

Pupil premium strategy statement – Heartwood CE VC Primary and Nursery School

This statement details our school's use of pupil premium (and recovery 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	247 (including 34 nursery pupils)
Proportion (%) of pupil premium eligible pupils	33% (71 of 213 pupils in Reception- Year 6) EYPP- 21% of nursery (7 of 34 nursery pupils)
Academic year/years that our current pupil premium strategy plan covers	2023- 2026
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Emily McMillen, Headteacher
Pupil premium lead	Jen Robbins, Pupil Premium
Governor / Trustee lead	Lee Stevens. Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,350
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2465
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£124,815

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

To infinity and Beyond!

At Heartwood, we nurture and grow hearts and minds, today, tomorrow and for life. Providing a rich variety of experiences so that all pupils are able to flourish and discover their unique strengths and talents in a safe environment.

We offer a broad and balanced curriculum which enriches the children's vocabulary, provided them with both declarative and procedural knowledge through fun experiences and hands on learning. Our curriculum is influenced by the principles and values of the Swedish curriculum equipping our children with life skills and a love for the outdoors. We embrace the Danish Hygge approach to living well, focusing on being in the moment and embracing feelings of warmth, simplicity and togetherness to support our school community.

We believe in maximising the use of the Pupil Premium grant (PPG) by utilising a long-term strategy aligned to the SIDP. This enables us to implement a blend of short, medium and long-term interventions, and align Pupil Premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. This will ensure that the approaches we have adopted help our pupils excel and reach infinity and beyond! This will be monitored through rigorous monitoring and evaluation of impact by staff, governors and the PP Ambassador.

Quality first teaching is essential in our approach, with a focus on areas where disadvantaged pupils require the most support, such as reading and language development. This will provide every pupil with the opportunity to fulfil his/her potential with any barriers to learning being minimised.

We believe that all children are God's children and deserve the best in their school.

When children love themselves, their peers, school and community they will have the foundations to love to learn and the sky has no limits to what they can achieve ...

Our priorities are as follows:

- Every teacher a Quality First Educator
- Every child a reader
- Every child a confident communicator
- Every child will learn to love-love to learn

- Every child reach for infinity and beyond (all children attend school regularly, they learn to love and love learning having all the skills that that they need to accelerate to the 'stars')

Challenges

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

Challenge number	Detail of challenge
1	Our assessment data suggest that disadvantaged pupils make slower progress in phonics, when compared to their peers. This can have an impact on their reading and writing attainment.
2	Pupils have under developed early language and communication skills as well as limited vocabulary. These needs are identified through Wellcomm assessments on entry to school and can impact on reading attainment.
3	Our Pixl and GLD data indicates that maths attainment amongst disadvantaged pupils is significantly below that of their peers. Reception: 55% number PP, 95.2% not PP Year 1: 37.5%, PP 60% not PP Year 2: 36.3%, PP 52.9% not PP Year 3: 14%, PP 70.5% not PP Year 4: 33%,PP 37.5%not PP Year 5: 40%, PP, 17.3% not PP Year 6: 7.6% PP, 53.8% not PP
4	Poor attendance and lateness, particularly persistent absences has an impact on attainment as children have gaps in their learning.
5	Identified social emotional development needs, including low self- esteem and managing own their emotions and behaviour has an impact on pupils learning in class. This is measured using the Leuven scales of involvement and wellbeing for PP children.
6	Pupils have less opportunities to develop their cultural capital and this can prevent them from developing a wide range of vocabulary.

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
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<p>Improved maths outcomes for disadvantaged pupils across the school.</p>	<p>PIXL assessment, Mastering Number and ELG's will show the accelerated progress of children in Maths from starting points.</p> <p>Data from PIXL therapies will show significant progress for PP pupils.</p>
<p>Improved writing outcomes for disadvantaged pupils.</p>	<p>Internal and external moderation will show accelerated progress from children's starting points.</p> <p>In EYFS children will be able to demonstrate independent writing within continuous provision.</p>
<p>Continued improvement in reading attainment and progress among disadvantaged pupils, due to robust and effective systems to teach all children to read.</p>	<p>Phonics progress data shows a rapid acceleration in progress. 83% of children in YR will achieve the reading ELG.</p> <p>Y1 phonics screen will show a sustained result in line or above national</p> <p>Internal assessment will show an increase in the percentage of children across the school working at expected for reading.</p>
<p>We will see improved oral and language skills and vocabulary among disadvantaged pupils.</p>	<p>Triangulated evidence will show a significant improvement in oral language amongst disadvantaged pupils.</p> <p>Learning walks will show vocabulary rich learning environments where children are given opportunities to speak throughout the day.</p> <p>Talk boost data from EYFS will show a progress from the start and end points.</p> <p>80% of disadvantaged pupils will gain the ELG for speaking and listening at the end of YR.</p>
<p>To continue to have a whole school approach to support children's social and emotional and mental health. To achieve and sustain improved wellbeing for all pupils, particularly disadvantaged pupils.</p>	<p>The whole school THRIVE approach will show a significant improvement in wellbeing, through assessment tools. Assessments will take place termly.</p> <p>Thrive intervention data will show the impact of therapies for each child.</p>

	<p>Case studies of children in our nurture class will show a significant impact on engagement in the curriculum.</p> <p>High engagement of the curriculum and Forest school will be assessed through the Leuven scales.</p> <p>High engagement from families/ children working with the Family Support Worker.</p> <p>Nurture provision will support disadvantaged pupils to remain in school and access the curriculum.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged. Removing any barriers that may put the child at a disadvantage to their peers.</p>	<p>There will be a continued decrease in the % of disadvantaged pupils, who are persistent absentees.</p> <p>The attendance gap between non-disadvantaged and disadvantaged will be reduced from last year.</p> <p>The family support worker will effectively work alongside identified families, which will show an increase in school attendance.</p>
<p>Pupils will have enhanced experiences to widen their cultural capital.</p> <p>Pupils will have widened bank of tier 2 and 3 vocabulary</p>	<p>Pupils attend the wide range of planned trips, visits and experiences from the school's long-term plan</p> <p>Pupils will have enhanced tier 2 and 3 vocabulary which they will use in speaking and writing</p>

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: £10,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>To purchase PiXL for assessment and therapies for Y1-6.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and gaps of each pupil to help ensure that they receive the correct additional support through interventions or teacher instructions- EEF</p>	<p>1 and 3</p>
<p>To purchase Read Write Inc phonics, which is a DfE validated systematic synthetic phonics programme.</p> <p>Phonics CPD for all staff, delivered by the reading leader.</p>	<p>To support with teacher development and quality first teaching. Phonics approaches have an evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>Phonics Toolkit Strand EEF</p> <p>Time for reading lead to observe, team teach and give CPD to all staff delivering phonics</p> <p>Impact of coaching, notes and assessment progress.</p>	<p>1 and 2</p>
<p>Leaders to attend VNET subject leaders networks and share knowledge with other staff.</p>	<p>To keep subject leaders abreast with research and evidence to inform their practice and ensure we are delivering a stimulating curriculum.</p> <p>Learn from good practice and mentoring EEF</p>	<p>2</p>
<p>Continuous professional development for staff to implement strong and impactful teaching strategies</p>	<p>EEF evidence states that ensuring that a high-quality teacher is in front of every class and that every teacher is supported to keep improving is especially important for disadvantaged pupils. Investing in high quality teaching should be a priority for pupil premium spending. Strategies to include would be investing in teacher training and development</p>	<p>1, 2, 3, 5</p>
<p>To introduce the NCETM Mastering Number programme in Reception and KS1</p>	<p>To support with teacher development and quality first teaching. Maths is a key area for whole school development. It focuses on strong mathematical foundations, number sense and fluency.</p>	<p>3</p>

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

Budgeted cost: 34,607

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group targeted phonics interventions.</p>	<p>We are using our own school staff to deliver school led intervention. Children are carefully selected and monitored before and during the intervention to monitor progress.</p> <p>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 of up to 12 weeks. EEF</p>	<p>1, 2 and 3</p>
<p>Phonics 1-1 tutoring in. EYFS, KS1 and KS2</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Targeted breakfast and afterschool phonics club for PP children</p>	<p>Tuition targeted at specific needs and gaps can be an effective methods to support low attaining pupils of those falling behind. One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1 and 4</p>
<p>PiXL Maths intervention. This includes adults to lead the sessions, training and purchasing the license for the programme.</p> <p>TTRS programme to support teaching of times tables, including intervention groups.</p>	<p>Teachers use the QLA documents following PiXL assessments to identify specific gaps for individual children, small groups and the whole class. PiXL therapies, specifically designed to address curriculum objectives, are used to address these gaps.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that they receive the correct additional support through interventions or teacher instruction's- EEF</p>	<p>3</p>

<p>Trained adult to deliver Wellcomm intervention in EYFS.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impact on attainment.</p> <p>ICAN Children's communication charity has nationally proven success. EFF (+5 months EYFS intervention)</p> <p>Wellcomm progress data and EYFS S&L data supports the effectiveness of the programme.</p>	<p>2</p>
<p>Trained adult to deliver KS2 intervention sessions in reading, writing and maths</p>	<p>EEF states that one to one tuition can have an impact of up to + 4 months and is effective in improving pupil outcomes. Group tuition has an impact of about + 4 months of a year and is effective in improving pupil outcomes.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £79,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>'Time to Talk' pastoral intervention delivered by trained practitioner.</p> <p>THRIVE subscription to aid assessment and inform SEMH intervention profiles across the school.</p> <p>To have an EYFS Thrive Practitioner and deliver the programme</p> <p>KS1 nurture room and a KS2 nurture room leader to support disadvantaged pupils with high</p>	<p>EEF indicated that specific programmes have a valuable impact leading to improved attitudes to learning. THRIVE has nationally proven success.</p> <p>In school THRIVE assessments of progress show a significant impact. Case studies of children in Mole class further support this.</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce disruption and provide tailored support where necessary</p>	<p>1 2 5</p>

SEMH needs to have a Thrive based curriculum		
To implement and sustain Talk, Toast and Tales daily across the school.	<p>We believe that breakfast is a key part of the day and having a good breakfast is essential for children to be ready to learn. Based on our experiences we have identified a need to give children the opportunity to converse socially at the start of the day and share how they are feeling.</p> <p>This has supported their emotional literacy to express their feelings and self-regulate their emotions.</p> <p>Pupil feedback, observations, parent survey and uptake of toast support this intervention.</p>	2 and 5
To offer Forest school to all disadvantaged pupils	<p>Research by Edward Fisher also found that play can enhance early development by anything from 33%-67% by increasing adjustment, improving language skills and reducing social and emotional problems.</p> <p>Leuven scale assessments at the start and end of the year have shown the significant impact of Forest school provision.</p>	2 and 5
To subsidise extracurricular clubs and provide access to free clubs.	We are aware that lots of our children do not have access to extracurricular activities and have limited exposure to enrichment activities.	2 and 5
To subsidise trips and experiences to ensure a broad range of experiences can be offered and cultural capital is enhanced	<p>Sir Kevan Collins, Chief Executive of the Education Endowment Foundation, said:</p> <p><i>All children, including those from disadvantaged backgrounds, deserve a well-rounded and culturally rich education. But for schools to be able to commit time and</i></p>	6

	<i>resources to arts activities, it's important that they have access to high-quality evidence of the relative benefits of different arts programmes and approaches, both on attainment and wider outcomes. This is particularly important at a time of curriculum changes and significant pressures on school budgets.</i>	
<p>To have an Attendance Support Advisor</p> <p>To employ a Family Support Worker for 38 hours to support families with attendance and early intervention.</p>	<p>NfER identifies addressing attendance as key next step. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and PA.</p> <p>Attendance data before and after supports the impact of the FSW working with families.</p>	4 and 5
<p>To promote parental engagement in home learning.</p> <p>To give all children phonics home learning cards. Book bags for Reception children on entry to school.</p> <p>Books for the library to promote reading at home for pleasure.</p>	<p>Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages</p>	1 and 2

Total budgeted cost: £124,815

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance of disadvantaged pupils from the last academic year		
<i>End of EYFS Results 2023/24</i>		
<i>Subject</i>	<i>Heartwood PP</i>	<i>Heartwood All</i>
<i>Reading</i>	55.5%	80%
<i>Speaking</i>	66.6%	86.6%
<i>End of KS2 Results 2023/24</i>		
<i>Subject</i>	<i>Heartwood PP</i>	<i>Heartwood All</i>
<i>Reading</i>	36%	42%
<i>Writing</i>	0%	4%
<i>Maths</i>	21%	26%
<i>GPS</i>	36%	42%
<i>End of year combined data</i>		
<i>Year</i>	<i>Minimum Combined RWM (all)</i>	<i>Minimum Combined RWM (PP)</i>
1	28.1%	18.2%
2	9.4%	8.3%
3	15.2%	0%
4	20.6%	25%
5	9.4%	9.1%
6	4%	0%

Attendance Data from 2023/24

<i>Year</i>	<i>PP</i>	<i>PP + SEND</i>	<i>PP + accessing THRIVE</i>	<i>PP + less than 90% attendance (including lateness)</i>
1	91.2%	88.4%	3	(3) 82.6%
2	88.3%	95.8%	9	(4) 84.4%
3	66.7%	40.3%	8	(4) 55.9%
4	73.9%	75.1%	3	(4) 67.8%
5	84.5%	95%	4	(3) 81.1%
6	90.1%	87%	8	(2) 64.76%

We are on track to meet or exceed out planned outcomes as set out in the plan.

Impact from 2023/24

• Every teacher a Quality First Educator

Strong and effective subject leaders are in post and engage with the VNET networks to be school experts in their curriculum area. They support teachers to develop their classroom practice.

CPD and research based reading is at the heart of school practice. Staff participate in a termly book club and access high quality training to implement in the classroom, this is closely aligned with our SIDP. A focus has been on adaptive teaching and meeting the needs of all pupils, and planning and teaching high quality learning activities.

• Every child a reader

93% of children in Year 1 passed their phonics screening check. Two PP children did not pass – both have SEND. The National average was 79%.

55.5% of disadvantaged pupils achieved their ELG in reading and were on track or above for phonics at the end of EYFS.

The library and classrooms are stocked with high quality books for pupils to read in school and take home. This is enhanced in reading across the curriculum.

Maths interventions using the PiXL programme have been focussed for our disadvantaged pupils. This has accelerated learning and outcomes.

- **Every child a confident communicator**

At the end of the Reception year 22% of pupil premium pupils achieved GLD.

From the 9 PP pupils in Reception, 6 were working at an expected level at the end of the year in Listening and Attention.

6 were working at expected in Speaking.

Wellcomm was delivered to 5 children in Nursery and 1 child in Reception, 4 of whom were pupil premium. All achieved targets, making good progress or higher.

7 children were identified for speech therapy in EYFS, 4 of whom were pupil premium. All met their targets or higher.

100% of pupils have participated in Talk toast and tales.

Phonics intervention was delivered to 13 children in Reception, 6 of whom were pupil premium, all making progress or accelerated progress over the course of the interventions.

Funding used to support cultural experiences and trips has ensure that 100% of pupils can attend the planned experiences and that we can offer a wide variety of carefully planned trips and experience to enhance cultural capital. This has embedded and enhanced the use of tier 2 and 3 vocabulary.

- **Every child will learn to love-love to learn**

In Autumn 1 term 52% of children accessing after school clubs were PP

In Autumn 2 term 37% of children accessing after school clubs were PP

In Spring 1 term 36% of children accessing after school clubs were PP

In Spring 2 term 42% of children accessing after school clubs were PP

In Summer 1 term 34% of children accessing after school clubs were PP

In Summer 2 term 36% of children accessing after school clubs were PP

100% of pupils access the forest school provision at least fortnightly. This also meets the communication elements of the strategy.

35 children who received Thrive intervention across the school during the academic year were also PP. 86% of these children receiving support made positive progress on the Thrive tracking assessments.

We have a KS2 nurture base which is run by a Thrive Practitioner, and a Thrive practitioner works in our KS1 nurture base, this has supported disadvantaged pupils to have SEMH support, and an adapted timetable and curriculum to support them to stay in school.

- **Every child reach for infinity and beyond (all children attend school regularly, they learn to love and love learning having all the skills that that they need to accelerate to the 'stars')**

See attendance data stats above. Attendance for last academic year was above national and Norfolk comparative data. The number of persistent absentees had significantly declined and was below national and Norfolk comparisons.

In 2023/24 the whole school figure of persistent absentees was 22.4%.

40% of these persistent absentees were disadvantaged pupils.

Our Family Support worker has supported 53 families with pastoral support over the last academic year, 42 of these are disadvantaged families.

All pupils have been given a schoolbook bag and phonics cards when starting school to support with home learning.

Analysis of end of 3 Year plan

Our 3-year plan has had a significant impact on our disadvantaged pupils. Every child will start the day with talk, toast and tales to ensure they have eaten, had time to talk for pastoral support and to develop speaking, this is then enhanced with a story to develop their love of reading and language development.

Teaching is strong and consistent with a continuous culture to reflect and improve practice. Leaders are strong and the curriculum delivery is too, this was validated by our recent Ofsted inspection. Our curriculum offer is strong, varied and offers an exceptional forest school and enhanced trips and visitors, this has underpinned the curriculum but also enhanced tier 2 and 3 vocabulary as well as promoting cultural capital.

The teaching of early reading and phonics is exceptional for our disadvantaged pupils with targeted provision in place when from they start school. We continue to have the aim that every child will be a reader at Heartwood. We continue to promote reading for pleasure and the love of reading through well-resourced libraries and classrooms, pupils can take these books home.

When pupils join the school their speaking and listening skills continue to be a priority, assessments are made in the initial half term and additional interventions and provision are in place to support the pupils, alongside a language rich environment. Staff are trained to promote and supporting vocabulary development and speaking and listening skills.

We are a whole school Thrive school and promoting positive SEMH for all our pupils. Our disadvantaged pupils access Thrive sessions and some interventions, with some accessing Thrive nurture provision. This continues to be a priority for our pupils.

We offer a wide variety of extra curricular clubs where disadvantaged pupils are given priority. These are planned around the children’s interest, talents and also with the aim to improve physical fitness and engagement. These are well attended.

Attendance is an ever-improving picture for our disadvantaged pupils and continues to be a priority, this is complemented by the wonderful support from our Family Support Worker to ensure that pupils are in school and families are supported.

Externally provided programmes

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

Programme	Provider
Thrive therapy and Whole school Thrive	Thrive
Time to Talk	The Benjamin Project
Talk Boost	I can
Read Write Inc	Ruth Miskin
Wanderlust Child Nature Study	Wanderlust
Destination Reader	TTRS

Service pupil premium funding

<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>We had two pupils who were eligible for service pupil funding £340 per child.</p> <p>To deliver Thrive intervention to support with the social and emotional development of pupils and ensure that pupils are settled in school.</p> <p>Read Write Inc online portal allows for families to access lessons from home.</p>
The impact of that spending on service pupil premium eligible pupils
Teachers observed improvements in pupils social and emotional health and relationships with others in class.