

Heathfield Academy Pupil Premium Grant: Action plan 2019/2020

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, two Year 1 classes, one Year 2 class, one Year 3 class and two Year 4 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 2019-2020: £95,040

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 term.

Levels of FSM Eligibility Across the Academy, including Ever6:

	Year R	Year 1	Year 2	Year 3	Year 4	Total
Number on Roll	59	58	30	30	58	235
Number of FSM 2019-20	12	15	9	12	24	72

Context

Number of Pupils on roll	235
Number of pupils who are looked after (CLA)	3
Number of Pupils whose parents currently employed in the armed services	0
Number of children receiving Pupil Premium Funding 2019-2020	72

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Impact from 2018-2019 and key priorities for 2019-2020

EYFS

- 86% of cohort achieved GLD (target 87%)
- 75% of PP children achieved ELGs in reading, writing and number. (9/12 children)
- 8% of PP children exceeded ELGs in reading, writing and number. (1/12 children)

Year 1

- 100% of PP children reached the expected standard in the phonics screening (93% as a cohort)
- 80% of Pupil Premium children were working at the expected standard + in reading, writing and maths.

Year 2

- 100% of Pupil Premium children reached the expected standard in reading, writing and maths.
- 33% of Pupil Premium children reached greater depth in reading and 44% in writing and maths.

Attendance

- There was a dip in Pupil Premium attendance in 2018-2019. Whole school 96%. Pupil Premium %

Priorities (2019-2020)

Academic achievement

- Ensure PP children leave EYFS in line with their peers in reading, writing and maths (Target: 85%).
- Ensure all PP children reach the expected standard in the phonics screening (Year 1) maintaining the high standards from 2018-2019. (Target: 95%)
- Increase the percentage of PP children working at greater depth at the end of EYFS (Target: maths 30%, reading 30%, writing 30%)
- Increase the reading fluency of PP children in KS2. Focus on prosody of reading in Year 4. (Target: 14-8 wpm)
- Prepare PP children in Year 4 for the Times tables assessment in June 2020.

EAL

- Support EAL children's language development on entry to Reception
- Support EAL children who join the school mid-year – developing spoken and written language through targeted interventions.
- Ensure all EAL children develop their vocabulary through targeted interventions and ICT programmes.
- 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

- A programme of CPD training for all staff with a focus on P4C across the school in order to support the emotional development of all children.
- Ensure Art Therapy is available for targeted children.
- Working closely with sports coaches from Palace for Life Foundation to support targeted children.
- Further develop the play and lunchtime facilities to ensure all children are active for 2 hours a week.
- Ensure Cultural Capital opportunities are a focus throughout the year.

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Main barriers	Project	Desired Outcome	Actions	Monitored by	Impact and cost
<p>Academic Achievement:</p> <p>A high percentage of children enter Reception with limited or no spoken English.</p> <p>Baseline assessments remain low (35% on track to achieve a GLD in 2019-2020)</p> <p>We have a high rate of mobility across the school, particularly in KS2. Often children new to the country with limited spoken English join mid year.</p>	<p>In class support for children.</p> <p>EYFS – 2 x LSA support Year 1 – LSA support Year 2/3 – HLTA support Year 3 – LSA support Year 4 – LSA/HLTA 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.</p> <p>Pupil Premium children leave EYFS working at the expected standard in reading, writing and maths and in line with their peers. (Target: EYFS GLD – 85%)</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 27%.</p> <p>The Year 2 Pupil Premium children continue to make at least expected progress. Targets: Expected standard 90%, Greater depth 50%.</p> <p>95% of Pupil Premium children reach the expected</p>	<p>Deployment of staff LSA support in EYFS LSA support in Year 1, Year 2, Year 3 and Year 4. HLTA support in Year 2 and Year 3. HLTA support in Year 4.</p> <p>Interventions in EYFS for targeted children – focus on number, spoken English, developing vocabulary, phonics, holding a sentence.</p> <p>Targeted interventions across KS1 and KS2 – daily phonics sessions, EAL language groups, maths groups, hold a sentence groups, SALT, reading fluency groups (prosody of reading).</p> <p>Small group and 1:1 support for Pupil Premium children in Year 3/Year 4 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 and Year 4 in order to further develop reading fluency.</p> <p>Online times tables programmes – RockStar Times Tables.</p>	<p>Analysis of termly data – teacher assessment,</p> <p>Tracking progress overtime.</p> <p>Pre and post quizzes in foundation subjects</p> <p>End of half term and unit 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>Progress and attainment are discussed and reviewed during pupil progress meetings.</p>	

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		<p>standard in the Year 1 phonics screening.</p> <p>The children's understanding of vocabulary has increased through the ongoing use of Bedrock Vocabulary (KS1 and KS2). This is evident in the children's spoken language and written work.</p> <p>Children are able to clearly articulate their learning through the use of galleries, exhibitions and discussing learning in portfolios.</p>	<p>Bedrock Vocabulary subscription for KS1 and KS2 children.</p> <p>Development of Prosody of reading interventions with a focus on Y4 children reading 148 words per minute.</p> <p>Analysis of termly data – GL assessments in reading and grammar and Mathematics Mastery assessments in maths</p>	<p>Analysis of times tables knowledge and impact of Rock Stars times tables.</p> <p>Analysis of understanding and application of vocabulary (tier 2 and 3) across the curriculum.</p> <p>Analysis of impact of Bedrock Vocabulary.</p>	
<p style="text-align: center;">EAL</p> <p>The percentage of children starting Reception with English as an Additional Language remains high year on year. Many children join with limited or no spoken English.</p> <p>The children's key vocabulary is limited and remains a focus on entry to Reception in order to access all other areas of learning.</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>Early Years setting visits and/or home visits help to identify children with limited or no English in order for appropriate interventions to be put in place on entry to Reception.</p> <p>Baseline assessments are used as a guide to support targeted children with their language development.</p> <p>Targeted support for EAL children in order to close any gaps.</p> <p>The development of spoken language and the direct</p>	<p>Small group intervention focussing on developing children's vocabulary and spoken English (HLTA/LSAs).</p> <p>Read Write Inc phonics approach supports vocabulary and the expectation of speaking in full sentences (small group support).</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>Tracking progress overtime.</p> <p>Reviewing progress termly during STEP Up progress meetings.</p> <p>Discussions with children (Learning walks)</p> <p>Attendance at ESOL sessions.</p>	

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<p>Mobility remains high across the school A number of children join the school mid-year with limited spoken English (often new to the Country).</p>		<p>teaching of vocabulary across the school supports our EAL children and children with poor/limited spoken English.</p> <p>Support for parents language development in order to support the children's learning at home.</p>	<p>Parents attend weekly ESOL training and develop strategies to support learning at home. EAL specialist facilitates children joining the sessions.</p>		
<p>Attendance</p>	<p>Tracking of Pupil Premium attendance.</p>	<p>Pupil Premium attendance increases to be in line with other groups. Target of 96%</p>	<p>Weekly discussions with attendance officer – actions put in place for targeted children.</p> <p>Pupil Premium children's attendance is tracked every 2 weeks and discussions take place with Attendance Officer, EWO and parents/carers.</p> <p>Home visits where appropriate (including unannounced from EWO)</p> <p>Identify trends in attendance and put support programmes in place for PA children.</p>	<p>Regular and ongoing tracking of Pupil Premium children's attendance against other groups.</p>	

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			Attendance Annie visiting assemblies every half term to award 100% attendance certificates.		
Emotional Wellbeing	<p>P4C (Philosophy for Children)</p> <p>Art therapy</p> <p>Chill zone</p> <p>PE intervention</p> <p>Swimming</p>	<p>P4C sessions across Year 2, 3 and 4 support the children's collaboration and teamwork skills.</p> <p>Focus on the children's rights and responsibilities through the work on Rights Respecting Schools.</p>	<p>P4C training throughout the year. Accredited course for all staff to enable all to deliver P4C successfully across the school.</p> <p>P4C introduced into EYFS and lower KSI during the Spring and summer terms.</p> <p>Co facilitating of P4C sessions from head of Pupil Engagement.</p> <p>Identified children take part in a series of 10 art sessions. Children develop strategies to manage their behaviour and behaviour for learning. We see an increase in the children's confidence and a decrease in behaviour incidents.</p> <p>Identified children take part in weekly sports interventions in order to develop their confidence and resilience.</p>	<p>Observations in class and around the school, including P4C sessions.</p> <p>Half termly monitoring of incidents in CPOMs looking for trends in behaviour.</p> <p>Discussions with class teachers and parents.</p> <p>Confidence in PE interventions and class sessions.</p>	