

Heathfield Academy Pupil Premium Grant: Action plan 2017/2018

Context of Academy

Heathfield Academy is a two form entry Academy in Croydon. It forms part of the STEP Academy Trust (a family of Academies in the local area).

Inspired by the commitment to improve children's life chances, STEP Academies work together to provide high quality learning experiences for all their pupils. We are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

Key facts

- Heathfield Academy opened on 1st September 2015 and we currently have one Reception class, one Year 1 class and two Year 2 classes.
- At Heathfield Academy, we view the needs of all of our children as important and ensure that our teaching and learning opportunities meet the needs of all of our children.
- Our total funding for 2017-2018: £23,500

Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. Through targeted interventions we will work to eliminate barriers to learning and progress.

We recognise that not all pupils who are eligible for PPG are underachieving and that not all pupils who are underachieving are eligible for PPG. Historically, pupils with FSM do not achieve as well as other pupils. At Heathfield Academy, our PPG pupils leave Early Years in line with their peers and continue to make progress as they move through KSI.

The most important thing is that all children are receiving a high quality education through quality first teaching.

Not only do we track the children's **academic achievement** and **progress** but we also focus on the children's **wellbeing** and **engagement** in school.

The Pupil Premium report will be reviewed and updated at the end of each Summer term.

Levels of FSM Eligibility Across the Academy, including Ever6:

	Year R	Year 1	Year 2	Total
Number on Roll	30	30	40	100
Number of FSM 2017-18	8	8	10	26

Context

Number of Pupils on roll	100
Number of pupils who are looked after (CLA)	0
Number of Pupils whose parents currently employed in the armed services	0
Number of children receiving Pupil Premium Funding 2017-2018	26

Impact from 2016-2017 and key priorities for 2017-2018

EYFS

- 90% of cohort achieved GLD – 100% of PP children. (6 children)
- 100% of PP children achieved ELGs in reading, writing and number. (6 children)
- 50% of PP children exceeded ELGs in reading, writing and number. (3 children)

Year 1

- 90% of PP children reached the expected standard in the phonics screening (89% as a cohort) (9/10 children)
- 20% of Pupil Premium children were working at greater depth in reading (2/10 children) and 10% in writing (1/10 children)

Attendance

- Attendance of PP children has increased over the last 2 years (2015-2016 90.6% – 2016-2017 95.7%)
- 2016-2017 Whole school 96%. PP 95.7%.

Priorities (2017-2018)

Academic achievement (in particular maths)

- Ensure PP children leave EYFS in line with their peers in reading, writing and maths.
- Ensure the PP children in Year 1 maintain the high standards achieved in EYFS in reading, writing and maths. Targets: Expected standard 100%, Greater depth 80%. (AIP 8)
- 100% of PP children reach the expected standard in the phonics screening (Year 1)
- 100% of Year 2 children reach the expected standard in the phonics screening. (1 child) (AIP 8)
- Increase the percentage of Year 2 PP children working at the expected standard in reading, writing and in particular **maths**. Expected standard 80%,
- Increase the percentage of Year 2 children working at greater depth in reading, writing and in particular **maths**. Greater depth 20% (AIP 8)

EAL

- Ensure **EAL** children develop their vocabulary and spoken English on entry to EYFS in order to leave EYFS in line with their peers.
- Ensure EAL children are assessed on entry to the school (mid-year entry) and receive appropriate support to close any gaps.

Attendance

- Work closely with the EWO to track the attendance of all PP children ensuring the gap narrows between Pupil Premium children and other groups. Target of 97% for all pupils. (AIP 15)

Emotional wellbeing

- Ensure all PP children are supported with their **emotional wellbeing**. Continue the art therapy course for 2 targeted children. (Year 2) (AIP 15)
- Develop the confidence and resilience of all EYFS Pupil Premium children through the engagement in swimming lessons.
- Develop the self-esteem and confidence of Year 2 PP children (7/10 children) – training for PE and games leaders (through Croydon Schools Sports Partnership (SSSP)) (AIP 15)

Main barriers	Project	Desired Outcome	Actions	Monitored by	Impact and cost
<p>Academic achievement – gaps in knowledge – particularly mathematical concepts.</p>	<p>In class support for children. EYFS – HLTA support Year 1 – LSA support Year 2 – LSA support</p> <p>Intervention programmes for identified children.</p>	<p>Pupil Premium children make at least expected progress (3 steps in EYFS and 4 steps in KSI) and the gap is narrowed, particularly in maths.</p> <p>Pupil Premium children leave EYFS working at the expected standard in reading, writing and maths and in line with their peers. (EYFS GLD – 83%)</p> <p>Pupil Premium children in Year 1 maintain the high standards achieved in EYFS in reading, writing and maths. Targets: Expected standard 100%, Greater depth 80%. (AIP 8)</p> <p>The percentage of Year 2 Pupil Premium children working at the expected standard and greater depth in reading, writing and in maths has increased from 2016-2017. Targets: Expected standard 80%, greater depth 20% (AIP 8)</p> <p>100% of Pupil Premium children reach the expected standard in the Year 1 phonics screening.</p> <p>100% of Year 2 Pupil Premium children reach the expected standard in the phonics screening. (1 child) (AIP 8)</p>	<p>Deployment of staff. HLTA time in EYFS LSA time in Year 1 and Year 2 HLTA/LSA support for Greater Depth children in class.</p> <p>HLTA is deployed in EYFS to support Pupil Premium children in the classroom and to work closely alongside the class teacher focusing on language development, vocabulary and number concepts.</p> <p>Pupil Premium children have access to greater depth within fluency, problem solving and reasoning as part of the daily mathematics mastery lessons.</p> <p>EYFS children are supported daily in writing, phonics and number interventions by HLTA.</p> <p>EYFS children attend the Greater Depth Club (Summer term). Run by AHT.</p> <p>Targeted interventions – daily phonics sessions, EAL language groups, maths groups, fine motor skills groups, friendship groups, hold a sentence groups.</p>	<p>Analysis of termly data – teacher assessment, PIRA/PUMA tests.</p> <p>Formative assessment grids – tracking progress overtime.</p> <p>End of unit quizzes in foundation subjects</p> <p>Headstart maths assessments/Mathematics mastery assessments</p> <p>Learning walks</p> <p>Book looks</p> <p>Discussions with children – verbalising learning.</p> <p>Case studies show impact of interventions.</p> <p>Progress and attainment are discussed and reviewed during pupil progress meetings.</p>	<p>£13,500</p> <p>Autumn impact Year 1 – 100% of PP children working at expected standard in reading and 80% in maths and writing. Greater depth: 60% GD in reading, 20% GD in writing and 20% GD in maths.</p> <p>Year 2 – 50% of PP children working at the expected standard in reading and maths with 80% in writing. Greater depth: 20% GD in reading and writing.</p> <p>Year 2 – evidence in books is showing an improvement in applying phonic knowledge when sounding out words and an improvement in sentence structure.</p> <p>Spring impact Phonics screening – 5/6 children currently on track to reach the expected</p>

		<p>KSI Pupil Premium children confidently apply their phonic knowledge in their reading and writing. (Increase in reading fluency, evidence of applying phonics in independent written work).</p>	<p>Small group and 1:1 support for Pupil Premium children in KSI taking/retaking the phonics screening. (Headteacher and SENDCo)</p> <p>Small group phonic interventions in Year 2 with a focus on applying phonics to read and write words and sentences. Hold a sentence to develop sentence structure and vocabulary.</p> <p>Small group interventions with SENDCo focusing on knowledge of numbers to 10 and 20 and a sound knowledge of number bonds.</p>		<p>standard in the phonics screening.</p>
<p>EAL</p> <p>There are 57% EAL children across the school. A high proportion start in EYFS with limited or no spoken English.</p>	<p>Early intervention for EAL children starting in Reception and for children starting mid-year across the school.</p> <p>Support for vocabulary and language development.</p>	<p>EAL children leave Reception in line with their peers.</p> <p>EAL children make at least expected progress and the gap closes in reading, writing and maths.</p> <p>EAL children develop their spoken English which impacts on their written work and sentence structure.</p> <p>Parents are empowered to support children at home with their learning.</p>	<p>Small group intervention focussing on developing children's vocabulary and spoken English (HLTA/LSAs)</p> <p>Small group intervention (KSI) focussing on developing the children's sentence structure (orally and written).</p> <p>Assessment of EAL/Pupil Premium children on entry (mid-year entry). Interventions put in place to address gaps in knowledge and close the gap.</p> <p>HLTA (EAL specialist) attends Early Chatter Matters course and implements strategies in school.</p> <p>Parents attend the family learning programme (CALAT) and develop strategies to support children at home.</p>	<p>Analysis of termly data – teacher assessment, PIRA/PUMA tests.</p> <p>Formative assessment grids – tracking progress overtime.</p> <p>Discussions with children (Learning walks)</p> <p>Progress and attainment are discussed and reviewed during pupil progress meetings.</p> <p>Attendance at CALAT sessions.</p>	<p>£8000</p> <p>Autumn impact</p> <p>Year 1 – 100% of Pupil Premium children who are EAL are working at the expected standard in reading, writing and maths.</p> <p>Year 2 – 3/4 Pupil Premium children who are EAL are working at the expected standard in reading and writing with 1/4 in maths.</p>

Attendance	Tracking of Pupil Premium attendance.	Pupil Premium attendance data remains in line with other groups and increases from 2016-2017 (95.9%) to 97%.	<p>Pupil Premium attendance is tracked every 4 weeks and any gaps identified.</p> <p>EWO intervention when appropriate. Meetings with parents and home visits.</p> <p>EWO to visit the school every 2 weeks to meet with the HT and Attendance Officer and track whole school, group and individual attendance.</p> <p>Attendance data is displayed outside every classroom as an incentive to being in school every day.</p> <p>Rewards for good attendance – 100% certificates from Attendance Annie – half-termly.</p> <p>Attendance Annie visits the children in assembly – half-termly.</p>	Regular and ongoing tracking of PP children's attendance.	<p>£2000</p> <p>Autumn impact Whole school attendance 96.9% PP attendance 95.8%</p>
Emotional wellbeing	Art Therapy (Foundation Drawing and Talking Therapy)	2 identified Pupil Premium children make progress in their emotional development and have strategies for managing their behaviour and behaviour for learning. (Reduction of behaviour incidents recorded in CPOMs).	<p>Teachers and SENDCo work closely with parents to identify children for the art therapy course.</p> <p>Identified children complete a 10 week Art Therapy course focusing on managing behaviour.</p>	<p>Observations in class and around the school.</p> <p>Monitoring of incidents in CPOMs.</p> <p>Discussions with class teachers and parents.</p>	<p>£1000</p> <p>Autumn impact Class teachers note a positive difference in the children's attitude, confidence and behaviour for learning in the classroom and around the school. Both children are making progress in all</p>

	<p>Swimming</p> <p>Sports and Playground leader training</p>	<p>Pupil Premium children attend 5 weeks of swimming lessons and develop their confidence and resilience in the water. Pupil Premium children are able to enter the pool unaided and place their face in the water, blowing bubbles confidently. The children are able to swim with floats.</p> <p>Targeted children have access to Sports Leadership training in order to boost confidence and develop their social wellbeing. The children complete the training and lead the festivals confidently.</p>	<p>Pupil Premium children attend all 5 lessons.</p> <p>Pupil Premium children are encouraged by the HLTA, class teacher and swimming teacher to enter the water.</p> <p>(CSSP) Croydon Schools Sports Partnership work with a group of Y2 children to develop their leadership skills through PE and games.</p> <p>Two training sessions in the spring term.</p> <p>Sports festival led by the Sports Leaders in the summer term.</p>	<p>Observations of participation in swimming lessons.</p> <p>Confidence in PE lessons and leading sports festivals.</p>	<p>areas – evident in books. No incidents of behaviour have been logged in CPOMs.</p> <p>£200 Autumn impact 100% of Pupil Premium children were able to enter the pool independently and to put their faces in the water. Children developed confidence floating on their fronts holding onto the side of the pool.</p> <p>£500 Autumn impact Sports Leaders have been chosen and permission granted by parents.</p> <p>Spring impact Training sessions are completed. 7 Pupil Premium children attended the training enthusiastically and confidently.</p>
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