



Heath Hayes Academy Pupil Premium Statement 2018/2019

A Guide to Pupil Premium

If your child is eligible for free school meals, their schools may also be entitled to receive a sum of money to boost their learning. This guide explains the ins and outs of the Pupil Premium for Heath Hayes Academy and its children.

What is the Pupil Premium?

Introduced in 2011, the **Pupil Premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children.**

This is based on research showing that children from low income families perform less well at school than their peers. Research showed that often, children who are entitled to Pupil Premium face challenges such as poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality compared to non-Pupil Premium children. The Pupil Premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates and their peers nationally.

Our key objectives in using the Pupil Premium funding are to ensure quality first teaching and widening of opportunity for all children. We are passionate about diminishing the difference between pupil groups. As a school we have an excellent track record of ensuring that pupils make strong progress. Through targeted interventions, we are working to eliminate barriers towards learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations and more as they move through the school.

We have analysed our data thoroughly and have made use of a range of research, such as parental engagement research, children as writers, good practice in using pupil funding, the Sutton Trust research on metacognition etc. to inform our decision funding.



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Is your child eligible?

Schools are given a Pupil Premium for:

- Children who have qualified for free school meals at any point in the past six years. The school receives **£1320** for each of these children.
- Children who have been looked after under local authority care for more than one day. These school is awarded a premium of **£2300**.
- Children who have parents in the forces. The school receives **£300** for each service child.

How is it spent at Heath Hayes Academy?

Schools can choose how to spend their Pupil Premium money as they are best placed to identify what would be of most benefit to the children who are eligible.

Common ways in which schools spend their Pupil Premium fund include:

- Extra one-to-one or small-group support for children within the classroom.
- Employing extra teaching assistants to work with classes.
- Running catch-up sessions before or after school, for example for children who need extra help with maths or literacy.
- Providing extra tuition for able children who receive the Pupil Premium, for example in preparation for SATs.
- Providing music lessons for children whose families would be unable to pay for them.
- Funding educational trips and visits.



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- Paying for additional help such as speech and language therapy or family therapy.
- Investing in resources that boost children's learning, such as laptops or tablet computers.

At Heath Hayes Academy, we have chosen to spend our Pupil Premium money to support the following areas which we have identified as being barriers to success for our Pupil Premium children:

- Improve speaking, listening and understanding skills for pupils eligible for PP.
 - Speech and language intervention in school.
- Increased attainment at age related for children who are eligible for PP.
 - Additional teaching assistants to work within the classroom and provide intervention.
 - Easter school (Year 6)
 - Targeted intervention to further diminish differences
- Improved access to a range of texts to support functional reading ages and engage children in a love of reading.
 - 100 books for KS2
- Funded places for educational trips and visits for children eligible for the PP.
 - Residential trips
 - Visitors in to school
 - Visits out of school
- Funded places for breakfast club and after school club for children eligible for the PP.
- Provided school uniforms for children who are eligible for PP.
- Provided pastoral support for children who are eligible to receive PP funding and their families.
- Increased sports activity and enjoyment within school time
 - Physical activity intervention

All schools have to show that they are using their Pupil Premium fund appropriately. This is measured through Ofsted inspections and annual performance tables showing the progress made by children who are eligible for Pupil Premium. In **Heath**



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Hayes Academy's Strategy Statement 2018/2019 (shown below), we show how much money we have been allocated, how we intend to spend it and how it is making a difference to the attainment of disadvantaged pupils.

If your child qualifies for free school meals, it's important that you tell us - even if they take a packed lunch - as this enables them to claim Pupil Premium. Please see the school app for eligibility criteria.



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1. Summary Information					
School	Heath Hayes Academy				
Academic Year	2018-2019	Total PP budget	£66,907	Date of most recent PP Review	January 2019
Total number of pupils	179	Number of pupils eligible for the PP	58	Date for next internal review of this strategy	July 2019

2. Current attainment (Summer end 2018/2019)		
	<i>Pupils eligible for PP (Heath Hayes Academy)</i>	<i>Pupils not eligible for PP (Heath Hayes Academy)</i>
% achieving expected standard or above in reading, writing & maths	55%	61%
% making expected progress in reading	96%	97%
% making expected progress in writing	92%	98%
% making expected progress in maths	94%	97%



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3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Speaking, listening and understanding skills are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	Academic attainment at baseline is lower than when children finish at the end of the academic year. This results in negative progress from the last assessment point at the beginning of the year (baselines).
C.	Social, emotional and mental health needs are more concerning following Boxall assessment for children who are eligible for the PP than for other pupils. This has a detrimental effect on their academic progress and that of their peers.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Home learning environments and family funds are a barrier to inclusion for some children who are eligible for PP.



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4. Intended Outcomes (<i>specific outcomes and how they will be measured</i>)		Success Criteria
A.	Improve speaking, listening and understanding skills for pupils eligible for the PP who are working below age related expectations.	Pupils who are currently working below age related expectation in reading and are not on the SEND register will make rapid progress by the end of the year so that all pupils meet or exceed age related expectations. This will be assessed through teacher assessment and standardised scoring.
B.	For children who are eligible for the PP to maintain academic attainment at baseline in line with the end of the previous year.	Children will achieve the same or better in standardised tests at baseline.
C.	Identify and address social, emotional and mental health needs for children who are eligible for the PP at the earliest opportunity through a Boxall Profile, resulting in a full reintegration within 3 terms.	<p>Pupils who are eligible for the PP will access nurture provision and pastoral support as a priority to address and support any social, emotional and mental health needs.</p> <p>Fewer behaviour incidents recorded for these pupils on the school system.</p>
D.	Children and families who are eligible for the PP will have support from the Emotional Well-being Manager in order to promote inclusion and readiness for learning. Families will receive support from the Emotional Well-being Manager and will be signposted to the appropriate services.	All children who are eligible for PP will attend school trips and have appropriate school uniform and resources. . Children and families will be confident in their abilities for parenting and will feel secure in their understanding of their child's education. Children will access wrap around care if needed, agreed by the Emotional Well-being Manager.



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5. Review of expenditure				
Previous Academic Year		2017 - 2018		
i. Quality of teaching for all				
Intended outcome	Action	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
Children will develop an increased love of learning and have access to a wide range of appropriate texts.	DEAR, whole class storytime, access to a range of high quality texts. The Library has been revamped to create a purposeful and engaging place to promote a love of reading. New books purchased to ensure high quality texts in all classrooms.	Increased speaking, listening and understanding skills for all children.	85% of children achieved the expected standard in reading at the end of KS2. Continue into next year - invest in the 100 UKS2 texts for the reading challenge.	£350.00



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<p>Improved combined attainment at the end of key stages across the school</p>	<p>PiXL subscription and conferences</p> <p>Read, Write Inc training and development.</p> <p>Resources purchased for the delivering of phonics in KS2 as a catch up programme. New EYFS and KS1 staff RWI trained and resources purchased. Current staff training renewed. To ensure best teaching practise.</p>	<p>Increased attainment at the end of key stages.</p>	<p>PiXL impacted on key marginals who were PP in particular. Approach to be continued in Year 6 and 2 and extended to Year 5.</p> <p><u>KS2</u></p> <p>Reading - 85%</p> <p>Writing - 70%</p> <p>Maths - 80%</p>	<p>£5271.00</p>
<p>Professional development for staff to further develop the quality of teaching that children are receiving.</p>	<p>Staff receiving individualised training based on Performance Management need. All staff receiving training to support the curriculum model (spelling, grammar, stretch and challenge)</p>	<p>An increase of good or better teaching leading to good or better outcomes and positive progress.</p>	<p>At the end of KS2, children achieving the expected standard +7% in reading, -11% in writing and +4% in maths.</p> <p>Further focus on writing for next academic year needed.</p>	<p>£2331.50</p>
<p>Total cost</p>				<p>£7952.50</p>



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ii. Targeted support				
Intended outcome	Action	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
Children who are eligible for the PP receive appropriate intervention and support in the classroom.	Learning support assistants are deployed across school with particular foci for raising standards by delivering high quality interventions To close the gaps in pupils attainment between disadvantaged pupils and their peers within school. Pastoral support for children	Intervention groups focus on diminishing the difference between disadvantaged and non disadvantaged children across the school	27% of disadvantaged children also have SEND. Over 90% have made good progress from starting points.	£18,112
Improved Year 6 results for PP	Easter school programme for children who are eligible for the PP	Intervention groups focus on diminishing the difference between disadvantaged and non disadvantaged children in year 6.	64% of PP children achieved expected standard combined 78% of non PP children achieved the expected standard combined (11/20 children PP)	£1502.00



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Total cost				£19,614
iii. Other approaches				
Intended outcome	Action	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
Children and families who are eligible for the PP will have support from the Emotional Well-being Manager in order to promote inclusion and readiness for learning. Families will receive support from the Emotional Well-being Manager and will be signposted to the appropriate services.	Emotional Well-being Manager to deliver nurture interventions to engage children with social and emotional needs, in order to support them with barriers to their learning.	Appropriate support for all children who are in need who are eligible for PP.	The Emotional Well-being Manager has received up to date training this year. This training has been used to reach a number of vulnerable, disadvantaged families. As a large % of our disadvantaged families are on our vulnerable children list; the EWM offers individualised / group nurture based interventions to support the child. Pupil voice shows that pupils feel safe and cared for in school.	£17,531.03
	Sunflower group - 10 hours per week			£11,764.24
	Furnishing and refurbishment			£3848.00



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Ensure children have access to before school and after school club as parents go back into education or work.	5 sessions a week (morning and afternoon) are offered to families eligible for pupil premium and in need of further support. This extra service has provided stability and support for some families and the children are provided with fun and engaging learning activities to further diminish any differences.	Differences diminished and children are happy and well fed. Allows parents and carers to access interviews for work or training.		£1900.00
Children who are eligible to receive the PP attend all school trips.	Subsidy of trips	To provide valuable learning experiences that deepen children's understanding of SMSC	Pupils who are eligible for pupil premium funding attend these trips as school subsidises the cost for each individual trip by an approximate 35% reduction	£1220.35
Children who are eligible to receive the PP have appropriate resources and uniform for school	Providing uniform and water bottles/lunch boxes for children.	To provide valuable resources for children to feel included.	Pupils who are eligible for pupil premium funding have appropriate uniform and resources.	£131.88
Total cost				£36,395.50



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Total income	£66,907.00
Total spend	£63,962.00

6. Planned expenditure					
Academic year	2018 - 2019 (£75,585)				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
DEAR, whole class storytime, access to a range of high quality	Children will continue to develop an increased love of learning and have access to a wide range of appropriate texts. Children will be able to take a book of choice from the library on a weekly basis. Designated librarians	Reading outcomes have been sustained above national expectations. We	Librarians Book logs Reading leader to monitor DEAR	LJ	January 2019 July 2019



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texts. Improved library system.	will monitor and support the effective use of the library system.	aim to develop this further and continue to provide the children with texts to support their reading skills.	and whole class story time.		
PiXL subscription and conferences Read, Write Inc training and development. New EYFS and KS1 staff RWI trained and resources purchased.	Improved combined attainment at the end of key stages across the school. Teachers will have access to appropriate resources in order to provide support and challenge to key groups across the school, including children who are eligible for the PP. The phonics leader will be confident and have the skills and knowledge in order to provide appropriate CPD to all staff.	Phonics results in Year 1 - children who achieved the expected standard was below national standard. Children in Year 2 cumulative was above national at the expected standard. PiXL has been an effective resource over the previous year.	Teaching and learning monitoring Outcomes at the end of Year 1 and end of KS2.	AF/JA	Half termly monitoring for attainment at the end of both key stages and phonics.
Professional development for staff to further	A CPD programme that meets the needs of all individuals. This is not only teachers, but support staff also. This ensures that all individuals have the	Continuing to up-skill all staff to ensure that they	Staff well-being QFT	AF/LJ	During observations and drop-ins



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develop the quality of teaching that children are receiving.	appropriate skills and knowledge in order to support and challenge children to the best of their ability.	have all of the strategies, skills and knowledge in order to best support pupils.	TA support		January 2019 July 2019 to review attainment and outcomes for children.
Total budgeted cost					£10,585
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Learning support assistants are deployed across school with particular foci for raising standards by delivering high quality	Children who are eligible for the PP receive appropriate intervention and support in the classroom. Children are also able to receive pastoral support throughout the day from the Emotional Well-being Manager.	Highly skilled staff are able to effectively diminish differences	Ensure that deployment of staff is effective and meeting the needs of the children	AF/LJ	January 2019 July 2019



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interventions To diminish differences in pupils attainment between disadvantaged pupils and their peers within school.					
Easter school for children who are eligible to receive the PP. Specific intervention during the school day from highly qualified teachers.	Children who are eligible to receive the PP will attain as well as their peers at the expected standard.	Intervention groups focus on diminishing the difference between disadvantaged and non disadvantaged children in year 6.	Close tracking of this group of children.	AF/LM	Weekly to meet the needs of the learners.
				Total budgeted cost	£25,000
iii. Other approaches					



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Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Emotional Well-being Manager to deliver nurture interventions to engage children with social and emotional needs, in order to support them with barriers to their learning.	Children and families who are eligible for the PP will have support from the Emotional Well-being Manager in order to promote inclusion and readiness for learning and will be signposted to the appropriate services if necessary. Sunflower group - 10 hours per week over the school	The Emotional Well-being Manager plays a pivotal role within school and this must continue into the next academic year to ensure that children have appropriate access to the emotional support and well-being in order to functional at school on a daily basis.	Through Boxall profiling and pastoral sessions/achievements that the EWM reports on.	HP	Boxall profiling - termly EWM - July 2019
5 sessions a week (morning and	Ensure children have access to before school and after school club as parents go back into education	Children of need access this service	Accessible places	AF/HP	January 2019 July 2019



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afternoon) to be offered to families eligible for pupil premium and in need of further support.	or work. This extra service has provided stability and support for some families and the children are provided with fun and engaging learning activities to further diminish any differences. Differences are diminished and children are happy and well fed. Allows parents and carers to access interviews for work or training.	and the uptake has been reducing yearly although we do not want to remove the service entirely.			
Subsidy of trips and uniform	Children who are eligible to receive the PP attend all school trips and are well equipped for school. <ul style="list-style-type: none"> - Uniform - Lunchboxes - Water bottles 	Some families are unable to afford the items as detailed.	AF to monitor use	AF	January 2019 July 2019
Total budgeted cost					£40,000



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7. Additional detail