



Pupil Premium Funding and Recovery Premium Funding Report 2022 – 2023

School Overview

Detail	Data
School name	Heather Garth Primary Academy
Number of pupils in school	205 (FS2-Y6 Sep 2022)
Proportion (%) of pupil premium eligible pupils	38% (FS2-Y6 Sep 2022)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (reviewed termly and evaluated annually)
Date this statement was published	12.09.2022
Date on which it will be reviewed	21.07.2023
Statement authorised by	Mrs J Winnard
Pupil premium lead	Mrs R Lancaster
Governor / Trustee lead	Mrs L Love

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,645
Recovery premium funding allocation this academic year	£12,035 (Based on October 2022 census)



Pupil Premium Funding and Recovery Premium Funding Report 2022 – 2023

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£118,680

Statement of Intent

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

We believe that one of the biggest barriers for children can be poverty of expectation and we are therefore determined to create a climate that does not limit a child's potential in any way. Our school motto 'Stars Aiming High' reflects our high expectations of the whole school community

Educational attainment is a key indicator of children's long-term outcomes. However, we also recognise for some of our pupils this is not a quick fix and requires support beyond the academic.

As a result, we have chosen to adopt a tiered approach to the spending of pupil premium and recovery funding, rooted in our whole school ethos. This focuses on spending on improving teaching, including professional development, training and support to ensure every pupil has an effective teacher and receives quality first teaching.

Secondly, we focus on targeted academic support, linked to classroom teaching, to enable pupils to "catch-up" and narrow the attainment gap with both their peers and to national expectations.

Thirdly, we focus on significant barriers holding our children back from achieving their academic potential. These include: attendance, behaviour and social and emotional support.



Pupil Premium Funding and Recovery Premium Funding Report 2022 – 2023

Parent involvement in education is widely recognised as important, yet it remains weak in many communities especially in low-income. In these schools, a few brave souls become active and involved; but most schools fail to engage families broadly and deeply around the education of their children. Precious few can claim large numbers of parents participating as powerful actors in the school community. (A Community-Based Relational Approach to Parent Engagement, 2009) and our school is no different.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. These plans incorporate how we will “catch-up” children in receipt of Pupil Premium funding.

Challenges

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

A	Communication; speaking and listening and language acquisition
B	Retention of knowledge
C	Lack of wider experiences and real-life opportunities
D	Poor school attendance
E	Safeguarding concerns
F	Mental and social health and well-being needs – a significant number of children and families have challenges with routines, parenting capacity, mental health and managing emotions
G	Children are significantly below national expected standards on entry into school and are not achieving age appropriate developmental milestones due to poorly developed communication skills and poor personal, social and emotional development.
H	Lack of parent engagement
I	Parental literacy, numeracy and levels of parenting skills require support to better enable parents to support children’s learning and aspirations.
J	Low income
K	Lack of resources in the family home



Pupil Premium Funding and Recovery Premium Funding Report 2022 – 2023

Intended Outcomes 2022 – 2023

This explains the outcomes we are aiming for by the end of our current strategic plan and how we will measure whether they have been achieved. The activities and actions section details how we intend to spend our Pupil Premium (and Recovery Premium funding) this academic year to address the challenges listed above.

	Intended outcomes	Activities and actions	Challenges addressed	Success Criteria	Cost	Evidence and evaluation
1.	Provide high quality Teaching and Learning and targeted academic support in the Early Years to enable pupils to “catch-up” and narrow the attainment gap with both their peers and to national expectations.	1.CPD for all staff around curriculum development. 2.CPD focusing on high quality learning environments. 3.Greater focus on providing challenge, particularly for the most able reading, in both indoor and outdoor provision. 4.Embed opportunities in provision for language acquisition. 5.To continue to promote independence of children through modelling/teaching of key skills and work alongside parents to develop self-care of children. 6.To engage parents in their child’s education through in school activities, a greater awareness of expectations/milestones and the sharing of “WOW” moments. 7.Deliver high quality interventions for children not on track e.g. Nelli, Funky Fingers and Dough Disco for PD, etc 8.Develop children’s listening and communication skills through games, stories, singing, circle time, etc.	A B F G H I	Almost all disadvantaged pupils to have achieved GLD. Children not achieving GLD to have evidenced accelerated progress from their starting points.	CPD release time for all staff members Support/CPD for staff from the Barnsley Early Years Team. Additional LSA in EYFS Resources to support continuous provision in targeted areas, as well as challenge for the most able. Resources to support interventions. Resources to support	



Pupil Premium Funding and Recovery Premium Funding Report 2022 – 2023

					curriculum development.	
2.	Provide high quality Teaching and Learning throughout school to enable pupils to "catch-up" and narrow the attainment gap with both their peers and to national expectations.	<ol style="list-style-type: none"> 1. Reading, Writing and Maths (RWM) leads to have daily release time to support and monitor the delivery throughout school. 2. Targeted CPD to improve teacher and LSA knowledge and practise- linked to curriculum development 3. Purchase books to support our reading programme as well as interest and engage children. 4. Resource "Experience Days" to widen children's knowledge and understanding of a subject, hooking the children and preparing them adequately for the writing process. 5. Resourcing a broad and balanced curriculum, including the use of visitors and visits out, to develop experiences and understanding. 6. 	A B C G	CPD is effective allowing all pupils to have access to high quality teaching. As a result, most disadvantaged pupils maintain their prior attainment and/or evidence progress in standardised testing	<p>SLT release time to support learning throughout school</p> <p>CPD release time for all staff members</p> <p>Support/CPD for staff including from the English and Maths HUBs</p> <p>Purchase additional books, texts and resources to support the reading and writing programme.</p> <p>Resource "Experience Days"</p> <p>Subsidy of school workshops/ experiences</p>	



Pupil Premium Funding and Recovery Premium Funding Report 2022 – 2023

					LSA in each class every morning to support with first quality teaching of RWM. Subsidy of school trips	
3.	Provide targeted Academic Support throughout school to enable pupils to “catch-up” and secure key knowledge and skills.	<ol style="list-style-type: none"> 1. Children who require intervention due to not maintaining prior attainment or not making adequate progress are identified by SLT and class teams. 2. Targeted interventions, of flexible groupings, for RWM (Cohort Action Plans) will support children in meeting end of year expectations as well as securing key knowledge and skills. 3. Regular Phonics interventions for children not working within the age appropriate phase. 4. Reviewed Cohort Action Plan working documents are evaluated weekly to ensure progression and appropriate, targeted strategies. 5. Use of Star, the school dog, to develop children’s confidence in reading. 	A B G	Targeted academic interventions are effective and as a result, most disadvantaged pupils are “catching up” and securing key knowledge and skills to ensure progress towards their prior attainment.	<p>Intervention resources and tracking</p> <p>LSA to deliver Cohort Action Plans and interventions every afternoon.</p> <p>SENDCO time to review CAP’s.</p> <p>Use of Star to raise attainment in reading and LSA salary</p> <p>Contribution to LSA salary to deliver after school booster sessions</p>	



Pupil Premium Funding and Recovery Premium Funding Report 2022 – 2023

		6. Teachers and LSA's to deliver targeted , intensive "catch-up" boosters after school for UPKS2.				
4.	Provide wider Strategies to support the most significant non-academic barriers to success in school. These include: attendance and punctuality, social and emotional support, health and wellbeing and parental engagement.	<ol style="list-style-type: none"> 1. After School Clubs to provide enrichment opportunities for all pupils 2. Opportunities for educational and residential visits. <i>Educational visits are valuable in developing their perseverance, team work, resilience and ability to face challenges. These are vital life skills.</i> 3. Learning Mentor to work with identified children who require support with social, emotional and mental health. 4. Learning Mentor to deliver Citizenship sessions to all children covering topics such as friendships, emotions, mental health and SRE. 5. Use of outside agencies such as TADs to support children with mental health issues beyond our professional capacities. 6. Family Engagement and the SENDCO to support children and their families- activating EHA when required. 7. Deputy Safeguarding officer to support families at EHA and Social Care meetings. 8. Use of Star, school dog, for "Star's Champions" 	C D E F H I J K	<p>Wider support for pupils and families is effective and as a result we will see:</p> <p>Increased self-confidence, greater independence and resilience</p> <p>Improved team-working, collaborative skills and social skills.</p> <p>Raised self-esteem</p> <p>Developed friendships.</p> <p>Improved mental wellbeing</p> <p>Improved behaviour</p>	<p>Teachers to run clubs</p> <p>Sports coach and resources for healthy school/inter-school activities</p> <p>Financial support for educational visits</p> <p>Learning Mentor</p> <p>Outside agencies such as TADs</p> <p>Family Engagement Officer</p> <p>SENDCO</p> <p>Deputy Safeguarding Officer</p> <p>Use of Star and LSA salary</p>	



Pupil Premium Funding and Recovery Premium Funding Report 2022 – 2023

		<ol style="list-style-type: none"> 9. Provision for Breakfast and After School Club enrichment clubs for emergency situations. 10. Purchase of school uniforms and PE kits to value inclusion 11. Provision of food/access to food banks for families in need. 12. Involvement in inter school activities and after school activities to support healthy lifestyle and wellbeing. 13. Purchase of resources and equipment to value inclusion e.g. water bottles, pencils cases, rucksacks, etc 14. Social lunches (staff dining with children) to model dining etiquette 15. Rewards for attendance and punctuality 16. School Education Service to work with parents around attendance and punctuality 17. Healthy breakfasts provided for all children 18. Range of parent workshops and family activities 19. Supporting families at key transition points 20. Home school planners to support parents in helping their child's learning at home 		<p>Greater parental involvement and communication with school, positively impacting on the child's education</p> <p>Children feeling integrated within the school community.</p> <p>Less hungry children who are focused and ready to learn</p> <p>Less lost learning time</p> <p>All the above will ultimately result in improved attainment from starting points.</p>	<p>BASH club fees</p> <p>Uniform and PE costs</p> <p>Food/access to food banks for families in need</p> <p>Resources/ equipment costs</p> <p>Staff lunches</p> <p>Attendance officer</p> <p>EWO Services</p> <p>Administration staff</p> <p>Rewards</p> <p>Breakfast ingredients</p> <p>Kitchen staff to prepare breakfast.</p> <p>Resourcing family and parent workshops.</p>	
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Pupil Premium Funding and Recovery Premium Funding Report 2022 – 2023

					Home School planners	
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Expenses	Total Cost: £121,110
Contribution towards CPD, including external support, to ensure high quality teaching and learning	£1500
Contribution towards Learning Support Assistant Salaries for supported learning and targeted interventions and additional Learning Support Assistant in EYFS	£35,000
Resources to support curriculum development in EYFS	£5000
Contribution towards staff release time to support school improvement and raise pupil attainment	£15,000
Additional resources to support phonics/early reading	£3000
Resource "Experience Days"	£1000
Subsidy of school workshops/experiences	£2000
Subsidy of educational visits and residential	£2000
Intervention Resources	£1000
Contribution to SENDCO	£7500
Contribution towards the use of Star to raise attainment in reading	£500
Contribution to LSA salary for work with Star	£2000
Support learning materials for "Catch-up" Boosters	£500
Contribution to LSA salary to deliver after school booster session	£2000
Resources for After School Enrichment Clubs	£1000
Contribution towards staff salaries to run clubs	£1500
Contribution towards Sport coach salary	£5000
Contribution towards Learning Mentor's salary	£7000
Resources for mentoring and mental health and wellbeing	£500
Support from Outside agencies for support for social, emotional and mental health	£2000
Contribution towards Family Engagement Team's salary	£5000
Contribution towards Deputy Safeguarding Officer's salary	£3000
BASH Club Fees	£500
Resources, uniform and equipment to value inclusion e.g. water bottles, pencils cases, rucksacks, etc	£1000



Pupil Premium Funding and Recovery Premium Funding Report 2022 – 2023

Provision of food/access to food bank to support families in need	£750
Staff Lunches	£200
Contribution towards Attendance Officer's Salary	£5000
Contribution towards EWO services	£1500
Contribution towards Administration salary	£3000
Attendance and punctuality rewards	£600
Ingredients for breakfast	£800
Contribution towards staff salary to prepare breakfast	£300
Resourcing family and parent workshops	£2000
Additional resources for school library	£1500
Contribution to Home School Planners	£950