pupil premium funding (optional)

<p><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></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.