

## Pupil premium strategy statement **The Heath School 2024-25**

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	1186
Proportion (%) of pupil premium eligible pupils	36.6%
Date of plan	2022-25
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	M Tudor
Pupil premium lead	D Hudson
Governor / Trustee lead	Amanda Lovell Kennedy

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£387,975
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>	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£387,975

## Part A: Pupil premium strategy plan

### Statement of intent

*We, as school leaders, will use the Pupil Premium funding in order to realise our trust's aim to support our pupils to **overcome barriers, compete with the best** and to be able to **shape their future**.*

We know that being socio-economically deprived makes it much more likely that you will face significant barriers, are less likely to compete with the best and are less often in a position to shape your future.

Our decisions as to what to provide financial support to, via the use of pupil premium funding, will be made on the basis of:

- Research
- Best practice
- Our context
- The needs of our pupils

We are incredibly passionate about the fact that our vision and practices are developed and chosen with vulnerable learners in mind; we strongly disagree that vulnerable learners should be supported with 'bolt on' support or initiatives. Our pupil premium strategy is part of our usual offer and is in the fabric of how we teach and how we want pupils to learn.

Some funding will be allocated to very specific needs of pupils, but in the main, our deployment will be aimed towards improving the quality of teaching that all, and thus our disadvantaged, pupils will benefit from.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Below average SAS (Standardised Age Score) for reading</b>, despite the school cohorts being close to or above national in national assessments.</p> <p>NB: In the 2024-25 NGRT assessment, 52% of pupils identified as PP were below average on the NGRT reading assessment.</p> <p>In 2023-24 35% of pupils identified as PP were below average so the trend appears to be worsening.</p>
2	<p><b>More likely to demonstrate behaviours which minimise opportunities to learn.</b></p> <p>As of 10/12/24 from the top 24 pupils with the most behaviour points logged on ClassCharts, 12 (50%) were pupil premium pupils. Pupil premium pupils only make up 36.6% of the cohort so are significantly over-represented.</p>
3	<p><b>Pupil Premium students having lower levels of attendance compared to their non-PP counterparts</b></p> <p>FSM6 (which doesn't equate exactly to PP but is a useful proxy and is the criterion used by FFT) attendance, as of 10/12/24 was 88.5% whereas the not FSM6 attendance was 94.3%. The school's FSM6 attendance is higher than national FSM6 but there remains a gap between FSM6 and non-FSM6.</p>
4	<b>Increased number of SEMH referrals for PP students– significant barrier to learning.</b>
5	<b>Low cultural capital</b> amongst PP pupils.
6	<p><b>Additional hardships and barriers</b> which reduce capacity to excel academically and to be able to access all opportunities available.</p> <p>According to the ONS, 33.5% of Halton are experiencing at least one dimension of deprivation. Some areas of Runcorn, in which a number of our pupils live, are above 40%. Halton has the 13<sup>th</sup> highest proportion of neighbourhoods in the most deprived 10 per cent of neighbourhoods nationally. For context, that places Halton above Salford and Rochdale.</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
1) Improve reading scores of pupil premium pupils at KS3 and KS4	Improvement in PP pupils' reading at KS3 and KS4  Pupils (KS3 and KS4) identified as requiring intervention relating to reading ability make progress with their reading
2) Improve proportion of pupil premium cohort achieving a strong pass in English and maths	In the 2024 summer exams 26.8% of Disadvantaged pupils achieved a grade 4 in both English and Maths. This compares to 37% of non-disadvantaged pupils, revealing a 10% gap. Whilst this is above Halton (19.2 %) and national (26%) we still aim to reduce this gap of 10%.
3) Improve attendance of FSM6 pupils in relation to national average.  <i>NB: FSM6 rather than pupil premium has been selected as a measure as FFT Aspire use this criterion and that will be the platform we use to measure attendance in comparison to national</i>	FSM6 pupils currently (Dec 2024) is 0.9% above national at 88.5%. Progress here would be an improvement of the difference with national i.e. anything above a difference of 0.9%
4) Improve the 'amplification' of positive behaviours and role models across the school.	A system of identifying learners who demonstrate effective learning habits and our school's values will be in place and will be being used by teachers.  Desirable learning behaviours will be being amplified in lessons.
5) Support access for PP pupils to experiences which will increase cultural capital.	Pupil Premium funding is used to support attendance of PP pupils on specific school trips which provide powerful cultural capital
6) To provide relief from hardships faced by our most disadvantaged pupils.	Our most disadvantaged pupils will receive some financial aid in addressing some of the hardships they face away from school, yet which have a negative impact on their engagement and attendance
7) Improve the quality of professional development to colleagues who teach high percentages of pupil premium pupils.	Teachers of English, Maths and Science will receive additional professional development and resources in addition to the usual school offer. This is likely to expand to subjects / teachers who have high percentages of pupil premium cohorts outside of the core subjects.

## 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: £ 221216

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Liaison officer</i>	£22, 654	The EEF is currently reviewing evidence around the impact of Family Liaison officers in a report entitled ' <i>Understanding the Use of Attendance and Family Liaison Officers</i> ' due in spring 2025. The current thinking in education is that FLO's support the attendance of targeted cohorts.	2,3,4,6
<i>Deputy for Looked After Children &amp; Mental Health First Aider</i>	£34, 642	Mental Health Leaders in schools are promoted by the DfE in response to the significant rise in mental health concerns across the sector.	2,3,4,6
<i>Learning Support Assistant</i>	£35,604	In its report ' <i>Making Best Use of Teaching Assistants: Maximise the impact of teaching assistants.</i> ', The EEF identified that the impact of learning support assistants relied on how they were deployed.  The EEF concluded: <i>'We can be confident however that the current evidence suggests TAs can, and do, make a significant contribution to the school communities in which they operate. However, in terms of improving pupil outcomes, it's important that we keep in mind that how they are deployed is key.'</i>	1,2,3,4,5
<i>Deputy Leader of SEND</i>	£44, 569		1-6
<i>School Counsellor and Health &amp; Wellbeing Coordinator</i>	£44, 927	The DfE guidance document ' <i>Counselling in schools: a blueprint for the future</i> ' identifies a broad range of evidence-based benefits to counselling, especially for the most disadvantaged pupils.	2,3,4,6
<i>School Counsellor</i>	£17,029		

Vice Principal recruitment and retention	£11,766	The EEF concludes that, in a review of high-quality teaching, <i>'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.'</i>	1-6
Release fund for CPD	£6,000	The EEF claims that there is '...a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes'	1,2,3,5
Steplab	£2,600		
Rainbow Teaching	£1425		

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

Budgeted cost: £ 125676

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Funding the employment of colleagues to provide reading interventions (Lexoniks)	£81,726	Lexoniks programme is a reading intervention programme with a strong research base e.g, research conducted by The Literacy Trust and Northumbria University verified the significant impact that the Lexoniks programme can have on reading ability.	1,2,5
Lexonik Advance	£4,800		
Lexonik Leap	£700		
Lexonik Vocabulary	£750		
Sparx Maths	£2,500	<p>An independent review of Sparx Maths by Cambridge University, found that <i>usage</i> of the platform</p> <p><i>'...is associated with higher outcomes in maths, even if access to Sparx Maths alone (i.e. regardless of usage) is not associated with differences in maths outcomes. In line with broader findings in the EdTech space, findings suggest that the time spent using Sparx Maths, and particularly time spent actively working on Sparx Maths, are each positively associated with maths outcomes, with active work in Sparx at recommended levels associated with almost a third of a GCSE grade difference'</i></p>	2,3

<i>Sparx Reader</i>	£4,500	<p>Sparx Reader is a platform used by some of the most high-attaining schools and trusts nationally e.g. Ark, Q3, Star etc.</p> <p>Whilst the EEF hasn't reviewed this particular platform, they judge reading comprehension strategies to have 'Very high impact for very low cost based on extensive evidence'.</p>	1,2,5
<i>Music services (peri)</i>	£30, 000	In its 2022 report 'The power of music to change lives: A National Plan for Music Education', the DfE concludes that 'Music is a cornerstone of the broad and balanced education that every child should receive' and that 'all children, regardless of background, should have access to a high-quality music education'.	2,3,4,5,6
<i>Mentoring for LAC, Vulnerable Pupil.</i>	£700	Mentoring is rated as having moderate impact for moderate cost based on moderate evidence by the EEF. This specific example of mentoring was in response to a particular vulnerable pupil who the counselling team were becoming increasingly concerned about.	2,3,4,6

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

Budgeted cost: £ 41084 (19938 remaining / yet to budget)

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
<i>Trip subsidy</i>	£6,704	<p>The national curriculum clearly states that the best education provides '<i>pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.</i>'</p> <p>In its report 'Best start in life part 1: setting the scene', the DfE also concludes that '<i>Cultural capital has an impact on children's access to education.</i>' And that '<i>When judging the quality of education...inspectors will consider how well leaders use the curriculum to enhance children's experiences and opportunities, particularly those of the most disadvantaged children.</i>'</p>	2,3,5,6
<i>Payment for all PP pupils to attend Year 11 Prom</i>	£4860		

<i>Funding for re-stock of LRC (Learning Resource Center e.g. purchasing of books) including books to be awarded as prizes for pupils</i>	£4,300	In its guidance report 'The Reading Framework', the DfE concludes that 'Extensive international research shows that being a frequent reader is associated with a range of academic, social and emotional benefits'.	1,2,3,5
<i>Purchasing of books for LRC from Book Fayre</i>	£600		
<i>Funding prizes for The Heath Role Model Awards and Badges</i>	£2556	In its report ' <i>Supporting School Attendance</i> ', the EEF suggests that schools ' <i>Adopt a positive and proactive approach to behaviour for learning</i> ' as one of their fundamental approaches to raising behaviour standards and attendance of disadvantaged pupils.	2,3
<i>Christmas Gift Bags</i>	£1,000	NA – relief from hardship	6
<i>Glasses for a pupil with reading impediment</i>	£795	NA – relief from hardship	6
<i>Bus passes</i>	£330 (as of 1st December 2024)	NA – relief from hardship	6
<i>Unallocated funds</i>	£19938		

**Total budgeted cost: £ 387975**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
No. of pupils	82	961	462766
P8 score & CI	-0.53 (-0.84 to -0.22)	-0.17	0.16
A8 score	35.8	45.3	50
English & maths at grade 5+	26.8%	43.0%	53.1%
English & maths at grade 4+	41.5%	66.9%	72.7%
EBacc at grade 5+	6.1%	10.7%	21.6%
EBacc at grade 4+	11.0%	16.8%	29.7%
Entering EBacc	24.4%	29.8%	44.7%
EBacc Average Point Score (APS)	3.09	3.84	4.46
In education or employed for 2 terms after KS4 (2022 school leavers)	91%	97%	95%
Exam entries per pupil, all KS4 quals	7.5	7.7	8.2
Exam entries per pupil GCSEs	6.7	6.8	7.6

Of further interest, may be a breakdown of local and national performance of disadvantaged pupils in comparison to our own. The colours indicate which is the highest scoring dataset e.g. whether the national, Halton, or The Heath Average Attainment 8 score for disadvantaged pupils is the highest:

	National	Halton	The Heath
<b>Average Attainment 8 score</b>	34.7	31.4	35.8
<b>Average EBacc APS score</b>	3	2.59	3.09
<b>Average Progress 8 score</b>	-0.57	-0.91	-0.53
<b>Percentage of pupils achieving grades 4 or above in English and mathematics GCSEs</b>	43.70	36.60	41.5
<b>Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs</b>	26.00	19.20	26.8
<b>Percentage of pupils entering the EBacc</b>	28.70	18.90	24.40

This data shows that in the academic year 2023-24, disadvantaged pupils at The Heath scored higher on every category of performance than local disadvantaged pupils attending other schools. It also shows that, in the majority of performance measures, disadvantaged pupils at The Heath performed better than national disadvantage pupils. The two areas where our disadvantaged pupils are not performing as well as others nationally is in achieving a standard pass in English and maths and in the likelihood of them entering the EBacc suite of subjects.