Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2022 to 2023** 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	**662**
Proportion (%) of pupil premium eligible pupils	**17.2%**
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
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	£ 148,195
Recovery premium funding allocation this academic year	£ 15,515
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	£ 163,710

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 and continues for our most vulnerable and disadvantaged pupils	Close tracking of our PP pupils shows that they are making 6+ points progress in an academic year Outcomes for those who fell 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: £29,733

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: Educating for Equality programme Enhancing the role of middle leaders in driving forward high subject standards Targeted subject knowledge development in foundation subjects	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 experiences and Science Fairs Visits from scientists, engineers and mathematicians to enhance experiences	DfE Science Research Review (2021) emphasises importance of subject knowledge	1, 2, 3, 5
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
Developing the 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 Second year of programme to include targeted gifted and talented opportunities as well as more vulnerable pupils	EEF Arts Participation research (+3 months)	3, 4
Developing our range of high quality texts across the school through investing money in new texts and reviewing how	Addressing Educational Disadvantage in schools and colleges the Essex Way	1,2,5

our English planning supports this	Reaching the Unseen children practical strategies for closing attainment gaps in disadvantaged groups	
Staff training to support high quality teacher and effective interventions	Pupil Premium Conference 2022	1-5

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

Budgeted cost: £73,018

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:	Primary School based art therapy review (2017)	4

Support for pupils' vulnerable pupils with social, emotional and educational needs		
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): Support for those identified vulnerable pupils who have social, emotional and communication needs	EEF Oral Language interventions (+5 months)	1, 5
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: £67,528

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:	EEF Social and emotional learning (+4 months)	3, 4

Additional support for pupils with social, emotional and mental health needs		
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: SDP aim for 3% reduction in persistent absenteeism	EEF Social and emotional learning (+4 months)	3, 4
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 Targeted breakfast club for disadvantaged families at the start of the week to ensure readiness for learning	Making the case for school breakfasts: Improving educational and health outcomes for children	1, 2, 5
Young Leaders Award to encourage and	Addressing Educational Disadvantage in schools and colleges the Essex Way	1,3,4

support early leadership skills		
Programme of Family Workshops addressing a range of areas from curriculum support to social, emotional and safeguarding areas	Addressing Educational Disadvantage in schools and colleges the Essex Way Reaching the Unseen children practical strategies for closing attainment gaps in disadvantaged groups	3,4

Total budgeted cost: £ *170,279*

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 2021 to 2022 academic year.

Our school continues to prioritise social, emotional and mental health, and strong relationships throughout the School Community as the foundation for making the biggest difference to children. Our work with our Mind Up curriculum, involving Mind Up champions, and the roll out of our work around family school partnerships was essential to this and had a big impact on supporting our wider vision of build self-esteem and worth with children and families. This was further supported by the involvement of pupils in our Gold RRSA accreditation, demonstrating that children's rights are at the centre of what we do. We greatly expanded our range of clubs on offer and reviewed our Educational Visits to ensure children are in receipt of the best opportunities to build their cultural capital. This included a new residential experience in Year 6. We heavily promoted our offer of free instrument tuition for eligible families and will continue to develop our music offer this year with the principle of access for all in mind.

The focus on high quality teaching and targeted work, particularly with those children needing further input in phonics in order for them to be successful was central to the first year of this strategy. This has informed our next steps as we have a cohort in Lower KS2 which requires where development of reading skills is prioritised and has helped us shape high quality teaching in this area. We have also committed to staff CPD to improve the quality of teaching for all and extensive curriculum development which makes a broad a balanced offer.

This also informs our approach to targeted interventions, and our priorities lie in phonic and language interventions using Read, Write, Inc and Wellcom, and additional adult resources in these areas. We are also now prioritising sports interventions for children as well, starting with early years. We ran a successful programme of tuition sessions to contribute to the catch up of children and are refining this delivery to ensure maximum impact this year. We continue to see the benefits of Place2B support and additional EP capacity to making a difference for those with more targeted needs.

Our KS2 data for 22-23 was well above the national average (91% EXS in Reading, 88% EXS in Maths and 81% EXS in Writing), and our KS1 data showed good progress from the starting points at the beginning of Year 2. This has also helped us to shape our interventions moving forwards into this 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
Mind Up	Goldie Hawn Foundation
Jigsaw	Jigsaw PSHE Ltd

Further information (optional)