

Pupil premium strategy statement for Heelands School

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	Heelands
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	27.8% (22 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lesley Barnard
Pupil premium lead	Lesley Barnard
Governor / Trustee lead	Tammy Haughton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,935
Recovery premium funding allocation this academic year	£3,298
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£34,233

Part A: Pupil premium strategy plan

Statement of intent

At Heelands School our aim is that every pupil achieves the very best they can regardless of their economic, social or cultural background. We know our school community exceptionally well and recognise that some of our families facing economic challenges are not those who are entitled to pupil premium and therefore we use the Pupil Premium Grant to enhance the cultural capital and raise the aspirations of all disadvantaged pupils. There are three primary strands to our strategy to achieve this:

- ✚ Quality First Teaching for all pupils, delivered by all teachers and support staff
- ✚ The provision of a learning environment that equips children to become independent, creative thinkers and problem solvers.
- ✚ Ensuring that all pupils access a wide range of experiences, both inside and outside school which broaden their horizons of the world around them.

We aim to reduce the impact of pupils' barriers to learning, opportunity and progress through quality first teaching (including targeted interventions where appropriate) alongside stimulating, wider opportunities which enhance the curriculum

Challenges

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

Challenge number	Detail of challenge
1	Low levels of communication and vocabulary acquisition on entry
2	Socio-economic challenges
3	Reduced life experiences
4	Lack of academic support at home

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
For all pupils to feel safe, happy and enjoy coming to school	No gap in attendance between PP and non-PP pupils
Pupils in KS1 make up any lost learning in phonics	No gap in the Yr2 phonic check outcomes between PP and non-PP pupils (Nov 21) No gap in the Yr1 phonic check outcomes between PP and non-PP pupils (June 22)
Pupils make up any lost learning in reading, writing and maths	For all pupils to achieve their expected progress from baseline assessments

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: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Non-class based SENDCo 0.6 PP funding provides 50% of salary costs	SENDCo provides class teachers with support for PP & SEND pupils to support Quality First teaching. SENDCo also provides targeted interventions for pupils with EHCPs and those at SEN support.	1,4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) Budgeted cost: **£3,340**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention group work by TAs 5 hours per week x39 weeks	EEF Toolkit Small Group Tuition - Closing the disadvantage gap.	1,3,4
Purchase of phonically matched early stage home reading books.	EEF Toolkit Strand Phonics	1,4

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: **£15,550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
UIFSM costs for PP children's meals £2.20 x190 days £10,450	Strategy devised by Nick Clegg, when Deputy Prime Minister. Sir Nicholas Clegg is now Vice President of Facebook and could possibly be contacted via social media to discover which evidence base he used if, of-course, one ever existed.	2
Free school fleece given to PP pupils £100	Parental feedback demonstrates appreciation of support with uniform. PP numbers increased with this incentive. PP pupils look the same as peers & have sense of identity and pride in belonging to school.	2
Curriculum workshops Theatre performances Visits to support curriculum coverage £5000	Positive pupil feedback from school events and visits and the high quality work produced by pupils. Pupils' language skills are enhanced through exposure to a wide variety of experiences. Pupils enjoy school and attendance matches national	1,2,3,4

Total budgeted cost: £ 33,890

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 2020/21 year.

<p>Phonic Check: Yr2 in November 2020 (postponed from the summer term 2020) 90% of all Yr 2 pupils passed the check 89% of PP pupils (7/8) passed the check. This outcome evidences virtually no gap between PP and non PP pupils and demonstrates the success of RWI Phonics and targeted interventions.</p> <p>Attendance: Our final attendance figure for last year was 95.5%, 0.1 higher than similar schools. Group attendance was higher than national for every group and higher for our PP group, which included our 2 lowest attenders.</p> <p>Heelands PP: 93% (29 pupils) National 18/19: 92.5%</p>

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
No purchased schemes used.	

Service pupil premium funding (optional)

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

As we are a very small school, numbers of PP pupils can vary dramatically year on year as do their academic ability, strengths, attributes and life experiences. Our PP pupils are not necessarily our most financially disadvantaged pupils, it is more likely to be our 'JAM', 'just about managing' families who are in low-paid work and often on zero-hours contracts that struggle most.

We do not discriminate between the sources of a family's financial need and aim to provide or top-up the childhood and life experiences that pupils may have missed out on, particularly during the Covid period.

We provide an excellent staff ratio in all classes, each class has a dedicated class TA plus additional support for intervention, small group and SEND work. Classroom practice is designed to offer many opportunities for oral language development.

We also provide free after school clubs for all pupils and do not charge for curriculum visits or workshops. This enables all pupils to have equality of access to all activities and 100% of our PP children access clubs. This relieves parents of any additional financial worry and negates any stigmatisation of our financially disadvantaged families.