

Pupil premium strategy statement

December 2022

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	Great Heath Academy
Number of pupils in school	514
Proportion (%) of pupil premium eligible pupils	105 (20.4%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	Dec 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Naomi Brown (Principal)
Pupil premium lead	David Hicks (Assistant Principal)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,890
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	£172,115

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 2022 shows that only 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 indicates that only 20% of our disadvantaged children are on track to pass the phonics screening. (compared to 50% 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 2022 Nursery intake 25% 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 30% are not on track in CL.</p> <p>The NELI screening in September 2022 shows that in the Reception intake 25% of our disadvantaged pupils have been identified as having speech and language difficulties.</p>
3	<p>2021-2022 – Tracking attendance of PP children</p> <p>At the end of the academic year 21-22 the attendance for non-PP was 94% overall compared to 92% for PP children.</p> <p>2022</p> <p>Autumn 1 2022 indicates that attendance for PP pupils was at 94.0% compared to 95.3% for non PP pupils. 15.0% of PP children were at PA compared to 14.4% 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 2022 30 pupils were identified as needing support for social and emotional needs. 35% of these were eligible for Pupil Premium.</p>
5	<p>Socio-cultural & economic deprivation in the catchment area have been identified, leading to limited opportunities to widen pupils' cultural capital</p>

	<p>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 partial school closures. These findings are further supported by a number of national studies on partial school closures.</p> <p>In July 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 & 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: £68,918

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> £6850</p>	<p>Teaching Assistant Interventions +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>All</p>
<p><i>Additional TAs in Year 6, 5, 4, 3, 2 and 1</i> £48763</p>	<p>Teacher Assistant Interventions +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>All</p>
<p><i>Release middle leaders to conduct observations as part of Curriculum development</i> £2000</p>	<p>https://www.cambridge-community.org.uk/professional-development/gswpo/index.html#group-Benefits-QX2OtiTSLQ 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 & Beneicke (2002) and Hendry & Oliver (2012) link peer observation to increasing a teacher's self-belief (also 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. https://www.teachertoolkit.co.uk/2021/09/07/observing-teachers/</p>	<p>1, 2, 5</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>£6,268</p>	<p>https://journals.sagepub.com/doi/full/10.1177/1741143220905062</p> <p>https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</p>	<p>5</p>
<p><i>Principal supporting PP lead in individual needs of PP pupils and CPD needs</i></p> <p>£5,035</p>	<p>https://journals.sagepub.com/doi/full/10.1177/1741143220905062</p> <p>https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</p>	<p>5</p>

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

Budgeted cost: £29,684

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>My Tutor Targeted interventions + purchase of additional resources (Laptops and paper work)</i></p> <p>£3,500</p>	<p>TA led interventions lead to +4 months improvement. Internal data from the intervention in 2020-2021 showed improvements in reading for children who participated.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1</p>
<p><i>Tutoring Engaging with the National</i></p>	<p>1:1 tutoring proves highly effective progress +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 5</p>

<p>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>£1,500</p>	<p>Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools Extending the school day for things such as tutoring or boosters +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	
<p><i>Nessy</i></p> <p>£500</p>	<p>Individual instruction in through various mediums including digital can provide +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1
<p><i>CPG Maths and English catchup</i></p> <p>£1000</p>	<p>Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	5
<p><i>Speech Link</i> £180</p> <p><i>Talk Boost</i> £1000 £94 (Training) £400 (Cover)</p>	<p>Oral language interventions can provide progress of +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1

<p><i>Reading books (Books for struggling readers)</i></p> <p>£2000</p> <p><i>Early Phonic books</i></p> <p>£500</p>	<p>Reading Intervention +6 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Early Years Phonic +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2, 5</p>
<p><i>Education City</i></p> <p>£750</p>	<p>Computer based program that supports Maths, literacy and science. +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>All</p>
<p><i>Shine intervention</i></p> <p>£400.00</p>		
<p><i>Lexia</i></p> <p>£9,570</p>	<p>Computer based literacy program. A singular focused literacy support. Helps learners read, write and speak with confidence. +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2</p>
<p><i>Times table rock stars</i></p> <p>£135.00</p>	<p>Computer based numeracy program. Helps learners with their timetables and builds confidence. +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2</p>
<p><i>Freckle (Maths)</i></p> <p>£3,845</p>	<p>Computer based maths program. A focused Maths support. Helps learners calculate with confidence. +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>5</p>
<p><i>Accelerated Reader + books</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</p>	<p>1, 2</p>

£1000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £73,403

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidised trips and experiences</i> £1000	https://www.primarytimes.co.uk/news/2016/07/how-much-the-true-cost-of-sending-your-child-to-school	5
Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA. £18,528 EWO £1,365 <i>Assistant Principal supporting the attendance officer to support children and families to improve their attendance</i>	<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 & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>The DFE published a report on the links between attendance and attainment in 2014. https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</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 https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation</p>	3

<p>Assistant Principal and behaviour lead, holding parent meetings and organising in-house sanctions and rewards. £1000</p> <p>External behaviour support through the Educational Psychiatrist . £2,200</p>		
<p><i>Provide wide curriculum opportunity in DT/Food technology across the school</i> £1000</p>		
<p><i>Provide wide curriculum opportunity in learning an instrument</i> £6,300</p>	<p>Arts participation +3 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p>Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses. Whilst these activities, of course, have important educational value in themselves, this Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics.</p>	<p>All</p>

<p>ELSA</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4</p>
<p>Subsidised uniform and PE kit</p> <p>£2,000</p>	<p>https://www.primarytimes.co.uk/news/2016/07/how-much-the-true-cost-of-sending-your-child-to-school</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>Family support</p> <p>£36207</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Parental engagement through things such as home work projects particularly in EYFS can provide +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	<p>4</p>
<p>Contingency</p> <p>£773</p>	<p>Fund available for additional PP children that arrive mid-year and also any additional needs identified during the year.</p>	

Total budgeted cost: £172,115

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.

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend
<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>An additional TA was employed to support the children with their language in early years. 66% of children achieved GLD in Early years (National was 65%). In communication and language 78% were at the expected level for language and understanding and 79% were at the expected level at speaking</p>	£18,000
<p><i>Additional teacher in KS2 maintain 3 classes and class size to enhance quality first teaching</i></p> <p>£31,000</p>	<p>Year 6 results 74% at expected for reading, 67% writing and 60% for Maths.</p>	£31,000
<p><i>Release for teachers to conduct peer observations as part of teacher walk through development</i></p> <p>£3,000</p>	<p>Internal monitoring and monitoring from the MAT show that teaching and learning is good across the school.</p>	£1000
<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>PP lead worked closely with staff to support children on The PP register.</p>	£4,000

<p><i>Principal supporting PP lead in individual needs of PP pupils and CPD needs</i></p> <p>£4,000</p>	<p>Principal worked closely with staff to support children on The PP register.</p>	<p>£4500</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Impact of this approach	Actual Spend
<p><i>Lightning squad Targeted interventions + purchase of additional resources (Laptops and paper work)</i></p> <p>£10,000</p>	<p>Children that needed support were identified by using internal school data. TA ran program for 20 weeks but was then off for personal reasons so program not continued.</p>	<p>£7,000</p>
<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>NTP booster sessions were run in Year 1, 2, 4 and 5. Also third space was purchased to support identified children on the PP register in Year 6. Internal data shows that there was an improvement in attainment for all the children that attended.</p>	<p>£8,000</p>
<p><i>Nessy</i></p> <p>£400</p>	<p>Nessy was used well to support identified children in reading and spelling. All children made progress on this program.</p>	<p>£500</p>

<p><i>5 minute box Training</i> £500</p>	<p>The training was not conducted as 5 minute box was not used due to shortage in TAs</p>	<p>£0</p>
<p><i>NELI</i> £3,200 <i>NELI in KS1</i> £1,667</p>	<p>In communication and language 78% were at the expected level for language and understanding and 79% were at the expected level at speaking</p>	<p>£3,200 £1,667</p>
<p><i>Speech link + Training Beat Dyslexia</i> £3,164 £1,826 £1,472</p>	<p>Speech link was purchased and used to support pupils' expressive language. Books brought to explore Beat Dyslexia. SENCO and English lead were covered to receive training in Beat Dyslexia.</p>	<p>£3,164 £1,826 £1,472</p>
<p><i>Lexia</i> £9,350</p>	<p>Lexia subscription was purchased and all children were given log ins to enable them to work on the program. KS2 reading was in line with the national results.</p>	<p>£9,350</p>
<p><i>Accelerated Maths</i> £3,845</p>	<p>Accelerated Maths subscription was purchased and all children were given log ins to enable them to work on the program.</p>	<p>£3,845</p>
<p><i>Accelerated Reader</i> £3,845</p>	<p>Accelerated Reader subscription was purchased and all children were given log ins to enable them to work on the program. KS2 reading was in line with the national results.</p>	<p>£3,845</p>

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

Activity	Impact of this approach	Actual Spend
<p><i>Subsidised trips and experiences</i> £500</p>	<p>Due to some covid restrictions school trips were not booked this year.</p>	<p>£0</p>
<p><i>Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA.</i> £4,676 £1240</p> <p><i>Assistant Principal and behaviour lead, holding parent meetings and organising in-house sanctions and rewards.</i> £500</p> <p><i>External behaviour support through the Educational Psychiatrist .</i> £2,000</p>	<p>Attendance officer worked closely with several families where attendance was a concern. Staff conducted door knock to check the welfare of the children and to offer support. Fixed penalty notices were issued and one family prosecuted. Attendance for 21/22 was 93.7% for the whole school and was 92.5% for PP pupils.</p> <p>Attendance certificates were issued termly for individual pupils and weekly for classes.</p> <p>No children identified as needing support this year.</p>	<p>£4,676 £1,240</p> <p>£150</p> <p>£0</p>
<p><i>ELSA</i> £1515 + £510 (Subscription for 2 members of staff)</p> <p><i>Training of additional ELSA TA.</i> £750 (Training cost) + £255</p>	<p>Two members of staff continued to deliver ELSA and attend supervision sessions.</p> <p>Additional training was not conducted due to lack of availability in training in Suffolk. Staff have been added to a waiting list.</p>	<p>£2015</p> <p>£0</p>

<p><i>Subsidised uniform and PE kit</i></p> <p>£1,780</p>	<p>Uniform and PE kit purchased and distributed to children when appropriate.</p>	<p>£1,000</p>
<p><i>Family support</i></p> <p>£10,000</p>	<p>Family support worker supported a range of children and parents. She conducted parenting courses. She left in March 2022 and a replacement was employed for September 2022.</p>	<p>£6,666</p>
<p><i>Contingency</i></p> <p>£3,435</p>	<p>CGP books purchased for Year 6 to support Maths and English.</p>	<p>£1,500</p>

Service pupil premium funding (optional)

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

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Supported in Early years in language and in KS1 for language and Phonics. Support from PP Lead and Principal with transition into school. Pupils also benefited from ELSA support. Attendance officer also supported the families.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Improvement in language. Rapid catch up in Phonic in KS1 when they started the school with little or no prior phonics knowledge. Individual pupils supported with ELSA when needed and have shown an improvement in their emotional well-being.</p>