

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Hey with Zion
Number of pupils in school	308
Proportion (%) of pupil premium eligible pupils	27.8
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Andrew Clowes
Pupil premium lead	Andrew Clowes
Governor / Trustee lead	Kate Sanderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103870
Recovery premium funding allocation this academic year	£8990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	£112860

Part A: Pupil premium strategy plan

Statement of intent

- *We aim to remove the impact of poverty so that our “disadvantaged” children achieve and attain as highly as the rest- that this school serves all of its children to the best possible extent. That we do, “all we can.”*
- *Our pupil premium strategy sets out to support children in achieving well in their academic subjects, and also in their wider life development. We want them to see others succeed and know that they can, too.*
- *The key principles of our strategy are that we encourage high aspiration, high attainment and high participation. That children are led to strive to do the best they can.*

Challenges

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

Challenge number	Detail of challenge
1	poverty
2	Low education level at home (in some cases but not all)
3	Lack of educational resources e.g. books at home
4	Lack of transport leading to...
5	Lack of access to opportunities such as membership of sports clubs etc

6	Overcrowded housing impacting on homework capability and friendships
7	Lower attendance rates

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
High attainment	All of our PP children will achieve as well as the national norm for those without disadvantaged
High achievement	All of our PP children will achieve good or better progress in their academic subjects
High participation	All our PP children will have high engagement in extra curricular and wider life activities
High attendance	All our PP children will have strong attendance records.

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.

Hey with Zion is an EEF Research partner School and is committed to developing its practice in accordance with the best and most up to date research.

<https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resource-for-schools>

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EY2P and Education Matters Ltd. involvement to enhance early years provision. With some movement around classes of different staff, we considered it prudent to bring in expert guidance to provide best quality c.p.d. for staff in their new roles. We have had above the norm outcomes in Foundation Stage (and throughout school) for a long time- to take advice from experts in their field is one of our hallmarks. A 2018 comment from the International Literacy Centre at U.C.L. in 2018 summed this up: <i>“Overall, the main strength which the school seems to have, is a capacity to maintain an</i>	Early literacy approaches EEF (educationendowmentfoundation.org.uk) Early numeracy approaches EEF (educationendowmentfoundation.org.uk)	2,3

<p><i>evaluative stance and to develop and change whilst being very clear about reviewing what works and holding on to practice which is deemed effective.”</i></p>		
<p>Recruitment of an extra teacher to facilitate sub normal KS2 class size. Our unusual intake number of 40 brings with it challenges around curriculum management. We have solved it in a way that has brought excellent progress in Key Stage Two for a number of year. In 2016 we were one of just three Oldham schools to win an award for our effective use of Pupil premium funding, and Sam Gyimah, M.P. wrote: <i>“You are one of the high performing schools in the country in terms of the attainment and progress of your disadvantaged pupils since 2011.”</i> In 2019 our SIAMS inspection report stated: <i>“The attainment of disadvantaged children is remarkably high.”</i> In 2019 we were cited in the Education Parliamentary Review as a best practice representative, noting our <i>“disadvantaged pupils make faster progress than the norm and outperform “advantaged” pupils elsewhere.”</i></p>	<p>Reducing class size EEF (educationendowmentfoundation.org.uk) and our own high progress in scores 2027-2019 Hey-with-Zion Primary School, OL4 3LQ, North West Families of Schools Database Education Endowment Foundation EEF</p>	<p>2, 3</p>
<p>Resourcing of early years environment in consultation with EY2P. A major source of development is to provide an improved outdoor learning environment for our youngest pupils. The reception area is good but we are looking to add literacy and numeracy to it, also storage which is accessible by the children, and arranged in a way to increase their exposure to words and numbers</p>	<p>Built environment EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<p>Earlier starting age (from aged 3). We accept children now from the beginning of the term following their third birthday.</p>	<p>Earlier starting age EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>

<p>Parents' engagement- involvement of NLT "hero", reading afternoons. One of the main strengths of the school is the excellent home-school links. We run early Autumn reading events for Foundation Stage parents, always a first half term parents' evening and this year will be drawing upon the work of a "National Literacy hero" and friend of the school to run a "Dads and Lads" darts evening- with literacy and Maths included!</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Phonics- purchase of new scheme. Our phonics attainment has always been above the national norm but it would be arrogant to think it could not be improved. We have taken a thoughtful and evaluative look at various schemes and chosen "Supersonic Phonic friends" which we think will work best in our context. We have seen it work well in a school in Bury which is within our network of contacts, and we have invested significantly in new books and training to implement it as best we can.</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3</p>
<p>We would all like to have more teaching assistant time as they contribute so much to what we do. We have specific staff who provide targeted interventions for children in need of support- mostly to help children keep up but also to get ahead, such as in working towards higher ability Maths attainment. Our Maths G.C.S.E.s are scheduled to recommence 2023-24. Each teacher has a "pupil progress meeting" with their line manager each half term, where the progress of each child is discussed. Teaching assistants are redeployed as required so as best to meet the needs of children as they arise.</p>	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>

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

Budgeted cost: **£16690**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tuition- weekend, during and after school, including FFT: <u>Saturday tuition:</u></p> <p>Year Six: 8 Saturdays of two teachers working with individuals and small groups- available to all but with a particular focus on pupils for whom we receive PP and those who need support to keep up</p> <p>Year Five: 4 Saturdays of two teachers working with individuals and small groups- available to all but with a particular focus on pupils for whom we receive PP and those who need support to keep up</p> <p>Year Four: 4 Saturdays on one teacher working with individuals and small groups- available to all but with a particular focus on pupils for whom we receive PP and those who need support to keep up.</p> <p>Recovery Premium monies will be spent as follows:</p> <p>FFT Lightning Squad staff have been recruited to provide 15 hours each to 80 pupils from Years One, Two and Three over the Autumn and Spring terms.</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p>

This represents a continuation of the processes used with success last year. These sessions were seen as being highly instrumental in achieving the good progress made.		
---	--	--

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

Budgeted cost: £ 35,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider life opportunity enhancements e.g. sport and mental wellbeing sessions at Man City, sports opportunities at OAFc, brass band tuition, choir, recorder purchases, trips to music festivals, choral speaking contests, theatre etc (see “Cultural Capital Statement” https://www.heywithzion.oldham.sch.uk/about-us/cutural-capital-statement , also “A Year In Pictures” (accessible via https://www.heywithzion.oldham.sch.uk/about-us/school-prospectus) resourcing of further books, purchasing of recorders, share of library enhancement, subsidising of extra curricular activities	<p>“The attainment of disadvantaged pupils is remarkably high”- SIAMS inspection report, 2019</p> <p>https://www.heywithzion.oldham.sch.uk/about-us/siams-report</p> <p>Hey-with-Zion Primary School, OL4 3LQ, North West Families of Schools Database </p>	4, 5

	Education Endowment Foundation EEF	
Loan of chromebooks etc. We offer Chromebooks to all of our families on request so that nobody is disadvantaged by lack of access to technology.		1,3
Our learning mentor has been key in supporting the social and emotional welfare of our children. Also in helping our children attain better attendance with its concomitant effect on attainment.	Social and emotional learning EEF (educationendowmentfoundation.org.uk) The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk)	6, 7

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2021 to 2022 academic year.

We measure the effect of our Pupil Premium spending by a combination of data analysis of attainment and progress, and detailed qualitative discussions between key personnel, such as in half termly teacher/ phase leader meetings.

Even after the impact of lockdowns during the pandemic, our internal tracking shows that our Pupil Premium children are overwhelmingly meeting age related expectations and progress. Although the pandemic had an adverse effect on their progress, that progress was still around the normal national rate (albeit a little less than our usual super normal rate). Hence our actions mitigated the worst effects of the pandemic and our pupils fared better than the majority, nationally.

We received a gold quality mark award from National Literacy Trust/ School Improvement Liverpool in 2022 for our work developing reading (as well as a silver award from Geography Association) and this gives us confidence that we are developing best practice to that most fundamental thing we do in school: teach reading.

In our Year Six leavers, initial data analysis indicates that our children for whom we receive Pupil Premium funding made above normal progress in reading, but less so in Maths- within the broadly average band, but we are looking to develop multiplication facts knowledge significantly .

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 tutoring	Vision
FFT Lightning Squad Interventions	FFT

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our plans for the future use of Pupil premium involve continuation and development of all of our previous actions to meet the ongoing needs of the children as they are learned through monitoring and evaluating processes undertaken. Increasingly, we are also looking to personalise the provision to meet identified specific needs.

We have made available Chromebooks and laptops for loan to all of our pupils to accelerate their digital learning.

We have made extra curricular activities either free or half price to parents of Pupil Premium pupils and we are auditing to maintain and develop these children's participation in the wider life of school, such as in membership of the school council and extra curricular clubs.

We have introduced free theatre trips for Year Five children, free brass musical instrument tuition for every child in Year Three, and free recorders to our Year Four pupils to develop further the cultural capital of pupils for whom such opportunities may not otherwise be available.

Our Pupil Premium Strategy is reviewed each summer. The next review will be July 2023.