

Pupil Premium Strategy

2019 - 2020



#TransformingLives

Summary information					
Academy	Great Heath Academy				
SLT Lead	Mr D Hicks				
Link Governor	Mr L Hughes				
Date of most recent PP Review:	March 2019				
Date of next PP Review:	April 2020				
Academic Year	2019-2020	Total PP budget	£ PP £220400 £ EYFS £19500 £ LAC £4600 £ Forces £19500	Total number of pupils on roll:	540
				Total PP:	151
				Ever 6 PP:	92
				EYFS PP:	15
				LAC PP:	2
				Refugee:	0
				Forces:	85

Contextual/Additional information:

Great Heath Academy

We believe that confidence is the key to unlocking success and that learning should be fun – to this end we use the International Primary Curriculum to link learning into exciting themes and encourage our pupils to immerse themselves in as many experiences as they can both in and out of school.

We actively promote a love of reading and books and welcome the extended use of our excellent library to do so.

We value creativity and are proud of our specialist rooms, which allow us to provide our pupils with the resources and space necessary to express themselves.

We encourage learning beyond the classroom through a wide range of trips, visits and Forest Schools activities and promote keeping active for pupils by providing them with a broad range of sports experiences including competitive events against other local schools.

Fundamentally, we aspire for all our pupils to leave us ready to flourish in the next stage of their education and lives by building on diverse and firm foundations and having the confidence to try new things and nurture abilities and talents that they may not even know they have.

Pupil Mobility 2018-2019

Year Group	Joiners	Leavers	Total July 2019
R	11	10	84
1	9	7	77
2	12	4	81
3	7	7	73
4	7	5	72
5	11	6	57
6	5	6	57

Other contextual information relevant to individual academy

- Mobility – this is exceptionally high and has a very disruptive effect on the pupils and makes setting targets and analysis very challenging
- PP children make up 30% of the children in the school. This is above the national average.
- Rapid and significant growth
- Aspirations are relatively low from both significant numbers of pupils and families – high caseload for DSL and FSW
- Gender imbalance – whilst only being 55% boys, 45% girls across the whole school some year groups are very skewed

ACORN Data Summary

The catchment area for Great Heath Academy primarily includes the estates around the old site building in St John's close. Therefore, all information shown below is based on a search of the nearest existing postcode (Clare Close - IP28 7NW - Forest Heath 004A E01029938).

Government Data (2015) - <http://imd-by-postcode.opendatacommunities.org/> reveals:

IMD rank of 5,477 (Range from 1 – most deprived to 32,844 – least deprived)

IDACI score of 0.31 (Range from 1.0 – most deprived to 0.0 – least deprived)

Education and skills decile of 1 (where 1 is lowest)

Historic Performance Indicators								
	National all 2017	National all 2018	Academy 2017	Academy 2018	National PP 2017	National PP 2018	Academy PP 2017	Academy PP 2018
% achieving at or above ARE combined by the end of Y6:	67%	64%	74%	48%	43%	46%	63%	42%
% achieving at or above ARE in reading by the end of Y6:	72%	75%	79%	56%	74%	60%	75%	47%
% achieving at or above ARE in writing by the end of Y6:	75%	78%	85%	71%	81%	63%	63%	63%
% achieving at or above ARE in maths by the end of Y6:	75%	75%	82%	60%	78%	59%	63%	53%
% achieving at or above ARE in SPAG by the end of year 6	77%	78%	79%	58%	62%	63%	63%	33%
% achieving at or above ARE in reading by the end of Y2:	76%	75%	80%	74%	61%	60%	69%	67%
% achieving at or above ARE in writing by the end of Y2:	68%	70%	62%	68%	52%	53%	54%	47%
% achieving at or above ARE in maths by the end of Y2:	75%	76%	78%	79%	60%	61%	62%	60%
% passing the phonics screening in Y1	81%	82%	80%	77%	84%	70%	58%	83%

% achieving GLD in Rec	81%	72%	72%	74%	0%	57%	58%	63%
Attendance	95.3%	95.2%	95.7%	95.4%	92.7%	92.4%	95.4%	95.1%

Current Performance Indicators					
	National all 2019	Academy 2019	National PP 2019	Academy PP 2019	Variation
% achieving at or above ARE combined by the end of Y6:	65%	59%	46%	35%	-11%
% achieving at or above ARE in reading by the end of Y6:	73%	61%	60%	35%	-25%
% achieving at or above ARE in writing by the end of Y6:	78%	83%	63%	71%	-8%
% achieving at or above ARE in maths by the end of Y6:	79%	75%	47%	59%	-12%
% achieving at or above progress in SPAG by the end of year 6	78%	63%	63%	40%	-23%
% achieving at or above ARE in reading by the end of Y2:	75%	72%	60%	64%	+4%
% achieving at or above ARE in writing by the end of Y2:	70%	63%	53%	57%	+4%
% achieving at or above ARE in maths by the end of Y2:	76%	73%	61%	64%	+3%
% passing the phonics screening in Y1	85%	85%	70%	60%	-10%
% achieving GLD in Rec	72%	74%	57%	50%	-7%
Attendance:	95.2%	95.5%	92.4%	95.1%	+2.7%

2018-2019 Review

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (not including nursery)	512
Total number of pupils eligible	112
Amount PPG received per pupil	£1300
Total amount of PPG received	£145600
Total amount of PPG spent	£145600

Review of expenditure				
Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved outcomes over time especially for the end of Y6 which can be tracked back to work carried out by this staff member	<ul style="list-style-type: none">• Employment of full time non class based Pupil Premium leader• Employment of 0.6 non-teaching Vice Principal	Role ensures quality, dedicated leadership of the area with a relentless focus on outcomes for funded pupils. Interventions are more targeted, time limited to have the highest impacted. Also includes specific teaching of targeted interventions across the school and group maths teaching in upper key stage 2 which also benefits additional pupils.	Outcomes improving – continue to use as a significant part of premium.	£46000 £44000
Providing targeted work to help children with gaps in their learning.	<ul style="list-style-type: none">• Purchase and use of Education City	Website used to provide quality starters, activities, assessments and targeted homework.	Continue to use. Provides activities and resources to provide quality lessons	£5000

ii. Targeted Support				
	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To remove any gaps in the pupils acquirement of basic skills. To allow the more able pupils to extend their learning.	<ul style="list-style-type: none"> Employment of 3 additional FT teaching assistants 	Some year groups and classes have high numbers of pupils as FSM so the additional capacity has helped target support in and outside the classroom.	Continue with this approach – Children are targeted/identified from marking within lesson and from progress seen in lesson.	£3500
To improve learning outcome for targeted pp	<ul style="list-style-type: none"> Purchase of 3rd Space maths resource 	Pupils worked swiftly through the programme, lessons were targeted on pupils needs and outcomes for maths were strong.	Continue with this approach – Children are targeted/identified from data drop. Lesson chosen each week is based on gaps in learning or covering the topic currently being taught in class to consolidate learning	£5070
To improve learning outcome for targeted pp that are at risk of low attendance or have difficult backgrounds	<ul style="list-style-type: none"> Full Time Parent support worker employed to monitor pupils and follow up quickly on absences. First day response provision. 	Prior work by the PSW has shown improved attendance for FSM pupils especially and many FSM pupils are at early help (TAC and CAF). This work includes parenting support and advice and often leads to pupils being much more ready to learn in school than without it.	Continue with this approach -	£16,620

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve learning outcome for targeted pp that are at risk of low attendance or have difficult backgrounds	<ul style="list-style-type: none"> Additional resources funding for PP pupils eg clubs, trips, residential trips, breakfast club. Children become more aware of the world outside of Mildenhall 	<p>It is shown that pupils who have a difficult home life struggle in school and this affects attendance, attainment and progress.</p> <p>To improve outcomes providing funds would enable these pupils to have a safe and nurturing environment, a good start to the day and access to all activities.</p>	Continue this approach - PP leader, class teacher and office would identify pupils that may need additional funding.	£3500
To improve learning outcome for targeted pp that are at risk of low attendance or have difficult backgrounds	<ul style="list-style-type: none"> Booster Classes and Easter School 	Providing additional targeted support for children after school and during Easter maintains their focus and ensures no gaps develop in their learning.	<p>Continue this approach - PP leader, class teacher and office would identify pupils that may need additional funding.</p> <p>All Year 6 children are offered places on booster classes for English and Maths.</p>	£3500

Additional detail
In this section you can annex or refer to additional information which you have used to inform the statement above.

Barriers to future attainment and progress (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Children who are in receipt of Pupil Premium funding are not making expected progress in writing at the end of Key Stage 1 and 2
B.	Children who are in receipt of Pupil Premium funding are not at expected standard in Maths at the end of KS2.
C.	Children who are in receipt of Pupil Premium funding have limited experience of reading and books, this has a detrimental impact on their spelling and reading in KS1 and KS2.
D.	Children who are in receipt of Pupil Premium funding have low self-esteem, limited concentration and weak behaviours for learning.
E.	Children who are in receipt of Pupil Premium funding have limited language development and this affects their progress from EYFS and Year 6.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Attendance for children who are eligible for Pupil Premium funding is below the expected target of all children and many children are late to school on a regular basis. This reduces their school hours and causes them to fall behind on average.
G.	Children who are eligible for Pupil Premium funding needing counselling due to external factors and mental health issues
H.	Children who are eligible for Pupil Premium funding have a high probability of low participation in wider aspects of school life and other activities beyond school

Desired Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	To remove any gaps in the pupil's acquirement of basic skills. To allow the more able pupils to extend their learning.	More children achieving reading ELG. An increase in the proportion of disadvantaged pupils who are able to make better than expected progress and or close all gaps in their learning. At least 70% of all pupils, including disadvantaged pupils should be at age related expectation in reading, writing and mathematics. 61% of all Y6 pupils to be "secondary ready" in Reading, Writing and Maths
B	More homework/intervention/ booster clubs before and after school and/or during holiday periods	More children actively learning outside of school hours. An increase in the proportion of disadvantaged pupils who are able to make better than expected progress and or close all gaps in their learning.
C	Increase attendance rates for pupils eligible for PP in all year groups and also improve their punctuality so that they are arriving at school on time.	Attendance of pupils eligible for PP will be at least in line with their not PP peers and close to, if not in line with, our school target of 96%
D	Decrease the number of children with behaviour and emotional concerns across the school.	Pupils eligible for PP take part in and benefit from nurture group led by school's FSP. Decrease in exclusions for PP pupils. PP pupils' wellbeing is prioritised as a first step towards better behaviour and good academic achievement.
E	Attainment of PP pupils in Reading by the end of KS2 is at least in line with National figures	Pupil Premium pupils' attainment in Reading by the end of KS2 in line with national benchmark or moving significantly closer
F	Increase percentage of PP pupils exceeding the expected standard in Maths by the end of KS2	Percentage of pupils eligible for Pupil Premium exceeding the expected standard in Maths by the end of KS2 in line with national benchmark or moving significantly closer

G	Improved parents' interest in school will result in parents more involved in their children's learning and children better supported at home	Parents and carers attendance to learning workshops and 'Stay and Play' sessions increases their engagement with the school and gives them the tools to support their children better at home.
<p>A small but growing number of schools are using their funding for disadvantaged pupils to offset budget cuts elsewhere, according to polling. The survey of 1,607 teachers, conducted by the National Foundation for Educational Research as part of their Teachers' Voice Omnibus survey, found that one in five didn't know what the main priorities for their pupil premium funding was. The most common priority for spending, identified by over a quarter of teachers (28%), was on early intervention schemes. 13% said that more 1:1 tuition was a priority and 10% said teaching assistants. However, virtually all of the senior leaders surveyed believe that the pupil premium has allowed them to target resources at raising the attainment of their poorest pupils. 98% of primary and secondary leaders and four out of five classroom teachers (79%) agreed with this statement to either a great extent, to some extent or to a little extent. https://www.suttontrust.com/newsarchive/small-but-increasing-number-of-schools-are-using-their-pupil-premium-funding-to-offset-budget-cuts-new-sutton-trust-and-education-endowment-foundation-polling/</p> <p>Sutton Trust: Academies are not helping disadvantaged children enough: The think-tank examined the performance of disadvantaged students – those entitled to the pupil premium – in sponsored academies in 39 chains from 2013-2015. The report, <i>Chain Effects 2016</i>, it found that 8 out of 39 schools were substantially underperforming compared to the national average for disadvantaged pupils.</p> <p>http://www.publicfinance.co.uk/news/2016/07/sutton-trust-academies-are-not-helping-disadvantaged-children-enough</p> <p>http://educationendowmentfoundation.org.uk provide a teaching and learning tool kit that maps out impact vs spend, this document supports the forecasted use of funding within this document.</p> <p>As such the following strategy outlines precise spending to ensure pupil premium funding is balanced and meets the needs of all pupil premium children within the academy, whilst complimenting and enriching the existing curriculum.</p>		

2019-2020 Strategy

Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of Education for all					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
To remove any gaps in the pupil’s acquirement of basic skills. To allow the more able pupils to extend their learning.	Quality first teaching Effective CPD for all staff to ensure measurable outcomes from a baseline	More children achieving GLD. An increase in the proportion of PP pupils who are able to make better than expected progress and or close all gaps in their learning.	Use INSET days to deliver training. Timetable and Programmes for intervention and whole class teaching Lessons from training embedded in quality first teaching.	SLT/SENCO PP Lead	Oct 2019
Sustaining in class support and interventions for PP pupils.	Targeting PP children. Providing quality interventions on a weekly basis.	At least 70% of all pupils, including PP pupils should be at age related expectation in reading, writing and mathematics. 61% of all Y6 pupils to be “secondary ready” in reading, writing and mathematics.	Data drop analysis, progress meetings.	SLT/PP Lead	Dec 2019

<p>Attainment of PP pupils in Reading by the end of KS2 is at least in line with National figures</p>	<p>TAs support children appropriately and effectively during Reading sessions.</p> <p>Progress of PP children tracked and additional booster group or intervention program put in where needed.</p> <p>Review impact of Reading and adapt pedagogy to ensure all children receive first-quality teaching in Reading</p> <p>Additional reading books in classrooms to ignite the love of reading</p> <p>Continue using Accelerator Reader across the school to improve Reading skills</p> <p>Purchase of MyON – online books – to enable pupils to read books online at home</p>	<p>At the end of KS2, 35% of our PP pupils achieved ARE in Reading compared to 60% Nationally.</p> <p>At the end of KS2, 12% of our PP pupils achieved Great depth in Reading compared to 28% Nationally.</p>	<p>Head of English to deliver training in Reading during INSET days and review progress during the Year.</p> <p>Focused tracking of groups to ensure pupils will reach ARE by the end of KS1 and KS2.</p> <p>Conduct learning walks to check how reading is being taught</p> <p>Purchase additional resources for teachers to lead Reading sessions</p>	SLT/Head of English	September 2019
				PP Lead	
				Head of English	
				SLT/PP Lead	Dec 2019
Total budgeted cost					£90000

ii. Targeted support					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
Increase percentage of PP pupils exceeding the expected standard in Maths by the end of KS2	<p>Training by Maths lead for all teaching staff on different aspects of Maths pedagogy, with a focus on problem solving and application of mathematical skills using PAM</p> <p>Training on high quality feedback</p> <p>Purchase of 3rd Space Learning to provide targeted support to identified pupils</p>	<p>End of KS2 tests show that only 47% of PP pupils achieved the expected standard in Maths compared to 59% nationally.</p> <p>EEF Toolkit suggests high quality feedback is an effective way to improve attainment.</p> <p>High quality, structured interventions have been shown to have a positive impact on progress.</p>	<p>Use INSET days/staff meetings to deliver training in Maths, AfL and quality feedback and marking.</p> <p>Observations of Maths lessons, book scrutinies, Learning Walks to ensure challenge for all</p> <p>Focused tracking of groups to ensure children are making more than expected progress from starting points</p> <p>Purchase 3rd Space resources to facilitate the teaching and learning of Maths in Year 6.</p>	<p>Maths Lead</p> <p>SLT</p> <p>PP Lead</p>	<p>September 19</p> <p>Oct/Nov 19</p> <p>September 19</p>
D Decrease the number of children with behaviour and emotional concerns across the school.	<p>Whole school approach.</p> <p>Pupils eligible for PP take part in and benefit from nurture group led by school's FSW.</p> <p>Decrease in exclusions for PP pupils.</p> <p>PP pupils' wellbeing is prioritised as a first step towards better behaviour and good academic achievement.</p> <p>ELSA TAs, supported by SLT and teaching staff, to identify those children at the risk of exclusion or with persistent disruptive behaviour and pupils with wellbeing concerns.</p>	<p>According to Ofsted, pupils improve their behavioural, social and emotional skills as a result of nurture group provision (from Supporting children with challenging behaviour through a nurture group approach, 2011) NICE (National Institute for Health and Care Excellence) guidance recommends that: head teachers, governors and teachers should demonstrate a commitment to the social and emotional wellbeing of young people.</p> <p>Improvement plans, policies, systems and activities should all be monitored and evaluated.</p>	<p>Inset on mental health and wellbeing to ensure teaching staff are trained on mental health and wellbeing.</p> <p>Close monitoring by Deputy Head Teacher and PP Leader. Strategies used in nurture group to be embedded in class.</p>	<p>SLT/PP Lead</p> <p>PP Lead</p>	<p>Dec 2019</p> <p>April 2020</p>

Ensure good progress and mastery of communication skills by the end of EYFS and KS2	Ensure high quality interactions with adults to develop communication and language skills.	The Statutory Framework for the Early Years and Foundation Stage (March 2017) states that every child deserves the best possible start in life and the support that enables them to fulfil their potential. The development of pre-reading skills, early mathematics and problem solving show positive benefits and enable children to independently access learning activities to develop their successful learning.	All EYFS staff are aware of planned focused activities to improve basic skills in English (including communication) and Maths. Outdoor areas will be developed to engage children in communication and language skills.	SENco/PP Lead	September 19
	Acquire Language Link and train SENCo and TA in its use. Identify pupils (including PP children) that would benefit from developing their communication skills.	Research from EEF shows that children with Speech problems and language issues struggle to communicate and therefore their progress in Reading and writing is affected.	Learning walks, teaching and learning reviews and scrutiny of planning to ensure consistent quality teaching and interactions with adults and provision.		SLT
	Identify children that would benefit from working with SALT to develop their speech.		List of Identified Children monitored and progress of these children tracked.	SLT/PP Lead	
	Total budgeted cost				

iii. Other approaches					
Desired outcome (A-H above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
To improve attendance to be 97% or better	Rewards for good attendance/attitude/effort Information given to parents about the importance of attending school	Our attendance records show that our school's overall attendance figure for 2018-2019 is only just below National expectation. We can't improve attainment and secure progression if children are not actually attending school. NFER Raising Attendance report emphasises the effectiveness of focusing on prevention and early intervention. To reduce the number of persistent absentees among pupils eligible for PP in order to be in line with or above national (96%)	Rewards for good attendance/ attitude/ effort To reduce the number of persistent absentees among pupils eligible for PP in order to be in line with or above national (96%) Overall PP percentage of Reception and Key Stage 1 combined improves from 96.5% to 97%	PP Lead/EWO	July 2020

H. Improved parents' interest in school will result in parents more involved in their children's learning and children better supported at home	<p>Invite parents and carers to 'Stay and Play' workshops</p> <p>Organise information sessions for parents on Phonics Screening, Assessment by the end of KS1, and KS2 SATs</p> <p>Invite parents and carers to weekly Sharing Assemblies</p> <p>SLT/FSW Coffee mornings</p> <p>Charity/fundraising events</p> <p>Termly Parent-Teacher consultations and Curriculum Evening</p>	<p>According to EEF (Education Endowment Foundation), the association between parental involvement and a child's academic success is well established.</p> <p>Parents and carers attending coffee morning have demonstrated a strong interest in being involved in school life and are willing to participate in workshops that help them understand how to support their children better at home.</p>	<p>Ensure activities that involve parental engagement are announced in weekly school journal so that parents can participate.</p> <p>Listen to parents and carers' suggestions or requests linked to teaching and learning and act accordingly</p> <p>Collect verbal/written feedback after learning workshops or presentations and plan next steps</p>	<p>SLT</p> <p>PP Lead</p>	<p>Autumn Term/Spring Term</p>
<p style="text-align: right;">Total budgeted</p>					<p>£10000</p>
<p>Additional Information:</p>					