

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 overview

Detail	Data
School name	Heathlands Primary Academy
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	50% (202)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 – 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Andrew Byrne
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 270,672.52
Recovery premium funding allocation this academic year	£ 29,073
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 46,890
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 346,635.52

# 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 catch-up 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 daily 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	Some pupils in receipt of PP funding have challenges in demonstrating appropriate learning behaviours. These pupils physically and emotionally 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.

4	On average children join the school with lower than national levels of English and maths and early reading.
5	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.

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

<ul style="list-style-type: none"> <li>• Pupils love learning and have access to an engaging, broad and varied curriculum</li> </ul>	<p>appropriate visitors into school to inspire and enhance learning and make it memorable</p> <ul style="list-style-type: none"> <li>• Children will be exposed to a wide range of social, cultural, enrichment and sporting activities within and outside of the school day.</li> <li>• Home learning access to TT Rockstars and other online resources are offered and used by children to enhance their learning</li> </ul>
<ul style="list-style-type: none"> <li>• All disadvantaged children will meet national expectations for attendance and persistent absence</li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantaged children will meet or exceed national attendance for non-disadvantaged children (96%+)</li> <li>• 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</li> </ul>
<ul style="list-style-type: none"> <li>• All pupils will know and demonstrate the 'Heathlands Values' with good self-organisation, resilience and perseverance.</li> <li>• They will be able to work independently and co-operatively, with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Monitoring tasks, such as lesson observation visits will show that these values and behaviours are being developed and children are being encouraged to develop these by staff</li> <li>• Pupils show that they are resilient and able to learn from mistakes.</li> <li>• Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.</li> <li>• Children who have challenges with behaviour and social interaction will be supported by mentors, external partners and staff to improve this.</li> </ul>

## 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: £ 242,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Role of the Pupil Premium lead</i>	Evidence from EEF: The guide to Pupil Premium – a tiered approach to spending	All
<i>HLTA, TA and Learning mentor salaries</i>	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
<i>Core curriculum resourcing</i>	Evidence from EEF: The guide to Pupil Premium – a tiered approach to spending	1,2,3
<i>Wider curriculum resourcing</i>	Evidence from EEF: The guide to Pupil Premium – a tiered approach to spending	1,2,3
<i>Subscriptions to support such as Capita reading, TT Rockstars etc</i>	Evidence from EEF: The guide to Pupil Premium – a tiered approach to spending	1,2,3

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

Budgeted cost: £ 25,643

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and Language Therapist</i>	Evidence from EEF: Teaching and Learning toolkit Individualised instruction +4 months	1,3,4

<i>Worth Unlimited (Learning mentors)</i>	Evidence from EEF: Teaching and Learning toolkit Metacognition and self-regulation +7 months Social and Emotional learning + 4 months	3
<i>Ed Psych support</i>	Evidence from EEF: Teaching and Learning toolkit Social and Emotional learning + 4 months Metacognition and self-regulation +7 months	3
<i>COBS behaviour support</i>	Evidence from EEF: Teaching and Learning toolkit Behaviour interventions +3 months Social and Emotional learning + 4 months Metacognition and self-regulation +7 months	3

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

Budgeted cost: £ 18,683

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Swimming lessons for 2 year groups</i>	Evidence from EEF: Teaching and Learning toolkit Sports participation +2 months	1,2,5
<i>Breakfast club</i>	Evidence from EEF: The guide to Pupil Premium – a tiered approach to spending	2
<i>Music tuition</i>	Evidence from EEF: Teaching and Learning toolkit Arts participation +2 months	1,2,3,5
<i>Trips, visits and visitors</i>	Evidence from EEF: The guide to Pupil Premium – a tiered approach to spending	1,2,4,5

**Total budgeted cost: £ roughly 286,605**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Gro-mentoring	Gro-mentoring
Worth Unlimited	Worth unlimited

### Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*