

Heathfield Academy Pupil Premium Grant: Action plan 2018/2019

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 two Reception classes, one Year 1 class, one Year 2 class and two Year 3 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 2018-2019: £62,040

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 KS1 and into KS2.

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	Year 3	Total
Number on Roll	49	29	30	42	151
Number of FSM 2018-19	11	9	10	17	47

Context

Number of Pupils on roll	150
Number of pupils who are looked after (CLA)	1
Number of Pupils whose parents currently employed in the armed services	0
Number of children receiving Pupil Premium Funding 2018-2019	47

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Impact from 2017-2018 and key priorities for 2018-2019

EYFS

- 90% of cohort achieved GLD - 86% of PP children. (6/7 children)
- 86% of PP children achieved ELGs in reading, writing and number. (6/7 children)
- 29% of PP children exceeded ELGs in reading, writing and number. (2/7 children)

Year 1

- 100% of PP children reached the expected standard in the phonics screening (100% as a cohort)
- 50% of Pupil Premium children were working at greater depth in reading, writing and maths

Year 2

- 78% of Pupil Premium children reached the expected standard in reading, 80% in writing and 89% in maths

Attendance

- There was a dip in Pupil Premium attendance in 2017-2018. Whole school 95.8%. Pupil Premium 92.7%

Priorities (2018-2019)

Academic achievement

- Ensure PP children leave EYFS in line with their peers in reading, writing and maths (Target: 90%).
- Ensure all PP children reach the expected standard in the phonics screening (Year 1) maintaining the high standards from 2017-2018. (Target: 100%)
- Increase the percentage of PP children working at greater depth at the end of Y2 (Target: maths 30%, reading 34%, writing 34%)
- Increase the reading fluency of PP children with a particular focus in Year 3. (Target: 14-8 wpm)
- To increase the times tables knowledge of PP children across the school, with a particular focus in Year 3.

EAL

- Ensure all EAL children develop their vocabulary on entry to Reception and children joining mid-year.
- Ensure all EAL children develop their spoken English, speaking in full sentences.
- Ensure assessments are completed on entry and interventions are in place to close the gap between EAL children and their peers.

Attendance

- Ensure the gap in attendance between PP children and their peers closes by working closely with the Attendance officer and EWO. (Target: 96% for all groups)

Emotional wellbeing

- Further develop the children's collaboration skills through the introduction of P4C in Year 3, including support and training for staff.
- Continue to engage with art therapy course in order to support the emotional well-being of targeted children.
- Develop the confidence and self-esteem of all Year 2 children through the involvement of Sports and Games Leadership training (through Croydon Schools Sports Partnership).

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Main barriers	Project	Desired Outcome	Actions	Monitored by	Impact and cost
<p>Academic achievement –</p> <p>Low baseline in EYFS - limited pre school experience and life experiences.</p> <p>High mobility of children joining mid year.</p>	<p>In class support for children.</p> <p>EYFS – HLTA support Year 1 – LSA support Year 2 – LSA support Year 3 – LSA support</p> <p>Intervention programmes for identified children.</p>	<p>Pupil Premium children make at least expected progress across the school and the gap is closing in all areas (particularly working at greater depth).</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 – 87%)</p> <p>Pupil Premium children in Year 1 maintain the high standards achieved in EYFS in reading, writing and maths. Targets: Expected standard 87%, Greater depth 34%.</p> <p>The Year 2 Pupil Premium children continue to make at least expected progress. There is an increase in the percentage of children working at the expected standard and greater depth in reading, writing and in maths.</p> <p>100% of Pupil Premium children reach the expected standard in the Year 1 phonics screening.</p> <p>KS1 and KS2 Pupil Premium children confidently apply their phonic knowledge in their reading and writing. (Increase in</p>	<p>Deployment of staff</p> <p>HLTA time in EYFS LSA time in Year 1, Year 2 and Year 3. HLTA/LSA support for Greater Depth children in class.</p> <p>Interventions in EYFS for targeted children – focus on number, spoken English, developing vocabulary, phonics, holding a sentence.</p> <p>Personalised learning for targeted children led by LSAs across KS1 and KS2.</p> <p>Targeted interventions across KS1 and KS2 – daily phonics sessions, EAL language groups, maths groups, fine motor skills groups, hold a sentence groups, SALT, reading fluency groups</p> <p>Small group and 1:1 support for Pupil Premium children in Year 3 who did not reach the expected standard in phonics screening in Year 1 and 2.</p> <p>Daily small group support for children in Year 3 in order to further develop their reading fluency.</p> <p>Subscription to online reading support programmes for children at risk of not</p>	<p>Analysis of termly data – teacher assessment, PIRA/PUMA tests.</p> <p>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.</p> <p>Case studies show impact of interventions.</p> <p>Impact of personalized learning</p> <p>Progress and attainment are discussed and reviewed during pupil progress meetings.</p>	£35,000

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		<p>reading fluency, evidence of applying phonics in independent written work).</p> <p>Children across the school confidently reach the times tables milestones as they progress through the school. Pupil Premium children are working in line with their peers in their recall of times tables. Their recall is improving over time.</p>	<p>reaching the expected standard in reading (Year 2 and Year 3).</p> <p>Online times tables programmes.</p>	<p>Analysis of reading fluency and impact of online reading programmes.</p> <p>Analysis of times tables knowledge and impact of online tables programmes.</p>	
<p style="text-align: center;">EAL</p> <p>High proportion of Reception children join the school with limited or no spoken English.</p> <p>Limited English including key vocabulary and simple sentence structure.</p>	<p>Early intervention for EAL children starting in Reception and for children starting mid-year across the school.</p> <p>Ongoing support for vocabulary and language development.</p>	<p>Baseline assessments quickly identify any gaps in vocabulary or spoken English ensuring children leave Reception working in line with their peers.</p> <p>EAL children are supported to make at least expected progress and the gap narrows in reading, writing and maths.</p> <p>The strong focus on developing vocabulary and the importance of speaking in full sentences has an impact on the children's spoken English and written work across the school. The percentage of children working at the expected standard in writing increases. (particularly sentence structure)</p> <p>Parents continue to develop confidence in supporting their children at home with their learning.</p>	<p>Small group intervention focussing on developing children's vocabulary and spoken English (HLTA/LSAs)</p> <p>Weekly 'Hold a Sentence' interventions for EAL children to develop sentence structure.</p> <p>Assessments of children on entry to identify any gaps in knowledge and target support.</p> <p>HLTA (EAL specialist) attends Partners In Communication (PIC) Network meetings and implements strategies in school.</p> <p>Parents attend weekly ESOL training and develop strategies to support learning at home. EAL specialist facilitates children joining the sessions.</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 ESOL sessions.</p>	<p>£15,000</p>
<p>Attendance</p>	<p>Tracking of Pupil Premium attendance.</p>	<p>Pupil Premium attendance data remains in line with other groups and increases from 92.7% to 96%.</p>	<p>Pupil Premium attendance is tracked every 2 weeks and any gaps identified.</p>	<p>Regular and ongoing tracking of PP children's</p>	<p>£3000</p>

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	<p>Sports and Playground leader training</p>	<p>unaided and place their face in the water, blowing bubbles confidently. The children are able to swim with floats.</p> <p>All year 2 children have access to Sports Leadership training in order to boost confidence and develop their social wellbeing. The children complete the training and lead EYFS festivals confidently.</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 Year 2 children to develop their leadership skills through PE and games.</p> <p>Two training sessions followed by the Sports Leaders leading the EYFS Sports festival.</p>	<p>Observations of participation in swimming lessons.</p> <p>Confidence in PE lessons and leading sports festivals.</p>	<p>£1000</p>
	<p>P4C (Philosophy for Children)</p>	<p>Year 3 children complete a series of P4C (Philosophy for Children) sessions in order to develop their collaboration and teamwork skills. The children develop an understanding of their rights and responsibilities within the school and wider community.</p>	<p>P4C training for staff. Modelling of P4C sessions by our STEP Head of Pupil Engagement. Team teaching and feedback for staff leading to tailored CPD sessions for all staff.</p>	<p>Monitoring of behaviours for learning in class and around the school.</p> <p>Discussions with children to assess their understanding of the importance of collaborative learning.</p>	<p>£6000</p>

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