

Pupil Premium Strategy Statement

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	Heath Hayes Academy
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,535
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£58,535

Part A: Pupil Premium Strategy Plan

Statement of intent

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 that:

- Quality first teaching is available to all children.
- Disadvantaged pupils perform as well as their peers regardless of their starting points.
- A widening of opportunity is available for all children.
- Children's health and well-being are effectively supported to enable them to attend and achieve.

Challenges

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

Challenge number	Detail of challenge
1	Pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught them.
2	Pupils are less likely to experience high quality reading opportunities in their families, which develop and support oral language acquisition, and phonic knowledge from an early age.
3	Pupils are less likely to experience enrichment due to high unemployment, low income, limited community engagement and a lack of positive role models.
4	Many disadvantaged pupils (21%) have additional needs associated with SEND which are unable to be effectively supported in the home due to challenges that parents and carers face.
5	The attendance of pupils is not prioritised by families in order to maximise progress and attainment.

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
All children use metacognitive and self-regulatory strategies to support their learning.	<ul style="list-style-type: none">- Pupils take greater responsibility for their learning and develop their understanding of what is required to succeed.- Pupils are able to plan, monitor and evaluate specific aspects of their learning.- Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes.- Professional development effectively develops a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.

All children know initial sounds, decoding and blending, and can read with fluency.	<ul style="list-style-type: none"> - Pupils are supported with initial sounds, sound blending, and decoding. - Pupils are in line with their peers in phonic knowledge to ensure that this does not have a negative impact upon their school experience and learning throughout their education. - Teachers are effectively trained to ensure that they model and deliver high quality systematic phonics.
All children have access to the same wider opportunities and enrichment as their peers regardless of their socio-economic status.	<ul style="list-style-type: none"> - Pupils who are disadvantaged due to low income are able to attend or experience extra-curricular activities and events in line with their peers. - Pupils are able to access wrap around care to ensure availability of appropriate nutrition. - Pupils make a positive contribution to the community.
Disadvantaged pupils make expected progress from their starting points with most attaining in line with their peers in core areas of learning.	<ul style="list-style-type: none"> - All children have access to high quality teaching. - Teaching assistants receive professional development in order to deliver structured interventions to improve learner outcomes. - Support from a teaching assistant supplements teaching and does not reduce the amount of high-quality interactions a child has with their classroom teacher. - Diagnostic assessment is used effectively to assess the best way to target support. - Reading comprehension strategies are embedded into classroom practice alongside phonics as a crucial component of early reading instruction to support progress and attainment. - Effective assessment of reading difficulties enables appropriate strategies to be implemented across the school in conjunction with collaborative learning, phonics and oral language approaches. - Effective feedback is seen and heard which focuses on the task, subject and self-regulation strategies; it provides specific information on how to improve. - The teaching of phonics is closely matched to the child's current level of skills in terms of their phonics awareness and their knowledge of letter sounds and patterns. - Peer tutoring is used effectively to review of consolidate learning, rather than introducing new material.

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: £19,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development across the team in order to deliver systematic phonics. RWI training – 2 full days £260 RWI Development package RWI Leader £130	The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Systematically teaching pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Professional development around metacognition and self-regulation. Relational Care School Staff support £5038 SNAP assessment tool £222	The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	1, 4 and 5.

	<p>More evidence can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Or here: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Reviewing and revisiting the way in which feedback is provided in order to maximise progress towards learning outcomes.</p> <p>Staff support £6800</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months).</p> <p>More evidence can be seen here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Or here: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1, 4 and 5.
<p>Ensure that all ECTs receive high quality mentor sessions in order to promote a variety of strategies within the classroom, which lead to good or better outcomes.</p>	<p>Please see evidence of classroom strategies here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1, 2, 4 and 5.
<p>CPD for all staff on our curriculum model and creative teaching delivery.</p> <p>Staff support £6800</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development plays a crucial role in improving classroom practise and pupil outcomes. More evidence can be found here: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment</p> <p>And https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/teacher-professionaldevelopment-characteristics</p>	
<p>CPD for all staff on neurodiversity and SMSH.</p> <p>£450</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	

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

Budgeted cost: £28,534

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Receive appropriate training across the team in order to deliver phonics interventions.</p> <p>£260</p>	<p>The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year. Systematically teaching pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	

<p>Implement Fresh Start intervention from Year 3 onwards.</p> <p>£310</p> <p>Ensure that all required resources are readily available.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>More evidence can be seen here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2</p>
<p>Invest in professional development for teaching assistants to deliver structured interventions.</p> <p>£1179</p> <p>Deploy teaching assistants to deliver interventions as deemed necessary.</p> <p>£8895</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>Teaching assistants can provide a large positive impact on learner outcomes.</p> <p>More evidence is documented here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 4 and 5</p>
<p>Utilise small group tuition across the school.</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p>Further evidence that supports this approach is here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2 and 5</p>
<p>Support staff used to provide small group work and interventions to allow for targeted quality teaching across the curriculum.</p> <p>8895</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Teaching assistants can provide a large positive impact on learner outcomes. More evidence is documented here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>Relational Care staff to run 1:1 and small group interventions to ensure pupils are ready and equipped to learn.</p> <p>As above</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. But it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. More evidence can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>ICT programmes to facilitate individualised instruction</p> <p>£1000</p>	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective.</p> <p>The barrier to individualised learning is the implementation and management requirements on a teacher, but ICT programmes such as Lexia and LbQ allow individualised learning to take place meet the exact needs and progress of the child. More information on individualised instruction can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	

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Low ratio of teacher support to pupil to provide more targeted, individualised learning. £8895	Having more staff in one classroom allows the teachers to have higher quality interactions with pupils, minimise disruption, and provide focused interventions. This is most effective in the early stages of primary school where children are learning through a mix of teacher led, group facilitated and continuous provision. This mixed approach is related to reducing the class size: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size And the ability to be able to provide small group tuition due to the increased number of staff https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	

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

Budgeted cost: £ 2600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement social and emotional learning interventions across the school through the development of the Relational Care Team. £2000 £600	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Additional evidence can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 4 and 5
The Relational Care Team will provide coaching and modelling to ensure that behaviour interventions using the restorative practice model are highly effective in reducing incidents.	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. There is more evidence here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 2, 4 and 5

Total budgeted cost: £58,535

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 2022 to 2023 academic year.

	Reception GLD	Y1 Phonics	Y2	Y2 GD	Y6	Y6 GD
Combined	69%	80%	78%		62%	4%
R			78%	20%	77%	12%
W			74%	11%	68%	4%
					73% GPS	8% GPS
M			78%	26%	88%	15%

Externally provided programmes

Programme	Provider
Commando Joe	CJ's Education Services
PiXL Primary	The PiXL Club Ltd
Read, Write, Inc. Phonics	Ruth Miskin Training
Learning by Questions	Learning by Questions
TT Rockstars	Times Tables Rockstars

Further Information

At Heath Hayes Academy, we invest in all children (including those who are disadvantaged) in many additional ways as shown below:

Initiatives	
<p>The Heath Hayes Hero</p> <ul style="list-style-type: none"> - Hero's Curriculum - Hero's Journey - Hero's Journal 	<p>Everybody at Heath Hayes Academy can be a hero! From the bespoke curriculum right through to the Hero's Journal, all children are invited and supported to be a Heath Hayes Hero.</p> <p>More information can be found here:</p> <p>https://www.heathhayesacademy.co.uk/curriculum-overview/</p> <p>https://www.heathhayesacademy.co.uk/the-heros-journal/</p>
<p>Partnership with Cannock Chase Cultural Education Partnership</p>	<p>Arts Connect works with a variety of partners including education, arts, culture and local government in the West Midlands to ensure that all children and young people can benefit from engagement in high quality arts and cultural activities.</p> <p>We believe that engagement with the arts and culture in all its forms, the opportunity to take part, to create and produce culture supports young people to build the social and cultural capital that enables them to thrive. It builds creative skills that are valued by employers and can provide pathways into careers in the creative industries.</p> <p>We know that cultural opportunities for young people are not equal and this correlates with post code, socio-economic disadvantage, rural isolation, ethnicity, family status and disability, amongst other factors.</p>

11b411	<p>As part of REAch2 Academy Trust we are a school committed to the 11b411 initiative. We are ambitious for our children to have broad horizons in life and high aspirations for themselves. We want our children to be inspired and challenged so that each one can develop their unique potential to the full.</p> <p>To this end, we have developed the 11 before 11 set of promises, to empower our children to take the driving seat in their own lives. 11 before 11 is designed to take our children beyond the usual school experiences to deliver a range of memorable events that surprise and delight the child; both realising and releasing their potential in a wide range of contexts. 11 before 11 ensures that the touchstone of enjoyment is central to our children’s learning as they progress through our family of schools.</p> <p>11 before 11 will take our children beyond the usual, to open opportunities in life and inspire them to move forward in their own life’s adventure.</p> <p>Our School Adventure Ambassador (SAA) brings the promises to life at our school, through planning the adventures into the school’s curriculum; seeking sponsorship; funding; resources and links within and beyond the community. Our Adventure Ambassador also has access to Trust brokered partnerships such as the Scouts Association, Country Trust, Prince William Award, and Sport for Schools.</p>
Commando Joe’s	<p>‘No Child Left Behind’ is the founding ethos of Commando Joes. Every child fully engaged in their education with a ‘can do’ attitude and self-belief threads through the COJO programme.</p> <p>Heath Hayes have adopted a self-improving and sustainable school-led model that enables us to adopt an approach to delivering the RESPECT (resilience, empathy, self-awareness, positivity, excellence, communication and teamwork) to our children.</p>
Relational Care School	<p>School should be a place where children are happy; feel secure and where they can achieve as well as they are able – enjoyable for all.</p> <p>We are a Relational Care School at Heath Hayes Academy, running Relational Care Interventions.</p> <ul style="list-style-type: none"> • Provides additional help and support for children who may be experiencing some difficulty at school. • Runs sessions for individuals and small groups. • Have experienced specially trained staff who provide children with an opportunity to develop their skills in a safe resource base. • Promotes self-esteem, confidence and develops social and emotional skills whilst nurturing a motivated and positive approach to learning. • Facilitates and provides interventions including (but not limited to) Lego therapy. Yoga, COJO, Forest Heroes, Circle of Friends, Time to Talk, starRs, Regulate and Recover, Sensory Circuit, Bereavement Box, ELSA, etc.