

Pupil premium strategy statement – Heath Park School

This statement details our school's use of pupil premium (and recovery premium) for 2024-2025 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	1000
Proportion (%) of pupil premium eligible pupils	42.8%
Academic year/years that our current pupil premium	

Part A: Pupil premium strategy plan

Statement of intent

At Heath Park, our aim is to improve the academic outcomes for disadvantaged students so that long-

Challenges

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

Challenge number	Detail of challenge
1	An attainment gap remains between disadvantaged students and non-disadvantaged students from when they enter in year 7 to completion of GCSE in year 11.
2	Most able students, from disadvantaged backgrounds do not perform as well as their non-disadvantaged peers. Possible barriers to learning include <ul style="list-style-type: none"> x Lower motivation and aspiration x Poor resilience x Lack of confidence x Poor study habits/ environments x Ability of guardians to support and guide adequately
3	Attendance figures 2023/2024 FSM – 89.7% attendance (national 85.4% +4.3% difference) 32% persistent absence (national 45% -13% difference) Non-FSM – 94.2% attendance (national 92.8% difference +1.4%) 15% persistent absence (national 20% -5% difference) Although attendance figures for FSM students are favourable compared to national in both percentage attendance and persistent absence and significant gap remains between disadvantaged and non-disadvantaged students.
4	Disadvantaged white boys/girls make significantly less progress than other ethnic groups. Disadvantaged white boys/girls' attainment is significantly lower than other ethnic groups. Possible barriers to learning include <ul style="list-style-type: none"> x Lower motivation and aspiration x Poor resilience x Lack of confidence x Poor study habits/ environments x Ability of guardians to support and guide adequately
5	Literacy gaps exists when students enter year 7. The literacy gap significantly affects disadvantaged students who struggle to access higher levels of reading during GCSE exams.
6	Lack of cultural capital means disadvantaged students find it difficult to contextualise their learning. This can cause the following possible barriers <ul style="list-style-type: none"> x Poor resilience x Poor motivation x Lack of confidence and self esteem

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
<p>The attainment gap between disadvantaged students and non-disadvantaged students is narrowed.</p>	<p>The 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 for Attainment 8. The in-school gap for disadvantaged students in attainment has closed.</p> <p>Internal assessments will show a narrowing of the attainment gap from Year 7 to 11.</p> <p>Close literacy gaps to at least age expected.</p>
<p>Reduce the progress and attainment gap for more able students from disadvantaged backgrounds performing in line with their peers.</p>	<p>The proportion of highest grades for disadvantaged students improves and the gap between the most able disadvantaged and the most able non-disadvantaged is closed.</p> <p>A three-year trend will show a narrowing of the attainment and progress gap between disadvantaged students and non-disadvantaged students.</p> <p>Attendance to extra-curricular clubs and activities improves for disadvantaged improving cultural capital of disadvantaged students.</p>
<p>Improve attendance of disadvantaged students and lower the number of disadvantaged students on the persistently absent list.</p>	<p>The gap between disadvantaged students and non-disadvantaged students is reduced to -2% within the 3-year period.</p> <p>A reduction of persistently absent disadvantaged students to below 25%.</p>
<p>Improve the progress and attainment of white British disadvantaged boys and girls in line with their peers</p>	<p>Attainment and progress of white British boys and girls shows an upward trend over the next 3 years in both external and internal data.</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: £269,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
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CPD of
LLs and
staff to
further
develop
strong
assessment
practices
within

where needed		
Further driving strong literacy through an even further focus on SPAG which will drive outcomes in EBacc and Open subjects, as well as ensure that students who enter Level 3 subjects are grammatically ready for the writing demands that come with the level.	<p>Supports the EEF identified strategies of:</p> <ul style="list-style-type: none"> x Oral language interventions +6 x Reading and comprehension strategies +6 x Phonics +5 <p>https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/</p>	1,2,4, and 5
Wide use of additional teaching staff in all subject areas to support planning, delivery, and assessment	<p>Supports the EEF identified strategies of:</p> <ul style="list-style-type: none"> x Feedback +6 x Individualised instructions +4 x Mentoring +2 x Small group tuition +4 x One to one tuition +5 x Reducing class sizes +2 x Oral language interventions +6 x Reading and comprehension strategies +6 x Teaching assistant intervention +4 	1,2,4 and 5
Wide use of learning support assistants across the curriculum	<p>Supports the EEF identified strategies of:</p> <ul style="list-style-type: none"> x Small group tuition +4 x Mentoring +2 x Use of teaching assistants +4 	1,2,4 and 5

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	<ul style="list-style-type: none"> x Summer school +3 x Parental engagement +3 	
Small group aspirations workshops for disadvantaged boys	Supports the EEF identified strategies of: <ul style="list-style-type: none"> x Small group tuition +4 x Mentoring +2 x Collaborative learning approaches +5 	1 and 4
Subsidised revision materials for students in Year 10 and 11	Supports the EEF identified strategies of: <ul style="list-style-type: none"> x Homework 	1,2,4 and 5
Comprehensive period 5 sessions for year 11 students. Ensuring all disadvantaged students attend.	Supports the EEF identified strategies of: <ul style="list-style-type: none"> x Extended school time +3 x Mastery learning +5 x Collaborative learning approaches +5 	1,2,3,4 and 5

Access to laptops and internet access in school and at home

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<p>Prior ity sup port thro ugh scho ol nurs e to addr ess heal th and well bein g conc erns</p>	<p>Supports the EEF identified strategies of: x social emotional learning +4</p>	<p>3,4 and 6</p>
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Impact/ Evaluation
The intended outcome for disadvantaged students improves.	The Progress 8 and Attainment 8 scores for disadvantaged	

		8 for disadvantaged students.
<p>The quality of classroom provision improves</p>	<p>The proportion of good and outstanding lessons improves.</p> <p>Teachers and all support staff are fully informed of the strategies to deliver effectively for disadvantaged students. Clear use of disadvantage protocol within departments and disadvantaged students are identified on seating plans.</p> <p>CPD and strategies for improvement are clearly based on national and international research.</p> <p>Provision for disadvantaged students is explicitly evident and given high priority within quality assurance feedback and discussed in termly Raising Attainment meetings.</p> <p>Stakeholder feedback from disadvantaged students and their families indicates dedicated support</p>	

termly data collection.

The wellbeing of students is fully supported

