

Pupil premium strategy statement – Hebburn Lakes

This statement details our school's use of pupil premium (and recovery 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	464
Proportion (%) of pupil premium eligible pupils	34.86% 2022/23 35.4% 2023/24
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 /2023 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Amanda Moody Head Teacher
Pupil premium lead	Helen Redfern Deputy Head Teacher
Governor / Trustee lead	John Pinder Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£281,935
Recovery premium funding allocation this academic year	£31,343
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <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>	£313,278

Part A: Pupil premium strategy plan

Statement of intent

Learning and achievement drives everything that we do at Hebburn Lakes as we believe our role, in partnership with parents, is to build the foundations for a successful education, to enable each child to discover the joy of learning, to help them to fulfil every aspect of their potential and to encourage their growth into effective citizens, ready to play their part in the world and their community. We are a school that champions inclusivity, meaning at the heart of our ethos is a commitment to providing all children the education they need to serve them throughout their lives.

We believe strongly that our children deserve the best possible chances in life and that they learn best when there are strong links between home and school.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcome detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge																
1	<p>Our assessments and observations indicate that the education and well being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations especially in maths. End of Key Stage 2 results for 2023 are significantly lower in maths than reading and writing</p> <table><tr><td></td><td>Cohort</td><td>Non-disadvantaged</td><td>Disadvantaged</td></tr><tr><td>Reading</td><td>63%</td><td>69%</td><td>65%</td></tr><tr><td>Writing</td><td>74%</td><td>88%</td><td>58%</td></tr><tr><td>Maths</td><td>48%</td><td>61%</td><td>31%</td></tr></table>		Cohort	Non-disadvantaged	Disadvantaged	Reading	63%	69%	65%	Writing	74%	88%	58%	Maths	48%	61%	31%
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Writing	74%	88%	58%														
Maths	48%	61%	31%														
2	Analysis of whole school data indicates that there is a gender gap between the attainmentment of girls and boys; particularly girls at greater depth.																
3	Assessments, observations and discussions with pupils suggest disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. At Hebburn Lakes, communication and language outcomes in early years are lower for disadvantaged pupils and KS1 phonics outcomes are also lower for disadvantaged children.																
4	Our attendance data over the past year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. 27.03% of disadvantaged pupils have been persistently absent compared to the whole school figure of 18.63%. Our assessment and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Long term persistent absence has reduced.																

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
To close the attainment gap between disadvantaged and non-disadvantaged pupils	There will be no significant difference between the attainment of disadvantaged pupils in reading, writing and maths in KS2 outcome in 2025
Gender gap between the attainment of girls and boys, particularly girls at greater depth	There will be no significant difference in the attainment of girls and boys at the expected standard and at greater depth in KS2 by 2025

Phonics and reading	There will be no significant difference between the attainment of disadvantaged children in reading and phonics in 2025
Improve the teaching of Early Maths in the Early Years and Key stage 1	Outcomes in 2025 will show an upward trend. The % of children achieving a GLD in Early Years will be in line with or above the national standard and Maths will not be the barrier to achieving this. Evidence that the summary of recommendations from the EEF have been implemented. This will be from learning walks and ongoing assessment.
To achieve and sustain improved well-being for all pupils in our school, particularly disadvantaged pupils	Sustained high levels of well being from 2025 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities. particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The whole school rate of PA will be reduced and there will be no significant difference between the % of PA of disadvantaged and non-disadvantaged children The overall absence for all pupils will not be higher than national figures

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: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <ul style="list-style-type: none"> • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. 	1,2,3
Use of metacognitive strategies to promote the independence of children's thinking	<p>Metacognition and self-regulation EEF</p> <p>Metacognition and Self-regulated Learning EEF</p>	1,2,3
CPD to improve the teaching and curriculum planning of maths is line with DFE and EEF guidance.	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in our setting. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Development' guidance report offers support in designing 	1,2,

	and delivering PD and selecting external PD. Guidance Report IMPROVING MATHEMATICS IN THE EARLY YEARS AND KEY STAGE 1 Improving Mathematics in Key Stages 2 and 3 EEF	
Further training of staff in Sounds Write	The school has adopted a whole school approach to phonics and to ensure that all children are able to access high quality teaching and interventions then all staff across the school need to access specialist training.	3
Adapt Y2/3 provision	Activity and resources to meet the specific needs of disadvantaged SEND pupils. Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources: • The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence based recommendations to support pupils with SEND.	1,2,3

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

Budgeted cost: £ 97,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of NTP to target specific children for intervention	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups• The EEF Toolkit has a	1,2

	strand on one to one tuition and small group tuition.	
Structured interventions to close identified gaps in learning	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources: • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. • The EEF Toolkit has a strand on teaching assistant interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3
Additional phonics sessions target disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks Phonics I Toolkit Strand I Education Endowment Foundation I EEF	3

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

Budgeted cost: £ [56,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Award	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary	1,2,3,4

	Schools includes 5 core competencies to be taught explicitly.	
Communicating with and supporting parents	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches such as supporting shared reading, supporting with Maths or tailoring positive communications with schools can prove to be beneficial. The EEF toolkit has a strand on parental engagement The EEF guidance report on ' Working with Parents to Support Children's Learning ' offers practical approaches and insights for communicating and supporting parents.	1,2,3,4
Embedding principles of good practice setout in the DfE's Working together to improve school attendance - GOV.UK		4
Transport for extra curricular activities is paid for by school to keep costs down for parents	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: • The EEF Toolkit has a strand on arts participation. Arts participation EEF	1,2,3,4
Subsidised price for Thurston residential visit	See above	
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 295,525

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

3489 hours of tutoring were delivered to mainstream children using the NTP school-based tutor. 51% of the children who received tutoring were disadvantaged.

The school was in line with national expectations at the end of the academic year with an overall attendance of 94%. This is an improvement on the previous year. Gaps between disadvantaged pupils and their peers are minimal (1% or less). This is a positive outcome for the school.

The school percentage of persistent absentees is lower than the national percentage 18.6% school. 24.2% national. The gap between disadvantaged and non-disadvantaged persistent absence is 3%, which again shows success for the school in closing the attendance gap between disadvantaged and non disadvantaged children. There is no gender gap between disadvantaged persistent absence.

Key Finding from Data Analysis July 2023

Reception

- Outcomes for disadvantaged children (54%) were lower than non-disadvantaged (77%)

Year 1 Phonics Screen

There was a 31% difference between the outcomes for disadvantaged and non-disadvantaged pupils.

As a school we need to closely track and assess outcomes in phonics as each unit is taught to clearly identify gaps in phonics and be able to accurately target children for intervention. We have invested in the Reading Assessment Programme from the Fisher Family Trust to help us to do this.

KS1

	Cohort	Non-disadvantaged	Disadvantaged
Reading	57%	66%	48%
Writing	46%	62%	27%
Maths	69%	72%	55%

- Standards in reading are in line with National outcomes at both the expected standard and GD.
- The gap between disadvantaged and non-disadvantaged in reading has closed from 24% in 2022 to 18% in 2023. The gap has widened in writing from 31% to 35%. The gap between disadvantaged and non disadvantaged children is 17% in maths.
- There is no significant difference between the outcomes of disadvantaged boys and girls in reading and writing at the expected standard, however the outcomes of disadvantaged boys was significantly higher in maths.
- A higher percentage of disadvantaged boys achieved greater depth in maths.
- No disadvantaged girls achieved the greater depth standard in writing.
- The percentage of disadvantaged children achieving the expected standard is significantly lower in writing in 2023 (27%) than in 2022 (50%).

KS2

	Cohort	Non-disadvantaged	Disadvantaged
Reading	63%	69%	55%
Writing	74%	88%	58%
Maths	48%	61%	31%

- Outcomes for disadvantaged pupils are significantly lower than non disadvantaged pupils in all subjects. Reading 14% gap, Writing 30% gap, Maths 30% gap. The percentage of disadvantaged children achieving the expected standard is lower in maths than reading and writing.
- 31% of disadvantaged children achieved the expected standard in Maths which is 10% lower than in 2022

- At the expected standard, there is no significant difference between the attainment of disadvantaged and non-disadvantaged pupils in reading. There is a 30% difference in the outcomes in writing and maths.
- There is no significant difference between the outcomes of disadvantaged girls and boys in any subject.
- No disadvantaged girls achieved GD in maths

Internal data has also identified that the outcomes for disadvantaged children are significantly lower in writing than reading and maths. In some year groups there is also a significant difference in the attainment of disadvantaged boys compared with disadvantaged girls in writing. Attainment in writing has therefore become a key priority on the School Improvement Plan for 2023 - 24.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year

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The impact of that spending on service pupil premium eligible pupils

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Further information (optional)

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a DFE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool. The school is on track to achieve the Gold award for their work around mental health.
- offering a wide range of high -quality extra -curricular activities to boost well -being, behaviour, attendance and aspiration. Activities will focus on building life skills such as confidence, resilience and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, Implementation and Evaluation

In planning our new pupil premium strategy we evaluated why activity undertaken in previous years had not had the degree of impact that we expected.

We used the EEF's implementation guidance to help us to develop our strategy and to identify which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have a robust evaluation framework in place for the duration of our three year approach and will adjust our plan overtime to secure better outcomes for pupils.