Pupil premium strategy statement 2021

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	Heathland School
Number of pupils in school	665
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	5th November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Fiona Hopkins
Pupil premium lead	Lucy Farrant
Governor / Trustee lead	Lynne Malzard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 141,225
Recovery premium funding allocation this academic year	£ 15,225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 156,450

Part A: Pupil premium strategy plan

Statement of intent

At Heathland, we have an ethos of high achievement for all pupils. We believe all pupils can reach their potential; we do not stereotype disadvantaged pupils as having less potential or assume that they face similar barriers. We recognise that good attendance and positive behaviour for learning forms the foundation of a successful school experience. We believe that high quality teaching in the classroom is the most effective way to raise standards, and that tailored support for individual learning needs is essential to their success. We have based our strategy on the EEF tiered approach to pupil premium spending, by prioritising highly effective teaching, targeted academic support and wider strategies, which makes it part of our whole school ethos.

Challenges

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

Challenge number	Detail of challenge
1	Children begin school with attainment below the national average
2	High ability learners may not fulfil their potential
3	Fewer enrichment opportunities outside of school
4	Increased risk of social and emotional difficulties
5	Gaps in learning have widened as a result of school closures

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
The attainment of disadvantaged pupils is in line with the overall achievements of the school	Close tracking of our PP pupils shows that they are making 6+ points progress in an academic year Subject specific case study tracking follows the journey of PP and non PP pupils Achievement of speech and language targets with SALT supported groups
More pupils from a disadvantaged background are achieving Greater Depth in their core subject learning	Targeted interventions identify and challenge pupils who are capable of achieving GD in writing, reading and maths, with particular

	focus on GD Reading in KS1 in line with the SDP KS1 and KS2 national test outcomes reflect targeted interventions with GD groups Participation of children from disadvantaged backgrounds in our Sports Premium programme, who are identified in PE and coached for competitions
Disadvantaged pupils engage in enrichment opportunities	Increased participation in new experiences developed within the curriculum, and attendance at a range of extra-curricular activities, through an enhanced club offer and sports coaching package
Disadvantaged pupils develop healthy relationships and have a positive view of their mental health	Children understand and access the Place2B service and can discuss how their wellbeing has been supported through the MindUp curriculum. Children have strategies for mindfulness and positive mental health Improved outcomes personally and socially, and in learning, as a result of experiences in interventions such as Nurture group, Art and Music Therapy etc
Reduction in the gap between disadvantaged and non-disadvantaged pupils that has widened during school closures	Close tracking of our PP pupils shows that they are making 6+ points progress in an academic year Outcomes for those who have fallen behind during school closures improve more quickly

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: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commitment to developing high quality teaching centred around our pedagogy of developing effective learners through an understanding of metacognition, including: Aspiring Leaders course Educating for Equality programme Enhancing the role of middle leaders in driving forward high subject standards	DfE Standards for Professional Development (2016) EEF Metacognition and self-regulated learning (2018) Sutton Trust 2011 report – effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds	1, 2, 5
TLR Maths: Implementation of Maths Mastery programme and targeting increased fluency in mental maths skills	NCTEM Teaching for Mastery (2019)	1, 2, 5
TLR English: School Development priorities include wider engagement in reading, with a focus on GD writers in KS1, and developing writing stamina across KS1 and KS2	EEF Preparing for Literacy (2021) EEF Improving Literacy in KS1 (2020) and Improving Literacy in KS2 (2017)	1, 2, 5
TLR Science: Development of subject knowledge amongst staff, and opportunities for STEAM learning	DfE Science Research Review (2021) emphasises importance of subject knowledge	1, 2, 3, 5

experiences and Science Fairs Visits from scientists, engineers and mathematicians to enhance experiences		
Additional Year 6 Teacher: Classes in the core skills in Year 6 do not exceed 23, and so further support is available for pupil premium pupils	Sutton Trust 2011 report – effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds	1, 2, 5
Implementation of new EYFS curriculum, including changes to phonics (Read, Write, Inc) and maths teaching (Mastery programme), which also impact KS1	EEF Preparing for Literacy (2021) EYFS Statutory Framework (2021)	1, 2, 5
Support for ECTs is managed by our ITT lead, with Mentors in place to ensure the development of new teachers	DfE Early Career Framework (2019) Sutton Trust 2011 report – effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds	1, 2, 5
Musics Cool programme: Years 4-6 have half an hour weekly music lessons led by experience professionals from Harrow Music Service	EEF Arts Participation research (+3 months)	3, 4
Covid gap analysis and planning: Curriculum and progress gaps have been identified and Phase and Faculty Leaders are clear on what needs to be caught up	Sutton Trust Fairness First (2021)	5

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

Budgeted cost: £60,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Maths and English tuition: Disadvantaged pupils in Year 6 receive 1:1 tuition to support their class learning. Class teachers wrk to identify those pupils at risk of falling below the expected standard and work with the tutor to plan 10 sessions to support them. This is extended to Year 5 in the summer term	EEF One to one tuition (+5 months)	1, 5
TA group intervention: Teaching assistants provide support for vulnerable and disadvantaged pupils including those with SEND needs. They are timetabled daily to support small groups	EEF One to one tuition (+5 months)	1, 5
Booster classes: Year 6 run intensive after school and Easter booster classes in small groups to boost the progress of those working at or just below the expected standard for reading, writing and maths	EEF One to one tuition (+5 months) EEF Reducing class sizes (+2 months)	1, 5
Art Therapy: Support for pupils vulnerable pupils with social, emotional and educational needs	Primary School based art therapy review (2017)	4
Music Therapy: Support for pupils vulnerable pupils with social, emotional and educational needs	EEF Arts Participation research (+3 months)	4
Speech and Language groups (delivered by ELKLAN Trained HTLA Staff):	EEF Oral Language interventions (+5 months)	1, 5

Support for those identified vulnerable pupils who have social, emotional and communication needs		
Independent speech and language Therapy: Support for those identified vulnerable pupils who have social, emotional and communication needs	EEF Oral Language interventions (+5 months)	1, 5
Remote Learning opportunities: Investment in Deepening Understanding and Bug Club to allow students to access learning opportunities at home	Sutton Trust Fairness First (2021)	1, 2, 5

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

Budgeted cost: £50,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychology support: Cognitive testing and diagnosis of specific learning difficulties, with priority to our PP pupils	EEF Early Language report	1, 2, 5
Place2B: Additional support for pupils with social, emotional and mental health needs	EEF Social and emotional learning (+4 months)	3, 4
Nurture groups: HTLA trained staff will provide supported group sessions to disadvantaged children finding it difficult to settle in school	EEF Social and emotional learning (+4 months)	3, 4
Behaviour and Inclusion support:	EEF Social and emotional learning (+4 months)	3, 4

SDP aim for 3% reduction in persistent absenteeism		
Educational trips and visits: Develop a programme with arrange of workshops, trips and experiences, providing subsidies to ensure no children is precluded for financial reasons	Sutton Trust Life Lessons Report (2017)	3, 4
Subsidised instrument tuition: targeted pupils receive subsidised instrument lessons	Sutton Trust Life Lessons Report (2017)	3, 4
Breakfast and after school clubs run daily	DfE: wraparound care: responding to requests (2016)	3, 4
Clubs: a wide offer of clubs, with a focus on competitive sport and new experiences. Places prioritised for PP children	Sutton Trust Life Lessons Report (2017)	3, 4
Magic Breakfast Bagels provided for children on a daily basis; cereals delivered to FSM families in the holidays	Making the case for school breakfasts: Improving educational and health outcomes for children	1, 2, 5
Family School Partnerships Award: 2021-22 – review of our engagements with families, resulting in an action plan to shape our next steps. Prioritising parental workshops in phonics, reading and e-safety (PP families targeted)	EEF Parental Engagement (+4 months)	1, 2, 3, 4, 5

Total budgeted cost: £ *165,170*

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.

As a result of school closures in 2020-21, we taught a Recovery curriculum which aimed to address the impact of the closures on all of our pupils, with particular focus on those who are disadvantaged. This prioritised children's social, emotional and mental health and addressed anxieties around returning to school and resettling into lost routines. Some of our initiatives did not run, such as booster classes and the residential trip to France, but we were able to implement many of our priorities, such as delivering high quality teaching, targeted academic support and many of the wider strategies which focused on wellbeing.

Whilst we do not have the outcomes of national tests, our internal assessment of progress indicates that many children have reduced the gap. By July 2021, 60% of our pupils were on track for Maths, 59% on track for writing and 67% for reading. In particular, KS1 made exceptional progress in reading. Within each year group, we identified major gaps and the analysis has informed our SDP and PP strategy for 2021-22.

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
Mind Up	

Further information (optional)