

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

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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	Great Heath Academy
Number of pupils in school	499
Proportion (%) of pupil premium eligible pupils	94 (18.8%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Naomi Brown (Principal)
Pupil premium lead	David Hicks (Assistant Principal)
Governor / Trustee lead	Lloyd Hughes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,430
Recovery premium funding allocation this academic year	£13,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£140,350</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

At Great Heath Academy, we target the use of the Pupil Premium funding to ensure that all our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

Our aim is that the achievement of children from disadvantaged backgrounds is comparable with that of non-disadvantaged children. We aim to remove barriers to learning, which have been created by poverty, family circumstances and background.

This strategy will focus on the key barriers that are preventing our disadvantaged children from attaining well: oral language, vocabulary, speech and language, gaps in curriculum knowledge, attendance and punctuality, social and emotional concerns and aspirations. Our approach will be responsive to both common challenges and our individual pupils' needs. We utilise robust diagnostic assessment, alongside educational research to plan effective interventions.

Our expectations at Great Heath are that all pupils, regardless of their background, will actively participate in a broad and balanced curriculum that is enriched by a variety of experiences within and beyond the classroom. It is our belief that reading fluently allows pupils to be able to access the curriculum as well as becoming responsible citizens.

The tiered approach we have adopted aids pupils to achieve well. In our approach we will:

- Ensure that disadvantaged pupils are challenged in their work and have the necessary experiences to excel in their learning
- Ensure that early intervention is identified that is focused and time limited
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and their expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, discussions and observations show undeveloped oral language and vocabulary gaps for some disadvantaged pupils,</p> <p>Baseline data for Reception in September 2021 shows that 25% of pupils entitled to FSM are predicted to be at ARE in July. For Forces children this is 45%. These pupils are not at the current expected level for Communication and language.</p> <p>Low starting point, especially for Communication and Language leads to disadvantaged pupils attaining less well in phonics, impacting on their development as readers. Phonics baseline in Y1 indicate that 13% of our disadvantaged children are on track to pass the phonics screening. (compared to 48% of non PP children)</p>
2	<p>Significant speech and language concerns and developmental delay of these, requiring intensive support.</p> <p>Of the current 2021 Nursery intake 48% of all pupils have been identified as having speech and language difficulties and are not on track in CL. Out of the PP children in Nursey 60% are not on track in CL.</p> <p>The NELI screening in September 2021 shows that in the Reception intake 25% of our disadvantaged pupils have been identified as having speech and language difficulties.</p>
3	<p>2020-2021 – Tracking attendance of PP children</p> <p>Autumn 1 2021 indicates that attendance for PP pupils was at 94% compared to 95% for non PP pupils. 12.8% of PP children were at PA compared to 10.5% of non PP children.</p>
4	<p>Internal observations and data have identified social and emotional / wellbeing difficulties for disadvantaged children.</p> <p>In Autumn 2021 23 pupils were identified as needing support for social and emotional needs. 35% of these were eligible for Pupil Premium.</p>
5	<p>Socio-cultural &amp; economic deprivation in the catchment area have been identified, leading to limited opportunities to widen pupils' cultural capital without academy intervention. Internal observations show pupils struggle with literacy due to a limited vocabulary enhanced by limited experiences.</p> <p>Our assessments, observations and discussions show that many of our disadvantaged pupils' education has been disproportionately impacted by</p>

	<p>partial school closures. These findings are further supported by a number of national studies on partial school closures.</p> <p>In July 2021 the difference between the percentage estimated to be ARE and those who achieved ARE in reading was 14% for disadvantaged pupils, compared to 4% for non-disadvantaged; for maths it was 37% compared to 6% for non-disadvantaged; for writing it was 28% compared to 15%.</p>
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## 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 spoken language with a wider and varied vocabulary leading to improved reading, writing and SPAG outcomes in KS1 and 2.	Teacher assessment will show an improvement in spoken language leading to improved outcomes in literacy.
Improved spoken language and oracy for pupils with identified speech, language and communication needs	Teacher and Speech and Language assessment data will show a reduction in the number of children who need interventions in speech, language and communication.
Improved attendance and punctuality , resulting in full access to the curriculum and improved outcomes in all subject areas	Fewer PP children will be at PA level and the gap between attendance for PP and non PP children will reduce.
Pupils have strategies to support their mental health, allowing them to maximise their learning opportunities.	Internal data for behaviour and mental health will show a reduction in recorded incidents
<p>Pupils will have access to cultural capital experiences that would not otherwise be possible, allowing them to fully understand the curriculum.</p> <p>Pupils engage in extracurricular support and tutoring to support improved outcomes.</p>	<p>Internal tracking data shows that disadvantaged pupils are exposed to the same opportunities as their non-disadvantaged peers.</p> <p>Discussions with pupils, teachers &amp; support staff indicate that these experiences are supporting improved outcomes across the curriculum.</p>

## 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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional staffing in early years to facilitate speech and language interventions, enhance language interaction with pupils and enhance quality first teaching</i></p> <p>£18,000</p>	<p>Teaching Assistant Interventions +4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1, 2
<p><i>Additional teacher in KS2 maintain 3 classes and class size to enhance quality first teaching</i></p> <p>£31,000</p>	<p>Reducing class size +2 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p>Improve first quality teaching</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	All
<p><i>Release for teachers to conduct peer observations as part of teacher walk through</i></p>	<p><a href="https://www.cambridge-community.org.uk/professional-development/gswpo/index.html#group-Benefits-QX2OtTSLQ">https://www.cambridge-community.org.uk/professional-development/gswpo/index.html#group-Benefits-QX2OtTSLQ</a></p> <p>By observing one of their peers teaching a lesson, the observer builds on their current knowledge and ideas for teaching. But peer observation doesn't just increase knowledge of teaching and learning; it can also increase confidence. In their research on peer observation in higher education and schools, both Rhodes &amp; Beneicke (2002) and Hendry &amp; Oliver (2012) link peer observation to increasing a teacher's self-belief (also</p>	1, 2, 5

<p><i>development</i></p> <p>£3,000</p>	<p>known as self-efficacy). The observer may be inspired to try something new in their own classroom or come away from an observation feeling that what they are currently doing is in line with good-quality teaching and learning.</p> <p><a href="https://www.teachertoolkit.co.uk/2021/09/07/observing-teachers/">https://www.teachertoolkit.co.uk/2021/09/07/observing-teachers/</a></p>	
<p><i>PP leader supporting staff in individual needs of PP pupils eg PP progress meetings and sign posting to CPD and intervention support</i></p> <p>£4,000</p>	<p><a href="https://journals.sagepub.com/doi/full/10.1177/1741143220905062">https://journals.sagepub.com/doi/full/10.1177/1741143220905062</a></p> <p><a href="https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/">https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</a></p>	5
<p><i>Principal supporting PP lead in individual needs of PP pupils and CPD needs</i></p> <p>£4,000</p>	<p><a href="https://journals.sagepub.com/doi/full/10.1177/1741143220905062">https://journals.sagepub.com/doi/full/10.1177/1741143220905062</a></p> <p><a href="https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/">https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</a></p>	5

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

Budgeted cost: £53,189

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Lightning squad Targeted interventions + purchase of additional resources (Laptops and paper work)</i></p> <p>£10,000</p>	<p>TA led interventions lead to +4 months improvement. Internal data from the Lightning Squad intervention in 2020-2021 showed improvements in reading for children who participated.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1

<p><i>Tutoring</i></p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>£13,920</p>	<p>1:1 tutoring proves highly effective progress +5 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Small group tutoring proves highly effective progress +3 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p> <p>Extending the school day for things such as tutoring or boosters +3 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	<p>1, 5</p>
<p><i>Nessy</i></p> <p>£400</p>	<p>Individual instruction in through various mediums including digital can provide +4 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	<p>1</p>
<p><i>5 minute box Training</i></p> <p>£500</p>	<p>Small group tutoring proves highly effective progress +3 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>5</p>
<p><i>NELI</i></p> <p>£1,400 £1,800</p> <p><i>NELI in KS1</i></p> <p>£1,667</p>	<p>Oral language interventions can provide progress of +6 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Small group tutoring proves highly effective progress +3 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1</p>



<p><i>Speech link + Training Beat Dyslexia</i></p> <p>£3,164 £1,826 £1,472</p>	<p>Early communication and language interventions can provide +6 months progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p>1:1 tutoring proves highly effective progress +5 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Small group tutoring proves highly effective progress +3 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	<p>1, 2, 5</p>
<p><i>Lexia</i></p> <p>£9,350</p>	<p>Computer based literacy program. A singular focused literacy support. Helps learners read, write and speak with confidence. +6 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 2</p>
<p><i>Accelerated Maths</i></p> <p>£3,845</p>	<p>Computer based maths program. A focused Maths support. Helps learners calculate with confidence. +5 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	<p>5</p>
<p><i>Accelerated Reader</i></p> <p>£3,845</p>	<p>Computer based literacy program. A singular focused literacy support. Helps learners read, write and speak with confidence. +6 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 2</p>

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

Budgeted cost: £25,646

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Subsidised trips and experiences</i> £500</p>	<p><a href="https://www.primarytimes.co.uk/news/2016/07/how-much-the-true-cost-of-sending-your-child-to-school">https://www.primarytimes.co.uk/news/2016/07/how-much-the-true-cost-of-sending-your-child-to-school</a></p>	5
<p>Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA. £4676 £1240</p> <p><i>Assistant Principal supporting the attendance officer to support children and families to improve their attendance</i></p> <p>Assistant Principal and behaviour lead, holding parent meetings and organising in-house sanctions and rewards.</p>	<p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001).</p> <p>The DFE published a report on the links between attendance and attainment in 2014. <a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p> <p>Metacognition and self-regulation approaches to teaching, support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning and regulating their behaviour.</p> <p>This approach can improve progress by +6 months <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation</a></p>	3

<p>£500</p> <p>External behaviour support through the Educational Psychiatrist . £2,000</p>		
<p><i>ELSA</i></p> <p>£1515 + £510 (Subscription for 2 members of staff)</p> <p>Training of additional ELSA TA. £750 (Training cost) + £255</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This approach can produce +4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>4</p>
<p><i>Subsidised uniform and PE kit</i></p> <p>£1,780</p>	<p><a href="https://www.primarytimes.co.uk/news/2016/07/how-much-the-true-cost-of-sending-your-child-to-school">https://www.primarytimes.co.uk/news/2016/07/how-much-the-true-cost-of-sending-your-child-to-school</a></p> <p>Parents should expect to pay approximately £1,519 to send a child to school.</p> <p>Internal data shows that the increasing cost of uniform and PE kits means that the disadvantage children often do not have spare clothes and parents have to wash the clothes more frequently and they do not last as long.</p>	<p>4, 5</p>
<p><i>Family support</i></p> <p>£10,000</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This approach can produce +4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Parental engagement through things such as home work projects particularly in EYFS can provide +4 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</a></p>	<p>4</p>

<i>Contingency</i> £3,435	Fund available for additional PP children that arrive mid year and also any additional needs identified during the year.	
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**Total budgeted cost: £140,350**

## 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.

Aim	Cost	Outcome	Evaluative Summary
Progress in Reading and Writing	Targeted interventions conducted by TAs £17,600		
	Purchase Nessy Program and provide training to staff to deliver T&L to address gaps in learning in Reading, Writing and Spelling £1,000	FFT TA Data (not based on SATs Due to Covid19)  KS2 Reading Attainment 45% +7VA -0.7 Progress PP	KS2: Steady improvement in disadvantaged pupil progress from 2018 to 2020. On track towards aim.
	Purchase 10 Dyslexic screening programs from Nessy £100	KS2 Writing Attainment 36% +3VA -0.1 Progress PP	KS1: higher proportion of PP not achieving ARE (lower starting point), mobility affecting overall data; higher proportion of pupils with SEND and S&L, teaching year not completed due to lockdown
	Facilitate intervention programmes to bridge gaps due to school closure £10,000	Lightning Squad (Intervention program) was set up with external tutor and also TA training. Y1-4 children were identified and accessed this.	Internal data from the Lightning Squad intervention in 2020-2021 showed improvements in reading for children who participated.
	Purchase and book training for TAs on the use of 5 minute number and literacy boxes £1,000		
Progress in Mathematics	Additional staffing to support smaller groupings and streaming in Y6 £5,000	When the school was open in the autumn term, we streamed in Y5 and Y6 to reduce the class size to enable	KS2:  KS1- Higher proportion of PP not achieving ARE (lower starting point), mobility affecting overall data;
	Training on feedback to staff		

	Purchase and book training for TAs on the use of 5 minute number and literacy boxes	targeted teaching to take place KS2 Maths Attainment 36% +2VA -2.9 Progress PP  KS1 Maths Attainment 31% PP	higher proportion of pupils with SEND and S&L, incomplete teaching year due to lockdown
Phonics	<p>Ensure high quality interactions with adults to develop communication and language skills.</p> <p>Additional TA support in Y3 to support with content recovery from previous year £8,000</p> <p>Additional TA support in Nursery to support small group sizes to enhance quality first provision £1,000</p> <p>Smaller groupings for phonics in EYFS &amp; KS1 using an additional staffing model</p> <p>The AP/SENCO to cover PPA in Nursery/Reception and Y3 to ensure Quality first teaching. £5,000</p> <p>Purchase Talk Boost KS1 and train TAs in S&amp;L interventions</p> <p>Identify children that would benefit from working with SALT to develop their speech.</p>	<p>Additional TAs were used to support interventions in Y3 as this was an identified area of need.</p> <p>TA led interventions lead to +4 months improvement.</p> <p>Pupils in EYFS and KS1 were identified and worked with the SALT</p>	
Other	<p>Whole school approach.</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>No PP children were excluded</p> <p>PP children were identified and supported during the lockdown and supported via ELSA or Mental health team</p>	<p>Covid restrictions and lockdowns prevented many of these activities taking place or were</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>Organise information sessions for parents on Phonics Screening, Assessment by the end of KS1, and KS2 SATs</p>	<p>ELSA trained TA led supportive sessions with identified PP children</p> <p>Due to covid restrictions and lockdown this did not take place.</p>	<p>curtail due to bubbles to prevent spread</p>
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## 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
Reading tutoring (Lightning squad)	FFT

## Service pupil premium funding

*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?	Additional staffing in EYFS to facilitate interventions such as NELI.
What was the impact of that spending on service pupil premium eligible pupils?	End of Reception data showed that of the children eligible for Service pupil premium 86% achieved a good level of development, compared to 51% of children not eligible.

## Further information

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*