

Pupil premium strategy statement

This statement details our school's use of pupil 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	Healey Foundation Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2023-24 to 2025-26
Date this statement was published	09.09.24
Date on which it will be reviewed	09.09.26
Statement authorised by	M Hopkins
Pupil premium lead	M Hopkins
Governor / Trustee lead	S Carrington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58835
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	£58835
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Healey School prides itself on an unwavering intention from all who work here that every pupil, irrespective of their background or the challenges they face, will make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Quality first teaching is at the heart of our approach, 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, rooted in robust diagnostic assessment, not assumptions about 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 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.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>The 2023/24 Reception cohort lack understanding of basic vocabulary and the ability to converse in sentences. The vocabulary gap between this cohort and the last is significant. This gap is also evident in this cohort's social understanding, concentration and learning behaviours, even more so in the disadvantaged amongst this cohort.</p>
2	<p>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.</p>
3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, most notably our disadvantaged pupils, those in receipt of SEN support and those with EHCPs. It is vital that robust interventions these pupils receive are continued, reducing learning barriers for this group.</p>
4	<p>Internal and external assessments indicate that early reading skills among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Where this has been most evident is in our pupils moving from Reception to Year 1.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils	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.
Increased number of pupils making progress through the phases of phonics from disadvantaged backgrounds.	Internal tracking data shows a greater number of pupils reaching phase 3 and 5 at the end of Reception and Year 1. The number of pupils passing the phonics screening check is higher than Local figures and in line with National % by 2024 and continue into 2025.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025 show that more than 40% of disadvantaged pupils meet the expected standard.
Improved numbers of pupils reaching the expected standard in writing from disadvantaged backgrounds, with some making exceptional progress.	KS2 writing outcomes in 2025 show that more than 40% of disadvantaged pupils met 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: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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	2, 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. 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).	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)	3
Strengthen the understanding of number through focused daily deepening activities.	To secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with	3

<p>Embed the mastering number programme across Reception, Year 1 and Year 2 ensuring consistency of approach and quality of teaching delivery.</p>	<p>fluency in calculation and a confidence and flexibility with number.</p> <p>https://www.ncetm.org.uk/mathshubs-projects/mastering-number/</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4
<p>Focused CPD to strengthen the teaching of Writing across school. Developing and enthusing a reason to write for a love of reading and text.</p> <p>Using the Centre for Literacy in Primary Education approaches from 'The Power of Reading'</p>	<p>The Power of Reading is CLPE's proven resource and training programme which uses quality children's literature and creative teaching approaches to support schools to develop a high quality literacy curriculum and foster a whole school love of reading and writing.</p> <p>https://clpe.org.uk/books/power-of-reading/about</p> <p>Implement and embed the approaches as well as attend the high quality CPD which is offered by the CLPE.</p>	5

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

Budgeted cost: £ 32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively</p>	<p>Use of Wellcomm speech and language courses and training to enable teaching assistants and teaching practitioners deliver the support to pupils with an identifiable need.</p> <p>Wellcomm offers nationally recognised training which enables speech to be corrected.</p>	1

low spoken language skills	To then offer daily intervention to all pupils across school with speech and language issues strengthening the use of oracy and language.	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Same day intervention for pupils falling behind as identified through our phonics scheme 'Little Wandle Letters and Sounds'.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF To then identify those failing to grasp the GPCs in phases they are being taught and offering same day intervention to address need, in particular in those who are disadvantaged.	2, 5
Intervention for the support for social and emotional need across school – enabling disadvantaged pupils and those if additional needs who are also disadvantaged to access high quality intervention is a trained HLTA 4 afternoons a week. Also providing a safe space for these children to go at break and lunchtime which is supported by a trained HLTA each lunchtime and breaktime. Planned support for pupils transitioning into primary school from nursery and home through additional support in the EYFS as well as extended	Social and emotional learning (SEL) is concerned with fostering children's social and emotional skills within educational settings, alongside their academic skills. This can include developing young people's relationships, communication, decision-making, self-esteem and behaviour. SEL can play a central role in helping children to develop the skills for educational success and lifelong well-being. As well as supporting pupil re-engagement after school closures, SEL can contribute to reducing the long-standing attainment gap between disadvantaged children and their peers. https://epi.org.uk/publications-and-research/social-and-emotional-learning/ Historically there has been widespread international attention directed at transitions in ECE, within research and policy. In England the provision of support to children and families	4 2,4

opportunities for home visits.	<p>through experiences of 17 transition has been consistently highlighted as vital in multiple government documents such as the Allen Report (Allen, 2011) and the Special Educational Needs (SEN) & Disability Green Paper (DfE, 2011). More recently, the Special Educational Needs and Disability (SEND) code of practice (DfE, 2014) emphasised the importance of engaging in an integrated approach to supporting “better transitions between life stages and settings, including from early years to primary education” (p.48)</p> <p>https://orca.car-diff.ac.uk/124065/1/Thesis-SimsDEdPsy.pdf</p>	

Total budgeted cost: £ 56,000

Part B: Review of outcomes in the previous academic year

Pupil Premium – Planned Spend 2023/ 2024

Initial Plan September 2023

At Healey Foundation Primary School we continue to ensure that teaching and learning opportunities meet the needs of all pupils. We identify those in vulnerable groups, those eligible for free school meals and looked after children. At Healey we also include other vulnerable children who need additional support in order to learn. We recognise that not all pupils who are vulnerable are registered, or qualify for, free school meals.

Pupil Premium Grant (PPG) Allocation	
Total number of pupils on roll	210
Total number of pupils eligible for PPG	43
Amount of PPG received per pupil	£1,345
Total amount of PPG received	£56490
Total number of pupils eligible for PPG+	1
Amount of PPG+ received per pupil	£2,345
Total amount of PPG+ received	£2,345
Total Received	£58,835

Pupil Premium funding will be allocated in the following ways:-	
HLTA – SENCo support (2 hours)	£1,685
Before and After School Club Support	£1,500
SEN and Social Interventions – 15 hours (HLTA)	£12,634

KS 1 interventions 2 hours (TA 3)	£1,426
Additional support in EYFS (TA 2) – 15 hours	£9,129
Forest schools intervention with vulnerable groups – 2 afternoons	£2,426
Addition support in Year 1- TA 2 15 hours	£7,279
Early opening of Year 6 (TA 3) Spring Term	£1,070
2 extra Educational Psychology visits	£1,040
New starter packs - Reception	£200
Home visits for new intake (Early Help) Supply cover for teacher and SENCo.	£1,500
Emotional Literacy Support Assistant (ELSA) Intervention KS 1 (TA 3) 4 afternoons	£6,417
Emotional Literacy Support Assistant (ELSA) KS 2 (TA 3) 4 afternoons	£6,417
Lunchtime Club TA 2 x 2 5 hours	£2,830
Robinwood contribution	£300
Clicker 10	£950

Purple Mash	£2020 (3yr licence)
Total Spend	£58,823
Total Pupil Premium Allocation	£58,835