

# Heptonstall School Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Heptonstall School
Number of pupils in school	67
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	September 2022
Date on which it will be reviewed	Annually
Statement authorised by	David Perrin
Pupil premium lead	David Perrin
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,260*
<b>Total budget for this academic year</b>	<b>£16,260</b>

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

The challenges for families entitled to pupil premium are varied and there is no “one size fits all”. Our ultimate objectives are:

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

Ensuring that teaching and learning opportunities meet the needs of all pupils

Ensuring that appropriate provision is made for pupils who belong to vulnerable groups.

When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are disadvantaged in some way are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Achieving these objectives may include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a ‘PPA Teaching Assistant - providing small group work focussed on overcoming gaps in learning
- Reducing group sizes thus improving opportunities for effective teaching and accelerating progress.
- Supporting payment for activities, educational visits and residential.
- Ensuring children have first-hand experiences to use in their learning in the classroom.

## Challenges

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

Challenge number	Detail of challenge
1	Narrow the attainment gap in reading, writing and maths through QFT, CPD and Quality intervention and targeted support.
2	Focus on able children achieving at least expected, if not greater depth, particularly in writing
3	Improve attitudes to learning for less engaged pupils, including learning at home
4	Socio-economic factors restrict some children from taking part in activities/residential activities without financial support.

## 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
Access to high quality adult support via targeted interventions.	To allocate a PPA Teaching Assistant - providing small group work focussed on overcoming gaps in learning.
Ensuring that teaching and learning opportunities meet the needs of all pupils	Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
Ensuring that appropriate provision is made for pupils who belong to vulnerable groups.	Additional teaching and learning opportunities provided through trained teachers as part of the NTP programme for identified pupils
To support children taking part in opportunities they may not otherwise be able to undertake	Supporting payment for activities, educational visits and residential.
To support our children's health and wellbeing to enable them to access learning at an appropriate level	Ensuring children have first-hand experiences to use in their learning in the classroom.

## Activity in this academic year

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

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

Budgeted cost: £ 14,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that disadvantaged pupil participation rates in and out of class activities are at least proportionally equivalent to those of other pupils	Make sure all pupils but especially disadvantaged pupils are aware of opportunities available to them and where possible offer some assistance to ensure that so that they do not miss out as a result of financial hardship. Disadvantaged pupils remain less likely to put themselves forward for positions of responsibility e.g. prefects so we are actively encouraging them to apply thus raising aspirations	5
Analysis of internal progress data	When class teachers are aware which pupil premium children in their classes did not make good progress last academic year, they can identify these children as 'target' children and provide additional support. Targeted 1:1 and small group interventions support progress –	1,2
Ongoing CPD to improve phonics teaching and reading	Ensure all relevant staff have received training to deliver Guided reading and phonics effectively.	1,2
Purchase web based programs to be used in school and at home. (Literacy Shed etc)	Evidence from EEF toolkit research on parental engagement EEF guide to pupil premium – targeted academic support EEF research on digital technology – clear evidence technology approaches are beneficial for writing and maths practice.	1,2
TA delivers interventions 0.6 days a week to pupils identified as in need	A positive impact through: <ul style="list-style-type: none"> <li>• High quality small group interventions</li> <li>• Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</li> <li>• Social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which</li> </ul>	1,2,3

	increases progress and attainment.	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading, Writing and Maths interventions;</i>	EEF reports show a positive impact through: <ul style="list-style-type: none"> <li>• High quality small group interventions</li> </ul>	1,2,3
<i>Literacy Shed</i>	EEF research on digital technology – clear evidence technology approaches are beneficial for writing and maths practice.	1,2,3

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exciting trips and visits will be planned to enhance the curriculum including residential for years 5 and 6	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these	4
Sports events promoted to PP pupils and pupils are encouraged to attend	Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.	4

	EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.	
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**Total budgeted cost: £16,260**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

*Pupil Premium Pupils engaged in 1:1 sessions during lockdowns via zoom to support learning. Small group interventions have supported pupils in closing gaps as has the NTP programme. Pupil questionnaires show that pupils feel resilient and believe in themselves.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
NTP	Connex Education
Pearson Bug Club	Pearson

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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