

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 name	Heath Park
Number of pupils in school	1208
Proportion (%) of pupil premium eligible pupils	41.4% of students from Year 7 to Year 11 of students from Year 7 to Year 13 are eligible.
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	07/11/2023
Date on which it will be reviewed	01/09/2024
Statement authorised by	Mrs Holloway
Pupil premium lead	Mr Hafiz
Governor / Trustee lead	Mr Selkirk

Pupil premium funding allocation this academic year	£426,420
Recovery premium funding allocation this academic year	£114,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£540,960



This explains the outcomes we are aiming for , and how we will measure whether they have been achieved.

<p>The intended outcomes for disadvantaged students improve.</p>	<p>The Progress 8 and Attainment 8 scores for disadvantaged students are higher than the national average for all students and non-disadvantaged students. There is a 3-year upward trend both for Progress 8 and Attainment 8. The in-school gap for disadvantaged students in progress and attainment has closed.</p>
	<p>The gap in reading ages for disadvantaged students is reduced. The proportion of good and outstanding lessons improves.</p>

The quality of classroom provision improves

This details how we intend to spend our pupil premium (and recovery premium funding) to address the challenges listed above.

Budgeted cost: £324,569

<p><i>Use of TLC sessions to improve the quality of teaching and learning.</i></p> <p><i>Use of National College webinars to ensure all colleagues are aware of up-to-date teaching and learning strategies.</i></p> <p><i>Whole school/collaboration days CPD on literacy, metacognition and teaching and learning strategies to raise expectations and attainment</i></p>	<p>Covering a wide range of the EEF strategies to raise attainment</p> <p><a href="https://www.wcpp.org.uk/publication/the-role-of-cpd-in-closing-the-attainment-gap/">https://www.wcpp.org.uk/publication/the-role-of-cpd-in-closing-the-attainment-gap/</a></p>	1, 2 & 4
<p><i>Wide use of additional teaching staff in all subject areas to support planning, delivery and assessment</i></p>	<p>Supports the EEF identified strategies of:</p> <ul style="list-style-type: none"> <li>Feedback +6</li> <li>Individualised instructions +4</li> <li>Mentoring +2</li> <li>Small group tuition +4</li> <li>One to one tuition +5</li> <li>Reducing class sizes +2</li> <li>Oral language interventions +6</li> <li>Reading and comprehension strategies +6</li> <li>Teaching assistant intervention +4</li> </ul>	1, 2 & 4
<p><i>Wide use of learning support assistants across the curriculum and ability groupings</i></p>	<p>Supports the EEF identified strategies of:</p> <ul style="list-style-type: none"> <li>Small group tuition +4</li> <li>Mentoring +2</li> <li>Use of teaching assistants +4</li> </ul>	1, 2 and 4
<p><i>Literacy and reading focus to improve reading ages of disadvantaged students</i></p>	<p>Supports the EEF identified strategies of:</p> <ul style="list-style-type: none"> <li>Oral language interventions +6</li> <li>Reading and comprehension strategies +6</li> <li>Phonics +5</li> </ul> <p><a href="https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/">https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/</a></p>	1, 2 & 4

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*Support provided for Learning Leaders to ensure barriers within departments are overcome*

Supports the EEF identified strategies of:

- Peer Tutoring +5
- Metacognition +7
- Mastery learning +5
- Feedback +6

Budgeted cost: £135,240

<p><i>Focused EWO support to ensure all attendance issues addressed quickly</i></p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf</a></p>	<p>2 &amp; 4</p>

*Focused pastoral manager support and identified pastoral programmes to provide a key worker and guidance and additional support*

Supports the EEF identified strategy of:  
 behaviour interventions +4  
 mentoring +2  
 social and emotional learning +4  
 Parental engagement +4

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/412638/The\\_link\\_between\\_absence\\_and\\_attainment\\_at\\_KS2\\_and\\_KS4.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf)

<i>health and wellbeing concerns</i>	social emotional learning +4	
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The proportion

The quality of  
classroom provision  
improves



