

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data                      |
|---|---------------------------|
| School name   | Heathfield Academy        |
| Number of pupils in school  | 355                       |
| Proportion (%) of pupil premium eligible pupils   | 41%                       |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 3                         |
| Date this statement was published   | December 31 <sup>st</sup> |
| Date on which it will be reviewed   | Termly                    |
| Statement authorised by   | S. Mackay and R. Atkinson |
| Pupil premium lead  | R. Atkinson               |
| Governor / Trustee lead   | A. Allen                  |

### Funding overview

| Detail  | Amount    |
|---|-----------|
| Pupil premium funding allocation this academic year   | £155,330  |
| Recovery premium funding allocation this academic year  | £16385    |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0        |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £171, 715 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate intention for the Pupil Premium Grant is to close the progress and attainment gaps between disadvantaged pupils and their peers. We aim to ensure the highest possible levels of progress and attainment for all learners regardless of their backgrounds and/or starting points.

Challenges faced by all pupils, not only those eligible for FSM, will inform the strategic direction of achieving this objective. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Quality first teaching, as well as targeted interventions to remove barriers to learning, will support the progress towards this desired outcome.

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.

Not only do we monitor the children's academic achievement and progress throughout their time at the academy, but we also maintain our focus on the children's wellbeing and engagement in school. Our approach is and will continue to be, responsive to common challenges and individual needs and rooted in robust diagnostic assessment. By balancing our approach in this way, we aim to support all children to overcome obstacles, to make good progress and to age-expected attainment goals. The approaches we have adopted complement each other to help pupils excel.

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

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | A high percentage of children enter Reception with limited or no spoken English and this is prevalent amongst our disadvantaged pupils.                       |
| 2                | Children in Years 1 and 2 missed a significant amount of their EYFS schooling (due to COVID-19 related school closures). As a result, there are gaps in their |

|   |  |
|---|--|
|   | knowledge, particularly their phonetical understanding. This impact negatively on their reading development.   |
| 3 | Reception baseline assessments remain low (90% chn arrive WTS age-expected in English and Maths)   |
| 4 | We continue to have mobility across the school, particularly in KS2. Often children new to the country with limited spoken English join mid-year.  |
| 5 | Assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  |
| 6 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. |
| 7 | Pupil premium attendance is in line with non-pupil premium attendance however, both are marginally below national standard.  |

## 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  |
|--|---|
| Improved oral language skills and vocabulary among disadvantaged pupils.   | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.   |
| Improved reading attainment among disadvantaged pupils.  | KS1 reading outcomes in 2021/22 show that more than 80% of disadvantaged pupils met the expected standard.  |
| Improved levels across all areas for GLD for EYFS cohort   | Assessments and observations indicate significantly improved levels of GLD amongst disadvantaged pupils and this is evident when triangulated with other evidence sources, including discussions with parents/carers, support staff and mixed media (photographs, videos etc)   |
| Improved ability to assimilate to academy demands, ethos and culture quickly, with improved understanding of spoken English. | Assessments and observations indicate significantly improved levels of comprehension when discussing with academy staff.<br>Other measures will demonstrate; <ul style="list-style-type: none"> <li>- Friendship groups established</li> <li>- High, constructive engagement with peers</li> <li>- Participation in enrichment activities and/or ASC</li> </ul> |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.               | Sustained high levels of wellbeing from 2021/22 demonstrated by: <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>- a significant reduction in bullying</li><li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li></ul> |
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## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £46,500

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Implementation of Complete Maths Programme                                | A standardised approach to teaching maths and the structured delivery ensures every child receives a consistently high standard of maths teaching.   | 2, 3, 5                       |
| Maths lead teacher  | Research suggests that having a strong leader who is knowledgeable in implementing change will ensure the transition into a new programme and format is smooth and seamless thus, meaning the quality of education the children are receiving is of a high standard. | 2,3,5                         |
| English lead teacher  | Research suggests that having a strong leader who is knowledgeable in implementing change will ensure the transition into a new programme and format is smooth and seamless thus, meaning the quality of education the children are receiving is of a high standard. | 2,3,5                         |
| CPD in maths, reading, phonics, science, geography, art, computing and RE | The EEF guidance is based on a range of the best available evidence:<br><a href="#">Improving Mathematics in Key Stages 2 and 3</a><br><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>   | 1,2,3,4,5                     |
| Quality First Teaching  | Through equipping our teachers and LSAs with the strategies and knowledge to deliver high quality teaching and learning, all pupils will make the maximum progress across all areas of learning  | 2,3,5                         |
| Leaders modelling outstanding teaching and learning in targeted           | Deputy Head teacher appointed and based 50% in class supporting and modelling high quality teaching and learning   | 2,3,5                         |

|                                   |  |       |
|-----------------------------------|--|-------|
| classes and year groups           |  |       |
| Powerful Action Training coaching | Through appropriate coaching, staff will develop the skills to successfully target and support pupils across the school and maximise progress. | 2,3,5 |

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £51,396

| Activity                                   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Interventions in maths delivered by HLTA   | Small and targeted interventions, which are frequently assessed at the end of each unit ensure children make accelerated progress.   | 2,3,5                         |
| Times Table Rockstars                      | Additional maths and number programme for use at home will support the children to make progress and improve their fluency, reasoning and problem solving within maths.  | 2,3,5                         |
| Interventions in English delivered by HLTA | Small and targeted interventions, which are frequently assessed at the end of each unit, ensure children make accelerated progress.  | 1,2,3,4,5                     |
| Bedrock Vocabulary                         | Additional language and vocabulary development programme for use at home will support the children to make progress and expand their range of vocabulary.  | 1,2,3,4,                      |
| EAL interventions and pre teaching         | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:<br><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> | 1,2,3,4,5                     |
| SALT interventions                         | Support from the LA, SALT and interventions which are then delivered by trained HLTAs mean children make progress within language development and oracy.   | 1,2,3,4,5                     |
| Educational Psychologist support           | External guidance from EPs identifies barriers children have outside academia which means support can be put in place to ensure they can access learning.  | 6                             |

|                         |  |       |
|-------------------------|--|-------|
| Year 6 booster sessions | Targeted support for pupils to address gaps in knowledge and ensure they achieve their full potential. | 2,3,5 |
|-------------------------|--|-------|

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £57,434

| Activity                              | Evidence that supports this approach   | Challenge number(s) addressed |
|---------------------------------------|--|-------------------------------|
| Draw and Talking training             | Evidence shows that children need to have a strong sense of well-being to be able to access learning and off load any concerns. Therefore, training in an emotional therapy supports children development. | 5,6                           |
| Drawing and Talking interventions     | Interventions are delivered by HLTAs and learning support assistants to many children throughout the year and this flexible approach allows us to adapt to needs throughout the year.                      | 5,6                           |
| Support from EWO                      | Biweekly support from the Educational Welfare Officer means that children and families who are persistently absent are supported in the reduction of persistent absenteeism.                               | 7                             |
| Support from Attendance Officer       | Daily support from the attendance officer means that families are supported and held accountable for their children's education and attendance.  | 7                             |
| Support from Head of Pupil Engagement | P4C sessions support the children's mental health and well being.  | 5,6                           |
| Development of Well-Being Suite       | Having a safe space to access freely throughout the school day means the children have a sense of security and regular opportunities to discuss their mental health and well-being.                        | 5,6                           |
| Behaviour lead                        | Through engagement in lessons and developing resilience, pupils will make good and outstanding progress in lessons.  | 2,3,5                         |

**Total budgeted cost:** £171, 715

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Although there were no formal assessments nationally last year, our internal assessments and professional judgements predicted the children would reach the standards below:

EYFS: 83% GLD  
Year 1 Phonics: 93%  
Year 2 SATS  
Reading: 82%  
Writing: 82%  
Maths: 87%  
Year 4 MTC  
83%

These figures indicate the success of the measures and strategies across the year.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme              | Provider               |
|------------------------|------------------------|
| Bedrock Vocabulary     | Bedrock learning       |
| Times Table Rockstars  | Maths Circle           |
| Historical Association | Historical Association |
| Mathematics Mastery    | Ark Curriculum         |
| PSHE Association       | PSHE Association       |
| 2 Build a Profile      | 2 Simple               |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |