



Heathlands Primary Academy

Pupil Premium Plan

At Heathlands Primary Academy we are committed to narrowing gaps and ensuring that every pupil excels. The pupil premium is additional funding given to publicly funded schools in England for children from Reception to Year 6 to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil Premium plans for 2020/21

Funding for 2020 to 2021

Year Group	Total number of pupils	Non-pupil premium	Pupil Premium	% Pupil premium
R	60	36	24	40%
1	51	31	20	39.2%
2	60	30	30	50%
3	55	25	30	54.5%
4	62	31	31	50%
5	62	28	34	54.8%
6	61	25	36	59%
Total	411	205	206	50.1%
Total (1-6)	351	170	182	51.9%

Heathlands Primary Academy currently has 47.9 (%) Pupil Premium (PP) pupils.

In the 2020 to 2021 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,345 for pupils in reception year to year 6
- £2,300 for each LAC pupil (Looked after child)
- Under the EYPP entitlement up to £302.10 per child

Schools will also receive £2,300 for each pupil who has left local-authority care (LAC) because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangement order
- a residence order

Number of pupil premium pupils and estimated Pupil Premium Grant (PPG) received for the academic year 2020-2021	
Total number of pupils on roll	443
Total number of pupils receiving PPG	190 plus additional for LACES pupils
Estimated amount received for the academic year 2020-2021	£255,550
Estimated spend	£255,550
What are our key strategies to close the attainment and progress gaps for Pupil Premium pupils at Heathlands Primary Academy	
<ul style="list-style-type: none"> • Quality First Teaching • Same day interventions • A rich, exciting and engaging curriculum for all • Evaluation of outcomes 	

At Heathlands Primary Academy, we are constantly striving to deliver the best support for all pupils. Motivated in our goal of closing the attainment gap for disadvantaged pupils, we are continuously looking for new or additional interventions that can help us meet our goal. Below is a table of planned expenditures for 2020-21, designed to help close the gaps, raise progress and attainment and support our disadvantaged pupils in maths, reading and writing.

NB: Due to COVID 19 and the partial lockdown of schools, the key priorities and attainment targets remain unchanged. Some spending streams e.g. swimming will be reduced due to trust an government guidelines and restrictions.

Pupil Premium Predicted Expenditure 2020-2021

Action/ Area of Development	Cost	Targeted Groups	Intended Outcomes	EEF Average Impact Rating
KS1 interventions in Phonics, RWM to be delivered by TA's 1 hr	£192,427	<ul style="list-style-type: none"> •Year 1 Phonics •Year 2 Phonics •Year 3- Phonics •Year 3- Boys Writing •Year 3 – Maths •Year 4 - Phonics •Year 4 - Boys Writing •Year 4 – Maths •Year 5/6 – Booster groups for RWM. •PP EAL children – new to the country to receive specialist daily support (EAL lead) 	<ul style="list-style-type: none"> •90% of children to pass Phonics Screening (100% PP to pass Phonics Screening •100% of year 2 children pass Phonics retest •Gap between PP and other children to close •70% PP children to be at or above ARE in RWM at end KS1 and KS2 •70% PP children to be at or above ARE in all year groups. 	Feedback +8 months
KS2 interventions in Phonics, RWM to be delivered by TA's. 1 hr				Small Group Tuition +4 months
Additional adults to				Teaching Assistants +1 month

<p>provide feedback to aid AfL and children's progress</p> <p><i>(includes % of TA hours, 0.25 of DHT salary and 50% of HLTA salary including on costs)</i></p> <p>Learning Mentor to work with vulnerable children to support learning and offer support strategies to children and their families.</p>		<ul style="list-style-type: none"> •PP children identified within all groups above. •Children in all year groups •PP children in all year groups •Vulnerable families within the school community. 	<ul style="list-style-type: none"> •PP EAL children to develop vocab knowledge and use this confidently across the curriculum. •Increase in self-confidence leading to improved outcomes. •Rates of attendance increases and PA level decreases. •100% of vulnerable children making ARE or better than expected progress. •Increase in families attending arranged meetings within school. (100% attendance) •Improved links with vulnerable families. •Behaviour mentoring leads to more positive learning behaviours in the classroom. 	<p>Behaviour Interventions +3 months</p> <p>Social and Emotional Learning +4 months</p>
<p>Children in two year groups to attend swimming lessons to learn to swim and be water safe.</p> <p>Transport and bath hire to be booked for this.</p>	<p>£4,008 postponed until later in the year</p>	<ul style="list-style-type: none"> •Children in Year 3 (30 PP) and Year 5 (34 PP) 	<ul style="list-style-type: none"> •100% PP children are able to swim and are water safe. •Water confidence to have developed. •Increased levels of well-being, health and confidence. 	<p>Sports participation +2 months</p>
<p>To provide a warm, nutritious breakfast for PP</p>	<p>£16,662</p>	<ul style="list-style-type: none"> •PP children 	<ul style="list-style-type: none"> •Attendance rates rise and PA rates fall. •Children do not begin the day feeling hungry. 	<p>No EEF data – pupil wellbeing</p>

children at the beginning of the school day.			<ul style="list-style-type: none"> •Increase in number of PP children attending breakfast club to 60-70%. 	
Music specialist to deliver high quality music lessons and instrument tuition.	£5,122	<ul style="list-style-type: none"> •Year 4 children •Year 4 PP children 	<ul style="list-style-type: none"> •High Quality music provision is provided to Year 4. •100% of PP children to learn an instrument. •Children to gain confidence in performing to an audience. •Raised confidence and self –esteem. 	Arts Participation +2 months
Support for funded educational visits.	£1,000	<ul style="list-style-type: none"> •PP children in all year groups. 	<ul style="list-style-type: none"> •Achievement gap between PP and other reduces. •All PP children and vulnerable families are supported to enable them to access all educational visits. 	No EEF data
Speech and Language Therapist	£10,800	<ul style="list-style-type: none"> •PP children in all year groups. 	<ul style="list-style-type: none"> •Develop speech and language in identified children. •Increase in confidence, of targeted children, when speaking within lessons. 	No EEF data
Worth Unlimited	£2,280	<ul style="list-style-type: none"> •Targeted PP children identified for pastoral/behaviour mentoring from across the school •Targeted children identified for pastoral/behaviour mentoring from across the school. 	<ul style="list-style-type: none"> •Reduction in behaviour incidents •Increased confidence, self-worth and self esteem •Increase in levels of attainment and progress 	Social and Emotional learning +4 months
Educational visitors	£1,000	<ul style="list-style-type: none"> •All children •All PP children 	<ul style="list-style-type: none"> •Foundational curriculum knowledge increases •Increase in curricular engagement •Increase in attainment and progress •Developing the range of challenging learning experiences provided for the children 	No EEF data
Purchase of high-quality curricular texts	£3,000	<ul style="list-style-type: none"> •Children in all year groups •PP children in all year groups •Year 5 and 6 •PP children in Year 5 and 6 •Boys reading and writing in 5 and 6 	<ul style="list-style-type: none"> •End of KS2 reading data and progress increases. •More engagement from significant groups with reading. (disadvantaged boys) 	No EEF data

			<ul style="list-style-type: none"> •Children are provided with a wider range of high-quality texts •Curriculum knowledge develops through related high-quality fiction and non-fiction texts. •The gap between attainment and progress of PP and non-PP reduces at end of Key stage 2 	
Purchase of high-quality resources to support the developing intent and implementation of the wider curriculum	£3,000 Curriculum resources	<ul style="list-style-type: none"> •All PP children •All children 	<ul style="list-style-type: none"> •Higher engagement and knowledge acquisition of foundation subjects. •Children will be engaged in more practical activities. •Children’s knowledge and skills increase in the wider curricular subjects 	No EEF data
Purchase of high-quality resources to support the development of the Maths mastery curriculum	£3,000 Curriculum resources	<ul style="list-style-type: none"> •All PP children •All children 	<ul style="list-style-type: none"> •Children will be engaged in more practical maths activities. •End of Key stage attainment and progress continues an upward trend. •End of Key stage attainment and progress for PP children increase. •The gap between attainment and progress of PP and non-PP reduces at end of Key stage 2 	Mastery learning +5 months
Purchase of high-quality resources to support the development of the English curriculum delivery	£3,000 Curriculum resources	<ul style="list-style-type: none"> •All PP children •All children 	<ul style="list-style-type: none"> •End of Key stage attainment and progress continues an upward trend. •End of Key stage attainment and progress for PP children increase. •The gap between attainment and progress of PP and non-PP reduces at end of Key stage 2 	Reading comprehension strategies +6 months
Purchase of high-quality resources to support the development of	£3,000 Curriculum resources	<ul style="list-style-type: none"> •All PP children •All children 	<ul style="list-style-type: none"> •Children will be engaged in more practical science activities. •Recall of knowledge and understanding of Scientific terminology and 	No EEF data

the Science curriculum			processes is clear from pupil voice, book scrutinies, drop ins etc	
Behaviour Support e.g. COBS	£750.00	<ul style="list-style-type: none"> •All PP children •All children 	<ul style="list-style-type: none"> •Percentage of FTE's reduces •Behaviour and attitude continues to be a strength of the school and improves. •Attainment and progress levels of identified children accelerates due to management of behaviour. 	Behaviour interventions +3 months Social and Emotional learning +4 months
Ed-Psych support	£3,661	<ul style="list-style-type: none"> •All PP children •All children 	<ul style="list-style-type: none"> •Mental health and well being of identified children improves. •Teachers become more skilled in managing mental health and well-being in the classroom. •Attainment and progress levels of identified children accelerates due to management of behaviour. 	Social and Emotional learning +4 months
MyLexia and Capita reading cloud subscription	£2,840	<ul style="list-style-type: none"> •All PP children •All children 	<ul style="list-style-type: none"> •Targeted support for small groups of children accelerates progress in reading outcomes. •End of Key Stage outcomes improve and are inline or above national standards. 	Small group tuition +4 months Reading comprehension strategies +6 months

Education Endowment Foundation (EEF)

The EEF is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children and young people from all backgrounds can fulfil their potential and make the most of their talents. They fund rigorous evaluations of innovative projects aiming to raise pupils' attainment. They do this to find out what's most likely to work effectively and cost-effectively, and to put that into action across the country. At Heathlands Primary Academy, we use research findings from the EEF to help prioritise and allocate PP funding. Where possible, our approach to expenditure of PP funds is based on evidence-based practice. Where the EEF does not support the action or intervention with research findings, then previous impact (from Heathlands data) of the intervention or action will be used to inform the allocation of funds.

EYFS GLD

Pupil Premium Groups:	EYFS GLD			
	15/16	16/17	17/18	18/19
ALL CHILDREN at Expected at end of EYFS	73%	73%	79%	75%
Pupil Premium at Expected at end of EYFS	76%	72%	73%	58% (71%)

Phonics

Pupil Premium Groups:	Phonics			
	15/16	16/17	17/18	18/19
ALL CHILDREN at Expected at end of Y1	87%	80%	90%	84%
Pupil Premium at Expected at end of Y1	93%	78%	82%	76%

The impact of these PP interventions can be seen in the tables below:

	Attainment at end of KS1 – Year 2 (2018/19)			Other Children Nationally 2017/18		
Pupil Premium Groups:	Reading	Writing	Maths	R	W	M
ALL CHILDREN at Expected at end of KS1	82%	77%	78%	79%	74%	80%
Pupil Premium at Expected at end of KS1	73%	68%	64%			
	Attainment at end of KS2 – Year 6 (2018/19)			National Expectation 2018/19		
Pupil Premium Groups:	Reading	Writing	Maths	R	W	M
ALL CHILDREN at Expected at end of KS2	63%	75%	77%	73%	78%	79%
Pupil Premium at Expected at end of KS2	60%	69%	77%			

4-year attainment trend

	Attainment at end of KS1 – Year 2 (4 year trend)											
Pupil Premium Groups:	Reading				Writing				Maths			
	15/16	16/17	17/18	18/19	15/16	16/17	17/18	18/19	15/16	16/17	17/18	18/19
ALL CHILDREN at Expected at end of KS1	60%	70%	67%	82%	42%	55%	65%	77%	42%	58%	68%	78%
Pupil Premium at Expected at end of KS1	61%	63%	63%	73%	39%	37%	57%	68%	35%	43%	63%	64%

	Attainment at end of KS2 – Year 6 (4 year trend)											
Pupil Premium Groups:	Reading				Writing				Maths			
	15/16	16/17	17/18	18/19	15/16	16/17	17/18	18/19	15/16	16/17	17/18	18/19
ALL CHILDREN at Expected at end of KS2	40%	53%	67%	63%	63%	64%	72%	75%	47%	59%	67%	77%
Pupil Premium at Expected at end of KS2	32%	39%	58%	60%	53%	54%	65%	69%	38%	54%	53%	77%

Combined Attainment at End Key Stage 2 (4-year trend)

Pupil Premium Groups:	Reading			
	15/16	16/17	17/18	18/19
ALL CHILDREN at Expected at end of KS2	25%	46%	55%	53%
Pupil Premium at Expected at end of KS2	24%	36%	43%	40%

Expected progress end of KS2(4 Year trend)

	Whole school Progress (tracking points)											
Pupil Premium Groups	Reading				Writing				Maths			
	15/16	16/17	17/18	18/19	15/16	16/17	17/18	18/19	15/16	16/17	17/18	18/19
Progress of ALL CHILDREN	-2.61	-0.89	-0.38	-0.6	-2.90	0.17	0.50	1.6	-1.71	-0.38	-0.04	1.5
Progress of Pupil Premium	-2.00	-1.20	-0.55	-1.0	-3.83	-0.77	0.32	0.1	-1.29	-0.44	-1.22	1.4

Impact of PPG on Attendance

	2015-2016	2016-2017	2017-2018	2018-2019
Attendance	94.1%	94.1%	95.15%	
Persistent Absentees (below 90%)	13.7%	15.4%	13%	

Date of Review: July 2020

Case Studies for Attendance

Child M had attendance of 66.5% at the end of academic year 2015/16. The Senior Learning Mentor began working with the family upon taking up post in July 2016. The parent was disengaged and had a mental health condition that was impacting on her ability to bring her daughter to school. SLM referred the family for support and worked alongside the Family Support Worker throughout the following academic year. This saw her attendance rise to 84.4% for academic year 2016/17 – a rise of 17.9% on the previous year. Further support was implemented throughout the next year, Child M was supported in coming in to school by arranging entry to breakfast club or coming to see the Pastoral team first thing in the morning. Small attendance prizes were awarded every week for full attendance and the SLM kept in regular contact with the parent. Further safeguarding issues arose which the parent informed the school about and an appropriate referral was made to CASS. Child M was made subject to a Child Protection plan and the school continued to support the family. Child M's attendance for the year was 90.9% - this was the first time she had not been a PA child. The Child Protection plan was stepped down to a Child in Need plan in October 2018. The parent regularly contacts the Pastoral team to alert them of any issues and to seek support where necessary. Child's M current attendance is 96.7%.

Child E had historically very poor attendance. Attendance stood at 40.4% at the end of 2017/18 academic year. The school offered early help intervention which was rejected by the parent. The school followed the Spotlight on Attendance process and a penalty notice was issued in xxx. The school continued to work with the family, carrying out numerous home visits and inviting parent into school. The Pastoral team continued to be concerned about Child E's welfare and made a referral to CASS. An ASTI social worker visited the family and recommended Family Support but the parent did not want to engage. The school continued to make home visits and attempted to speak to other family members to improve the situation. Spotlight/Fast track on attendance was implemented again. The parent continued to disengage and so the SLM waited by the school gate to speak to her and advised that she was concerned that Child E was being neglected and that she needed to conduct a home visit. The parent agreed to this and consented to the SLM conducting a Graded Care Profile. Following this visit, amid other concerns, a further referral was made to CASS. Child E was made subject to a Child Protection plan in June 2018. Child E was placed temporarily with a family member with mum's consent. The school continued to work with both the parent and the family member. From September 2018 Child E has lived with the family member under a Private Fostering arrangement. The school continues to communicate with the parent and supports her to continue to have a positive relationship with Child E. Child E went on a pre-planned family holiday in September 2018 but has otherwise been in school, on time, every day. Child E's current attendance is 93.5%.

Child O had 80.4% attendance at the end of 2016/17 academic year. Parents were invited in for meetings and support was offered. There was a concern regarding Child O's health and a recurring health problem which the school supported through liaison with School Nurse. Child O had a tonsillectomy in April 2018. Further support was offered in school through administering medication where necessary and meeting with parents when concerns were raised about a bullying incident in school. Child O currently has 95.1% attendance so far this academic year.