

# 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 1<sup>st</sup> 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: 87%).
- 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><b>Academic achievement</b> –</p> <p>Low baseline in EYFS – limited pre school experience and life experiences.</p> <p>High mobility of children joining mid year.</p>	<p><b>In class support for children.</b></p> <p>EYFS – HLTA support Year 1 – LSA support Year 2 – LSA support Year 3 – LSA support</p> <p><b>Intervention programmes for identified children.</b></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>KSI and KS2 Pupil Premium children confidently apply their phonic knowledge in their reading and writing. (Increase in</p>	<p><b>Deployment of staff</b></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 KSI and KS2.</p> <p>Targeted interventions across KSI 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>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>	<p><b>£35,000</b></p> <p><b>Autumn term Impact</b></p> <p>As a school there are no significant gaps in attainment between pupil premium children and non-pupil premium children. Targeted children are being supported through quality first teaching, small group support in class (class teacher, LSA, SLT and SENDCo) and personalised learning.</p> <p>EYFS: The pupil premium children are making progress in line with their peers. Due to low baselines, there are still some gaps between PP and non-PP children in reading, writing and maths. Children have been targeted in order to narrow and close the gaps.</p> <p>Year 1: There are no gaps in attainment between PP and Non-PP children. PP children are working in line with their peers. PP children are being carefully monitored in phonics in preparation for the phonics screening.</p> <p>Year 2:</p>

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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>Subscription to online reading support programmes for children at risk of not 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>The PP children in Year 2 continue to make at least expected progress with 100% of children working at the expected standard in reading, writing and maths.</p> <p>Year 3: There are small gaps in attainment between PP and Non-PP children in reading and writing with a slightly bigger gap in maths. Targeted children are being supported through scaffolding in mathematic master lessons and progress will continue to be monitored closely.</p> <p><b>Summer term impact:</b> <b>EYFS:</b> The gaps have narrowed between PP and Non PP children throughout the year. PP children are working slightly below their peers.</p> <p>Reading and Writing— PP 75%, All children 83%. Maths – PP 75%, All children 87%. 83% of PP children have made at least expected progress with 50% - 58% making better than expected progress from their baseline. This is higher than non PP children with 33% - 38% making better than</p>
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					<p>expected progress from their baseline.</p> <p><b>Year 1</b> The children in Year 1 are working in line with non PP children and above in writing (80% - 75%). The percentage of PP children making better than expected progress in writing and maths is higher than non-PP children.</p> <p><b>Year 2</b> 100% of PP children reached the expected standard in reading, writing and maths compared to 85%, 85% and 90% of non-PP children. The percentage of PP children reaching greater depth was significantly above non -PP children in maths and writing with 44% achieving GD. 100% of PP children made at least expected progress in all areas, significantly above non-PP children.</p> <p><b>Year 3</b> The PP children are working slightly below non-PP children although the gap has narrowed in all areas. 83% of PP children have made at least expected progress in maths and reading with 78% in writing.</p>
<p>EAL High proportion of</p>	<p>Early intervention for EAL children starting</p>	<p>Baseline assessments quickly identify any gaps in vocabulary or spoken English</p>	<p>Small group intervention focussing on developing children's vocabulary and spoken English (HLTA/LSAs)</p>	<p>Analysis of termly data – teacher assessment, PIRA/PUMA tests.</p>	<p>£15,000 Autumn term data</p>

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<p>Reception children join the school with limited or no spoken English.</p> <p>Limited English including key vocabulary and simple sentence structure.</p>	<p><b>in Reception and for children starting mid-year across the school.</b></p> <p><b>Ongoing support for vocabulary and language development.</b></p>	<p>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>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>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>EYFS: EAL children are making good progress, with 92% expected progress in reading, 85% in writing and 88% in maths.</p> <p>There are slight gaps in attainment between EAL and non EAL children. Children with limited or no English are being supported to develop their vocabulary and sentence structure which will impact their attainment in all areas.</p> <p>Year 1: EAL children are making progress in line with their peers. There are slight gaps in attainment between EAL and non EAL children. New children joining the year group with limited English are being supported in order to narrow the gaps.</p> <p>Year 2 and Year 3: There are no significant gaps in attainment or progress between EAL and non EAL children.</p> <p><b>Summer term impact</b></p> <p><b>EYFS</b></p> <p>The PP children in EYFS are working broadly in line with their peers in reading, writing and maths with 86% making at least expected progress in reading and writing and 90% in maths.</p> <p><b>Year 1</b></p> <p>There are no significant gaps between EAL children and their</p>
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					<p>peers across maths, reading and writing with 85% making at least expected progress in reading, 80% in writing and 75% in maths.</p> <p><b>Year 2</b> EAL children in Year 2 are working alongside their peers with no gaps in attainment or progress. PP children made more progress than non-PP children in reading and writing.</p> <p><b>Year 3</b> There are no significant gaps between EAL children and their peers across maths, reading and writing with 85% making at least expected progress in reading and maths and 80% in writing.</p>
<b>Attendance</b>	<b>Tracking of Pupil Premium attendance.</b>	Pupil Premium attendance data remains in line with other groups and increases from 92.7% to 96%.	<p>Pupil Premium attendance is tracked every 2 weeks and any gaps identified.</p> <p>EWO intervention when appropriate. Meetings with parents and home visits. On the day home visits for children who are PA (Persistently Absent).</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. Identifying any trends or children whose attendance has decreased.</p>	Regular and ongoing tracking of PP children's attendance against other groups.	<p>£3000</p> <p><b>End of Autumn term Attendance:</b> All pupils: 96.7% Pupil premium children: 95.4%</p> <p><b>End of Spring 1 Attendance:</b> All pupils: 96.3% Pupil premium children: 94.8%</p> <p>Certificates are presented in assembly every half term for 100% attendance.</p> <p><b>Summer Attendance:</b> All pupils: Pupil premium children:</p>

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			<p>Rewards for good attendance – 100% certificates from Attendance Annie – half-termly.</p> <p>Attendance Annie visits the children in assembly – half-termly.</p>		
<b>Emotional wellbeing</b>	<b>Art Therapy</b> (Foundation Drawing and Talking Therapy)	<p>Identified Pupil Premium children (across the school) make progress in their emotional development and have strategies for managing their behaviour and behaviour for learning. The children's confidence within the classroom increases. (Reduction of behaviour incidents recorded in CPOMs).</p>	<p>Children are identified for art therapy based on discussions with teachers, LSAs and SENDCo. Parents are informed of the process.</p> <p>Identified children complete a 10 week Art Therapy course focusing on managing behavior and developing confidence.</p>	<p>Observations in class and around the school.</p> <p>Half termly monitoring of incidents in CPOMs looking for trends in behavior.</p> <p>Discussions with class teachers and parents.</p>	<p><b>£1500</b></p> <p>Identified children are successfully completing the art therapy courses with a positive impact being seen in class and around the school. Particularly Year 3 children. Further support is in place for children where necessary. The art therapy course was extended for a Y3 pupil as we were seeing great progress in his emotional wellbeing.</p>
	<b>Swimming</b>	<p>Pupil Premium children attend 7 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>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>Observations of participation in swimming lessons.</p>	<p><b>£500</b></p> <p>All children were able to enter the pool and put their face in the water. All children were able to walk around the pool and to swim with a float.</p>
	<b>Sports and Playground leader training</b>	<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</p>	<p>(CSSP) Croydon Schools Sports Partnership work with Year 2 children to develop their leadership skills through PE and games.</p>	<p>Confidence in PE lessons and leading sports festivals.</p>	<p><b>£1000</b></p> <p>The Schools Sports Leader worked closely with the children in Year 1 developing their collaboration and team work skills. Lessons were</p>

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	<p>P4C (Philosophy for Children)</p>	<p>training and lead EYFS festivals confidently.</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>Two training sessions followed by the Sports Leaders leading the EYFS Sports festival.</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>planned with the PE teacher and sessions were modelled, leading to team teaching and observations. There was an increase in the children's independence and collaboration, working closely as a team.</p> <p><b>£6000</b></p> <p>P4C is being used successfully to support all children in Year 3. The collaboration focus is having an impact in lessons with pupils more engaged in discussions and debates about their learning. P4C has been introduced in Year 2 (Spring term) and the children are showing a positive and mature attitude towards the debates on collaboration and conduct around the school. Year 1 children are benefitting from Head of Pupil Engagement weekly sessions. Sessions will continue during the Spring term and summer terms.</p>
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