

Pupil premium strategy statement – Heathlands Primary Academy

This statement details our school’s use of pupil 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	451
Proportion (%) of pupil premium eligible pupils	211 (47%)
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)	2024/2025- 2027/2028
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Pete Higgins (Headteacher)
Pupil premium lead	Craig McMahon (Deputy Headteacher)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£270, 840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 11,135.78
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>	£281,975.78

Part A: Pupil premium strategy plan

Statement of intent

The effective use of Pupil Premium is fundamental to our school's mission, vision, and values. We are committed to providing a personalised education for all pupils, regardless of background or ability. We aim to eliminate barriers to learning and ensure that all pupils achieve their full potential. A primary focus of our Pupil Premium strategy is to address attainment gaps, create equitable outcomes and provide long-lasting memories and experiences for all students.

Objectives:

- To close the outcome gap
- To provide children memorable experiences in-line with our Curriculum Promise
- To ensure interventions are highly effective
- To further improve attendance of all pupil groups

To ensure successful implementation, evidence-based strategies will be employed to support the most disadvantaged pupils. A holistic approach, combining academic recovery programs with social and emotional support will foster the well-being and development of both children and families. Key principles will guide the delivery of an enriched, relevant and engaging curriculum to maximise impact.

- Evidenced based strategies will be implemented to ensure the best impact on improving outcomes for disadvantaged pupils, these will be drawn from reliable sources such as the Education Endowment Fund and the Sutton Trust
- Quality-first teaching is key to improve outcomes for disadvantaged pupils
- Every child has the right to succeed academically and children and their families will be supported socially and emotionally at all times
- We are committed to providing our disadvantaged pupils with access to a wide variety of curricular and extracurricular experiences and activities

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment and slower progress rates made by pupil premium/disadvantaged 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.

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.
To ensure every child has access to excellent teaching, in every classroom, every day.	<ul style="list-style-type: none"> Standards of teaching is of a consistently high standard. This will be evidenced through the monitoring cycle and teacher triangulation. A comprehensive catalogue of CPD support and training accessed by teachers and teaching assistants.
To improve attendance of all pupils and diminish differences between disadvantaged pupils.	<ul style="list-style-type: none"> School attendance target of 96% met. Attendance of disadvantaged pupils in line with attendance of their peers. Persistent absence remains below 10% and in-line for disadvantaged pupils and their peers. Strategies to improve attendance have a positive impact: Breakfast club, £2 initiative and pastoral support
To ensure all pupils are able to read fluently, and with confidence, in any subject.	<ul style="list-style-type: none"> Reading remains an overarching priority. Phonics outcomes at the end of Year 1 are, at least, in-line with National figures Reading outcomes and progress at the end of Key Stage 2 are, at least, in-line with National

	<ul style="list-style-type: none"> •Attainment and progress for disadvantaged pupils to be in-line with national expectations and diminish the gap with their peers •Regular Pupil voice and monitoring of reading demonstrates that children have a love of reading
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 251,504.38

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 TT Rockstars	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: £13,921.02

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
Mentoring	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: £16550.38

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

Total budgeted cost: £ £281,975.78

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last academic year, the gap between disadvantaged and non-disadvantaged children closed in certain areas. 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.

Phonics

Last academic year, there was a gap of 2% between the number of disadvantaged and non-disadvantaged pupils who achieved the pass mark on the phonics screening check. This is a closer gap than the previous year which was 4%. However, overall attainment did fall which is why reading, and phonics in particular, is one of the overarching priorities this academic year.

End of Key Stage Two

The table below compares disadvantaged outcomes for pupils at Heathlands to local, regional and national counterparts. Disadvantaged children in Year 6 at Heathlands performed in-line with all of these, slightly outperforming national and regional in most areas and performing slightly below local comparisons in individual subjects. However, a focus last year was on the combined figure where disadvantaged children performed better than both national and local comparisons. A huge success was the number of disadvantaged children who achieved the higher standard, outperforming national and local comparisons in every aspect aside from one.

Estab. No.	School	Cohort	RWM*		READING			WRITING TA		MATHS			GPS					
			●● ≥Exp	● High	Avg. SS	● <Exp	●● ≥Exp	● High	●● ≥Exp	● GDS	Avg. SS	● <Exp	●● ≥Exp	● High	●● ≥Exp	● High		
-	NCER National	191,580	45.9%	3.1%	102.8	36.0%	62.9%	18.3%	58.9%	6.4%	101.5	39.3%	59.4%	13.0%	102.4	39.5%	59.4%	20.1%
-	DfE Region - West Midlands	25,990	47.8%	3.1%	102.8	35.2%	63.9%	18.6%	61.3%	6.3%	101.7	37.9%	61.0%	13.8%	103.1	36.5%	62.6%	23.0%
-	LA	7,981	52.6%	4.0%	103.2	33.3%	66.0%	20.6%	64.6%	7.4%	102.7	33.2%	66.0%	17.6%	104.3	31.2%	68.1%	29.2%
2455	Heathlands Primary Academy	28	60.7%	10.7%	103.9	35.7%	64.3%	32.1%	60.7%	14.3%	102.6	35.7%	64.3%	17.9%	104.1	35.7%	64.3%	32.1%

As well as academic outcomes, we utilised last year's allocation to provide our children with wider opportunities which built on the previous year's launch of our Curriculum Promise. This is a program which runs alongside the National Curriculum objectives. The main aim of the Promise is to improve the cultural capital of all our pupils 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. Last year every child performed in a production in front of parents/carers, all children had a pantomime visit, every class had additional educational visits or visitors and all of Key Stage Two participated in the InTo Film Festival. We also held our very first careers day which included visitors from a range of fields who shared their expertise with the children.

Externally provided programmes

Programme	Provider
Mentoring	Worth Unlimited

