

Pupil premium strategy statement – Heathlands Primary Academy

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	418
Proportion (%) of pupil premium eligible pupils	45% (190)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2023/2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Craig McMahon
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 272, 845
Recovery premium funding allocation this academic year	£ 28,710
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 4000
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>	£ 305,555

Part A: Pupil premium strategy plan

Statement of intent

At Heathlands Primary Academy we have high expectations for all pupils in our school and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or recovery funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium. School leaders at Heathlands Primary Academy are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and support. Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan

Challenges

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

Challenge number	Detail of challenge
1	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children.
2	Lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children.
3	On average, children join the school with lower than national levels of English, maths and early reading.

4	Some pupils in receipt of PP funding have limited life experiences outside of school; this inhibits their ability to relate to wider curriculum subjects and compare the past to the modern world.
5	Some pupils in receipt of PP funding have challenges in demonstrating appropriate learning behaviours. These pupils can exhibit the following behaviours: a lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve

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
<ul style="list-style-type: none"> Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum The disadvantaged gap for attainment and progress narrows year on year 	<ul style="list-style-type: none"> Those pupils who have 'fallen behind' are supported so that they make accelerated progress and 'catch up' or exceed their prior attainment. Children who need to make accelerated progress receive targeted high-quality intervention which is monitored by school leaders Pupils have regular opportunities to rehearse, practice and consolidate key learning from across the curriculum Support staff and class teachers support learning effectively using AfL strategies to identify and address learning gaps and misconceptions. Additional intervention sessions take place based on gaps in learning and with reference to previous Key Stage data. End of KS data, and in class data, demonstrates that the disadvantaged gap is closing.
<ul style="list-style-type: none"> The language deficit for children in receipt of pupil premium funding is diminished A reading culture that ensures all children read regularly and develop a love of books is embedded throughout the school community. 	<ul style="list-style-type: none"> All pupils are exposed to Tier 1,2 and 3 vocabulary throughout the curriculum. Targeted pupils receive additional SALT intervention Parents are engaged in the development of their child's speech and language Pupils read regularly at school and at home. They have access to high quality reading books for individual and guided reading. Increased % of PP pupils are working at ARE, or above, in phonics and reading.
<ul style="list-style-type: none"> All pupils are exposed to a breadth of experiences and an engaging curriculum that allows them to put their learning into context Pupils love learning and have access to an engaging, broad and varied curriculum which is accompanied by the Curriculum Promise 	<ul style="list-style-type: none"> The foundation curriculum (based on Cornerstones) will provide pupils with an exciting, varied and engaging curriculum. Teachers and support staff will plan a wide range of visits and invite appropriate visitors into school to inspire, enhance learning and make it memorable

	<ul style="list-style-type: none"> • Children will be exposed to a wide range of social, cultural, enrichment and sporting activities within and outside of the school day-supported by the Curriculum Promise • Home learning access to TT Rockstars and other online resources are offered and used by children to enhance their learning
<ul style="list-style-type: none"> • All disadvantaged children will meet national expectations for attendance and persistent absence 	<ul style="list-style-type: none"> • Disadvantaged children will meet or exceed national attendance for non-disadvantaged children (96%+) • Monitoring of attendance and action taken to address this by Headteacher, SLT and pastoral lead will bring about an increase in PP attendance and a decrease in persistent absence
<ul style="list-style-type: none"> • All pupils will know and demonstrate the 'Heathlands Values' with good self-organisation, resilience and perseverance. • They will be able to work independently and co-operatively, with confidence. 	<ul style="list-style-type: none"> • Children will know and understand the school values and be able to explain when they demonstrate them. • Teachers and support staff teach and model behaviours that demonstrate these values. • Children demonstrate these values throughout the school day and in their lives outside of school. • Monitoring tasks such as lesson visits will show that these values and behaviours are being developed and children are being encouraged to develop these by staff • Pupils show that they are resilient and able to learn from mistakes. • Support staff are used effectively to challenge and guide children without creating an over reliance on adult support. • Children who have challenges with behaviour and social interaction will be supported by mentors, external partners and staff to improve this

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: £ 262,512.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
Role of the Pupil Premium lead	Evidence from EEF: The guide to Pupil Premium – a tiered approach to spending	All
HLTA, TA and Pastoral lead salaries	Evidence from EEF: Teaching and Learning toolkit Feedback +8 months Small group tuition + 4months Teaching assistants +1 month Behaviour interventions +3 months Social and Emotional learning + 4 months	All
Core curriculum resourcing	Evidence from EEF: The guide to Pupil Premium – a tiered approach to spending	1,2,3,5
Wider Curriculum resourcing	Evidence from EEF: The guide to Pupil Premium – a tiered approach to spending	1,2,3,5
Subscriptions to support such as Accelerated reader, TT Rockstars etc	Evidence from EEF: The guide to Pupil Premium – a tiered approach to spending	1,2,3,5

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

Budgeted cost: £ 21,321.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist	Evidence from EEF: Teaching and Learning toolkit Individualised instruction +4 months	1,3,5
Ed Psych support	Evidence from EEF: Teaching and Learning toolkit Social and Emotional learning + 4 months Metacognition and self-regulation +7 months	5
COBS behaviour support	Evidence from EEF: Teaching and Learning toolkit Behaviour interventions +3 months Social and Emotional learning + 4 months Metacognition and self-regulation +7 months	5
Student Support Services	Evidence from EEF: Teaching and Learning toolkit Behaviour interventions +3 months Social and Emotional learning + 4 months Metacognition and self-regulation +7 months	5

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

Budgeted cost: £ 21,154

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	Evidence from EEF: The guide to Pupil Premium – a tiered approach to spending	2
Music tuition	Evidence from EEF: Teaching and Learning toolkit Arts participation +2 months	1,2,4,5
Trips, visits and visitors	Evidence from EEF: The guide to Pupil Premium – a tiered approach to spending	1,2,4,5
Behaviour and attendance awards	Evidence from EEF: The guide to Pupil Premium – a tiered approach to spending	2,5
Forest School	Evidence from EEF: The guide to Pupil Premium – a tiered approach to spending	2,4,5

Total budgeted cost: £ 304,990

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last academic year, outcomes from disadvantaged pupils improved. In the majority of year groups, the gap narrowed. This did differ from subject to subject, but the clear plans we put in place to focus on reading, writing and maths had a substantial impact. However, the narrowing of the gap still needs to remain a priority as we move forward.

EYFS- GLD

The table below shows the gap between pupil premium (PP) and non-pupil premium children who achieved GLD. Note- GLD= at least expected in all prime, literacy and maths goals.

Reception	Gap
Achieving GLD	1.5%

Phonics

The table below shows the gap between pupil premium (PP) and non-pupil premium children who achieved the pass mark in the phonics screening check.

Year Group	Gap
Year 1 achieving pass mark	0.4%
Eligible Year 2 students achieving pass mark	6.2%

Teacher Assessment

The table below analyses the gap between pupil premium and non-pupil premium children who are achieving ARE based on teacher assessment.

Year Group	Reading Gap	Writing Gap	Maths Gap
3	Summer 21- 21%	Summer 21- 26%	Summer 21- 22%
	Summer 22 - 11%	Summer 22 - 17%	Summer 22- 27%

4	Summer 21- 25% Summer 22 - 16%	Summer 21- 25% Summer 22 - 20%	Summer 21- 30% Summer 22 - 26%
5	Summer 21- 12% Summer 22 - 18%	Summer 21- 10% Summer 22 – 0%	Summer 21- 19% Summer 22 - 8%

Please note, the DfE is not publishing the 2022 data for KS2.

We have also not compared our 2022 data (end of Key Stage 1 and end of Key stage 2) to pre-pandemic results as the impact of COVID-19 makes it difficult to interpret why the results are as they are.

As well as academic outcomes, we utilised last year's allocation to provide our children with opportunities they hadn't had in previous years (in some part down to COVID-19). Educational visits recommenced, students participated in creative showcasing events which contributed to the school receiving the Artsmark award, as well as this, all of Year 4 and elective students performed in two music concerts. We used curriculum resourcing to provide memorable experiences such as dissecting hearts and immersive days such as the Stone Age Day and visits from archaeologists. Providing these memorable experiences for all students is vital as we look to narrow the social gap between our students.

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
Worth Unlimited	Worth Unlimited

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils

N/A

Further information

This year will see the launch of the Curriculum Promise. This is a programme which will run alongside the national curriculum objectives. The main aims of the Promise is to improve the cultural capital of all our pupils, we will do this by providing our students with experiences, celebrating and learning about key events and key people from literature, science, art and music. The full Curriculum Promise can be located on the school website.