



Heath Hayes Academy Pupil Premium Statement 2019/2020

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.



Heath Hayes Academy Pupil Premium Statement 2019/2020

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. The 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.
- 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.



Heath Hayes Academy Pupil Premium Statement 2019/2020

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.
- Increase 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
- Improve access to a range of texts to support functional reading ages and engage children in a love of reading.
 - 100 books for KS2
 - Targeted books for phonics
 - Access to online books
- Fund places for educational trips and visits for children eligible for the PP.
 - Residential trips
 - Visitors in to school
 - Visits out of school
- Fund places for breakfast club and after school club for children eligible for the PP.
- Provide school uniforms for children who are eligible for PP.
- Provide pastoral support for children who are eligible to receive PP funding and their families.
- Provide nurture provision for children who are eligible to receive PP funding.
- Increase sports activity and enjoyment within school time
 - Physical activity intervention



Heath Hayes Academy Pupil Premium Statement 2019/2020

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 Hayes Academy's Strategy Statement 2019/2020** (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 (Piota) for eligibility criteria.



Heath Hayes Academy Pupil Premium Statement 2019/2020

1. Summary Information					
School	Heath Hayes Academy				
Academic Year	2019-2020	Total PP budget	£63,960	Date of most recent PP Review	July 2019
Total number of pupils	193	Number of pupils eligible for the PP	44	Date for next internal review of this strategy	March 2021 - Due to COVID 19.

2. Current attainment (December 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	42%	66%
% making expected progress in reading	81%	91%
% making expected progress in writing	88%	86%
% making expected progress in maths	76%	79%



Heath Hayes Academy Pupil Premium Statement 2019/2020

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.



Heath Hayes Academy Pupil Premium Statement 2019/2020

4. Intended Outcomes (<i>specific outcomes and how they will be measured</i>)		Success Criteria
A.	To increase age related attainment at the expected standard for pupils eligible for the PP who are working below age related expectations.	Pupils who are currently working below age related expectations in reading, writing and maths 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.



Heath Hayes Academy Pupil Premium Statement 2019/2020

5. Review of expenditure (£75,585)				
Previous Academic Year		2018/2019		
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
<p>Children will continue to develop an increased love of learning and have access to a wide range of appropriate texts.</p> <p>Children will be able to take a book of choice from the library on a weekly basis.</p> <p>Designated librarians will monitor and support the effective use of the library system.</p>	<p>DEAR, whole class storytime, access to a range of high quality texts.</p> <p>Improved library system.</p> <p>100 books for the challenge</p> <p>Librarian training</p> <p>Librarian class release</p>	<p>Maintained attainment above national at the end of the key stage in reading.</p> <p>All children have access to the library with all teachers having individual barcodes for children in their class.</p>	<p>72% of children achieved the expected standard in reading at the end of KS2.</p> <p>Children in Year 6 thoroughly enjoyed the 100 book challenge and this enabled them to access a wider range of texts.</p> <p>Regular time slots are now set up in the library and children are taking books</p>	£3053.92



Heath Hayes Academy Pupil Premium Statement 2019/2020

			home to read independently and as a family.	
<p>Improved combined attainment at the end of key stages across the school.</p> <p>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.</p> <p>The phonics leader will be confident and have the skills and knowledge in order to provide appropriate CPD to all staff.</p>	<p>PiXL subscription and conferences Read, Write Inc training and development.</p> <p>New EYFS and KS1 staff RWI trained and resources purchased.</p>	<p>Increased attainment at the end of key stages.</p> <p>Effective resources available for intervention.</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 outcomes (all pupils)</u></p> <p>R - 72% at expected, 14% at the higher standard</p> <p>W - 83% at the expected standard, 24% at the higher standard</p> <p>M - 79% at the expected standard, 10% at the higher standard</p> <p>69% combined (all pupils)</p> <p><u>Pupils eligible for the PP</u></p>	£3830



Heath Hayes Academy Pupil Premium Statement 2019/2020

			<p>R - 78% at the expected standard</p> <p>W - 67% at the expected standard and 11% at the higher standard</p> <p>M - 78% at the expected standard</p> <p>78% combined</p>	
<p>Professional development for staff to further develop the quality of teaching that children are receiving.</p>	<p>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 appropriate skills and knowledge in order to support and challenge children to the best of their ability.</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 above national for combined, writing and maths.</p> <p>Further focus on reading for next academic year needed, alongside a continued focus on writing to maintain the positive progress seen previously.</p>	<p>£5670</p>
<p>Total cost</p>				<p>£12,553.92</p>



Heath Hayes Academy Pupil Premium Statement 2019/2020

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
<p>Children who are eligible for the PP receive appropriate intervention and support in the classroom.</p> <p>Children are also able to receive pastoral support throughout the day from the Emotional Well-being Manager.</p>	<p>Learning support assistants are deployed across school with particular foci for raising standards by delivering high quality interventions To diminish differences in pupils attainment between disadvantaged pupils and their peers within school.</p>	<p>Intervention groups focus on diminishing the difference between disadvantaged and non disadvantaged children across the school</p>	<p>27% of disadvantaged children also have SEND. Over 90% have made good progress from starting points.</p>	<p>£26,715.92</p>



Heath Hayes Academy Pupil Premium Statement 2019/2020

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.	78% of PP children achieved the expected standard combined (7/9) 60% of non PP children achieved the expected standard combined (12/20)	£1822.49
Total cost				£28538.41
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



Heath Hayes Academy Pupil Premium Statement 2019/2020

<p>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.</p> <p>Sunflower group - 10 hours per week over the school</p>	<p>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</p>	<p>Appropriate support for all children who are in need who are eligible for PP.</p>	<p>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.</p>	<p>£22,526.75</p> <p>£8900.40</p>
<p>Ensure children have access to before school and after school club as parents go back into education or work. This extra service has provided stability and support for some families and the children are provided</p>	<p>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.</p>	<p>Differences diminished and children are happy and well fed. Allows parents and carers to access interviews for work or training.</p>	<p>Children of need access this service and the uptake has been reducing yearly although we do not want to remove the service entirely.</p>	<p>£1900</p>



Heath Hayes Academy Pupil Premium Statement 2019/2020

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.				
Children who are eligible to receive the PP attend all school trips and have appropriate resources and uniform for school.	Subsidy of trips and uniform, water bottles and any necessary equipment	To provide valuable learning experiences that deepen children's understanding of SMSC and inclusion	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. Pupils who are eligible for pupil premium funding have appropriate uniform and resources.	£1310.80 £264
Total cost				£29,901.95
Total income				£75,585



Heath Hayes Academy Pupil Premium Statement 2019/2020

Total spend	£75,994.28
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6. Planned expenditure (£63,960)

Academic year	2019-2020
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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?
Language development training and an increased range of texts available	Language development and understanding across the school	Reading outcomes have been sustained above national expectations. We aim to develop this further and continue to provide	Librarians Book logs Reading leader to monitor DEAR and whole class story time.	KW	July 2020



Heath Hayes Academy Pupil Premium Statement 2019/2020

		the children with texts to support their reading skills.			
<p>PiXL subscription and conferences</p> <p>Read, Write Inc training and development.</p> <p>New EYFS and KS1 staff RWI trained and resources purchased (new staff to team).</p>	<p>Improved combined attainment at the end of key stages across the school.</p> <p>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.</p> <p>The phonics leader will be confident and have the skills and knowledge in order to provide appropriate CPD to all staff.</p>	<p>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.</p> <p>PiXL has been an effective resource over the previous year.</p>	<p>Teaching and learning monitoring</p> <p>Outcomes at the end of Year 1 and end of KS2.</p>	AF/JA	<p>Half termly monitoring for attainment at the end of both key stages and phonics.</p>
<p>Professional development for staff to further develop the quality of teaching that</p>	<p>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 appropriate skills and knowledge in order to support and challenge children to the best of their ability.</p>	<p>Continuing to up-skill all staff to ensure that they have all of the strategies, skills and knowledge in</p>	<p>Staff well-being</p> <p>QFT</p> <p>TA support</p>	AF/LJ	<p>During observations and drop-ins</p> <p>January 2020 and July 2020 to review</p>



Heath Hayes Academy Pupil Premium Statement 2019/2020

children are receiving.		order to best support pupils.			attainment and outcomes for children.
Total budgeted cost					£10,000
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 interventions To diminish differences in	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	July 2020



Heath Hayes Academy Pupil Premium Statement 2019/2020

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					



Heath Hayes Academy Pupil Premium Statement 2019/2020

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 2020
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 2020 July 2020



Heath Hayes Academy Pupil Premium Statement 2019/2020

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 2020 July 2020
Total budgeted cost					£30,000



Heath Hayes Academy Pupil Premium Statement 2019/2020

7. Additional detail

Monday 23rd March 2020, schools were forced to close to try to prevent or reduce the spread of Coronavirus.

During this closure the school was open to children of key workers, children with an EHCP and those deemed vulnerable. Provision was made for all children through online learning platforms and children who were deemed disadvantaged were provided with food through hampers on a weekly basis.

Under normal circumstances, schools do not provide free school meals to eligible children who are not in school. But during the coronavirus (COVID-19) outbreak, the Government expected schools to continue supporting children eligible for benefits-related free school meals who are at home. As a school we provided meals and food parcels through our food provider. Free school meals were offered to eligible pupils not attending school during term time weeks and during the holiday.

On 28th May 2020, the Government asked nurseries and other early years providers (including childminders) to welcome back all children. Primary schools in England could welcome back children in key transition years - nursery, reception, year 1 and year 6, back into school for some face-to-face support from their teachers, to supplement their remote education.

Education and childcare settings are already open to priority groups. Now that there is progress in reducing the transmission of Coronavirus the Government are encouraging all eligible children to attend - it is no longer necessary for parents of eligible children to keep them at home if they can.

Children started to return to Heath Hayes Academy on Monday 8th June with Year 6 being the first groups of children.