

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 strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr Rollins
Pupil premium lead	Mr Hafiz
Governor / Trustee lead	Mrs Holloway

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£449,400
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>	£0
Pupil 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>	£449,400

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-term outcomes and opportunities improve.

With outcomes which compare very favourably with all students nationally at this stage, we aim to close the in-school gap between disadvantaged and non-disadvantaged students. We wish to ensure that the use of the pupil premium fund puts provisions for this group of students as an ongoing key priority for the school. The pupil premium funding will be used to address barriers within the context of the school such as poor literacy and weak language, low aspirations, and motivation as well as general wellbeing.

We are determined to raise aspirations of disadvantaged students allowing all students to succeed academically and move onto further education regardless of their socio-economic circumstances.

We will look to provide the best quality classroom experience and provide additional support (both academic and pastoral) which will allow individuals and groups to excel.

Demography and school context

Heath Park School is in LSOA 015F which is located within Heath Town Ward and the Wolverhampton LA district. This LSOA is amongst the 20% most deprived neighbourhood in the country. The LOSA is ranked 5298 out of 32844 for deprivation, 1 being the most deprived. Several of our students come from areas that are ranked in the bottom 10% of most deprived areas in the UK.

The vast majority of our PP students are FSM, and the percentage of FSM has steadily increased over the past few years. The number of persistently disadvantaged students is also extremely high compared to Wolverhampton school cohorts which suggests low-income families stay on low incomes for the duration of the time the student is at school.

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"> • Lower motivation and aspiration • Poor resilience • Lack of confidence • Poor study habits/ environments • 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"> • Lower motivation and aspiration • Poor resilience • Lack of confidence • Poor study habits/ environments • 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"> • Poor resilience • Poor motivation • 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
The attainment gap between disadvantaged students and non-disadvantaged students is narrowed.	<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>
Reduce the progress and attainment gap for more able students from disadvantaged backgrounds performing in line with their peers.	<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>
Improve attendance of disadvantaged students and lower the number of disadvantaged students on the persistently absent list.	<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>
Improve the progress and attainment of white British disadvantaged boys and girls in line with their peers	<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
<p><i>CPD of LLs and staff to further develop strong assessment practices within ALL lessons, particularly AaL (Assessment as Learning) which develops students' metacognitive skills</i></p>	<p>Covering a wide range of the EEF (Education Endowment Foundation) strategies to raise attainment</p> <p>https://www.wcpp.org.uk/publication/the-role-of-cpd-in-closing-the-attainment-gap/</p>	<p>1,2,4 and 5</p>
<p><i>CPD to expectations and challenge in all lessons. Teaching to the top.</i></p>	<p>Supports the EEF identified strategies of:</p> <ul style="list-style-type: none"> • Mastery learning +5 	<p>1,2,4 and 5</p>
<p><i>Improving overall quality of Teaching and Learning through thorough quality assurance and coaching,</i></p>	<p>Supports the EEF identified strategies of:</p> <ul style="list-style-type: none"> • Feedback +6 • Individualised instructions +4 • Mastery learning +5 <p>https://assets.publishing.service.gov.uk/media/5a7ee63ce5274a2e8ab48e7a/coaching-for-teaching-and-learning.pdf</p>	<p>1,2,4 and 5</p>

<i>where needed</i>		
<i>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.</i>	<p>Supports the EEF identified strategies of:</p> <ul style="list-style-type: none"> • Oral language interventions +6 • Reading and comprehension strategies +6 • Phonics +5 <p>https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/</p>	1,2,4, and 5
<i>Wide use of additional teaching staff in all subject areas to support planning, delivery, and assessment</i>	<p>Supports the EEF identified strategies of:</p> <ul style="list-style-type: none"> • Feedback +6 • Individualised instructions +4 • Mentoring +2 • Small group tuition +4 • One to one tuition +5 • Reducing class sizes +2 • Oral language interventions +6 • Reading and comprehension strategies +6 • Teaching assistant intervention +4 	1,2,4 and 5
<i>Wide use of learning support assistants across the curriculum</i>	<p>Supports the EEF identified strategies of:</p> <ul style="list-style-type: none"> • Small group tuition +4 • Mentoring +2 • Use of teaching assistants +4 	1,2,4 and 5

<i>m and ability groupings</i>		
<i>Excellence Academy provision</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> • Summer schools +3 • Peer tutoring +5 	1 and 2
<i>Development of the library and ensuring all disadvantaged students receive library cards</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> • Oral language interventions +6 • Reading and comprehension strategies +6 	5 and 6

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

Budgeted cost: £67,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Disadvantaged HPA students mentored on a weekly basis by SLT</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> • Small group tuition +4 • Mentoring +2 • One to one tuition +5 • Feedback +6 • Individualised instructions +4 	1,2 and 4
<i>Individualised action plans produced every half term and emailed to parents</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> • Feedback +6 • Individualised instructions +4 • Parental engagement +3 	1,2 and 4
<i>Holiday school program</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> • Feedback +6 • Individualised instructions +4 	1,2,3,4 and 5

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

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

Budgeted cost: £112,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Focused EW O support to ens</i>	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	3

<p><i>ure all atte nda nce issu es addr esse d quic kly</i></p>		
<p><i>Foc use d past oral man ager sup port and iden tified past oral prog ram mes to prov ide a key work er and guid anc e and addi tion al sup port.</i></p>	<p>Supports the EEF identified strategy of:</p> <ul style="list-style-type: none"> • behaviour interventions +4 • mentoring +2 • social and emotional learning +4 • Parental engagement +4 <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf</p>	<p>3, 4 and 6</p>
<p><i>Prior ity sup port thro ugh Trus t bas</i></p>	<p>Supports the EEF identified strategy of:</p> <ul style="list-style-type: none"> • behaviour interventions +4 • mentoring +2 • social and emotional learning +4 <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p>	<p>3 and 4</p>

<p><i>ed beh avio ural prog ram s inclu ding with dra wn prov ision</i></p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf</p>	
<p><i>Prior ity CEI AG sup port inclu ding one to one cons ultati ons and read ines s for work</i></p>	<p>Supports the EEF identified strategies of:</p> <ul style="list-style-type: none"> • aspirations intervention • mentoring +2 • social emotional learning +4 	<p>6</p>
<p><i>Eng age men t with Aspi re to HE in all year s with targ eted NC OP stud ents</i></p>	<p>Supports the EEF identified strategies of:</p> <ul style="list-style-type: none"> • aspirations intervention • mentoring +2 • social emotional learning +4 	<p>6</p>

<i>Prior ity sup port thro ugh scho ol nurs e to addr ess heal th and well bein g conc erns</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> • social emotional learning +4 	3,4 and 6
<i>Sub sidis ed activ ity trips</i>	Supports the EEF identified strategy of: <ul style="list-style-type: none"> • social and emotional learning +4 	6

Total budgeted cost: £449,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Impact/ Evaluation
<p>The intended outcome for disadvantaged students improves.</p>	<p>The Progress 8 and Attainment 8 scores for disadvantaged students are considerably 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 appreciably.</p> <p>The gap in reading ages for disadvantaged students is further reduced.</p>	<p>For the academic year 2023-2024</p> <p>Average progress 8 score gap between disadvantaged and non-disadvantaged students was -0.46</p> <p>The Progress 8 score for disadvantaged students is $+0.54$ compared to non-disadvantaged students $+1.00$</p> <p>Average attainment 8 score gap between disadvantaged and non-disadvantaged students was -0.7</p> <p>The average Attainment 8 score per disadvantaged student was 5.0 compared to 5.7 for non-disadvantaged students.</p> <p>The average national progress 8 score for 2022-2023 for disadvantaged students was -0.57. This means at Heath Park disadvantaged students achieved about 1 grade higher than national average.</p> <p>The average national Attainment 8 total point score for 2022-2023 for disadvantaged students was 3.95. This places Heath Park 0.75 points above the national average.</p> <p>This places Heath Park well above the national average for both progress 8 and attainment</p>

		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 for the classroom experience.</p>	<p>Lessons in the academic year 2023-2024 were at least good with a considerable proportion of outstanding practice.</p> <p>Departments have embedded a disadvantaged protocol which highlights departmental strategies currently used by teachers to raise attainment of disadvantaged students. The school uses a whole school approach to disadvantaged students including teaching and learning practices and established positive routines.</p> <p>The school uses the EEF toolkit to develop CPD strategies for all students including disadvantaged students. There is a focus on developing challenges within lessons and metacognitive techniques.</p> <p>The school is committed to the EFA project 'Embedding Formative Assessment' for CPD over the next two academic years to improve outcomes of all students including disadvantaged students.</p> <p>The school has employed a Disadvantaged Lead who will monitor the progress of disadvantaged students in key meetings and within the quality assurance program.</p> <p>Departments report on disadvantaged students after</p>

		termly data collection.
The wellbeing of students is fully supported	<p>Disadvantaged students report high levels of wellbeing in school surveys.</p> <p>Students receive pastoral care which meets their needs throughout their school career.</p> <p>Disadvantaged students are exposed to other adults and cultural experiences which support their resilience and motivation.</p>	<p>Dedicated pastoral and academic managers for each year group monitors all student groups including disadvantaged students.</p> <p>Dedicated student support teams monitor classroom behavior of all student groups including disadvantaged students.</p> <p>Disadvantaged students have opportunities for guest speakers to help raise aspirations. They are supported in trips and have good representation in external programs.</p>
Destinations for disadvantaged students shows ambition	<p>The curriculum choices at Year 9 and Year 12 for disadvantaged students are informed by ambitious destinations.</p> <p>The proportion of students applying to Russell Group universities and universities beyond the city increases.</p> <p>The proportion of students applying to higher level apprenticeships improves.</p>	<p>A dedicated CIEAG Lead conducts one-to-one interviews with all students including disadvantaged students.</p> <p>Form tutor discussions and CIEAG discussion ensure destinations are ambitious.</p> <p>Curriculum choice for Year 9 and Year 12 allows students to achieve and make good progress.</p> <p>100% of disadvantaged year 13 students went onto higher education at university studying a range of degrees.</p>

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
Breakfast provision	National Schools Breakfast Programme
Aspirations mentoring	Aim a little higher
National Citizenship Service	Catch 22
Aspire to HE	University of Wolverhampton
RSE/PSHE	Haven
NACE challenge award	NACE
Genesis Sun programmes	Genesis Sun