

Headlands Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Headlands Primary School & Nursery
Number of pupils in school	463
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Date on which it will be reviewed again	July 2023
Statement authorised by	Darren Smith, Headteacher
Pupil premium lead	Sharon Green, Deputy Headteacher
Governor / Trustee lead	Jon Atkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,345
Recovery premium funding allocation this academic year	£24,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£132,345

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make and sustain good progress and achieve high attainment across all subject areas as well as developing in self-confidence and character. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, including those who have a social worker and who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and learning of a well-considered curriculum are at the heart of our tiered approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure that the causes of disadvantage are 'kept at the gate',
- ensure disadvantaged pupils are challenged in the work that they're set through effective and inclusive provision,
- act early to intervene at the point need is identified,
- adopt a whole school approach in which all staff take collective responsibility for disadvantaged pupils' outcomes and raise 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	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	In July 2022, 74% of children achieved GLD this is in line with our pre covid data. Currently our Year 3 and Year 4 cohort are showing a greater impact from covid. The rate of academic progress throughout the school continues to improve so that children leave the school at national expectations or in the past year above national expectations in all areas in Year 6. There is still a disadvantage gap but the gap closes over time. All cohorts differ but the pattern is repeated across the school.
3	Internal assessments demonstrate that younger children have been impacted greater because of the pandemic, particularly in maths and writing. There has been a disproportionate impact on disadvantaged children. These findings are supported by national studies. This is particularly evident in our current Y3, Y4 and Y5 children.
4	From observations and discussion with children, a disproportionate number of disadvantaged children compared with non-disadvantaged peers, do not have regular access to outside cultural experiences that enhance their understanding of the world and develop character.
5	There has been a significant increase in the number of referrals for their SEMH needs to our pastoral support team. These challenges particularly affect disadvantaged pupils, including their attainment. There has been an increase in our families requiring financial support that our pastoral team support with.
6	Our overall attendance last year was 93% with PP children at 90% and non PP children at 94%. Of these numbers, 15.8% were non PP persistent absentees and of PP children the number was 37.3%. The % of children who are absent is higher amongst PP children than non PP.

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 oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. From the Neli programme all children make progress and reach the expected outcome at the end of the 20-week programme.</p> <p>Positive engagement from all children with the Voice 21 programme.</p>
Improved attainment in reading, writing and maths among disadvantaged pupils.	KS2 outcomes in 2024/25 show that all non-SEND disadvantaged pupils met their aspirational target.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Maintaining the high-quality nurture provision for identified children • Some children will be tracked using measuring what we value (SEMH Framework) • qualitative data from pupil voice, pupil and parent surveys and teacher observations • Maintain the high participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for disadvantaged pupils should be no more than the absence rate of non-disadvantaged pupils unless the children have reasonable documented grounds for absence.

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: £48,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enhance and embed the work from Voice 21. To further developing oracy throughout the school to support academic outcomes, confidence	Teaching oracy explicitly to all children will increase their life chances. https://voice21.org https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3
To enhance professional development across the school to include instructional coaching. Most teacher to have 1:1 instructional coaching. All teachers to have access to developing teaching professional development lead by the DHT.	Professional development that has been proven to have an impact on pupil outcomes has to involve building knowledge, motivating teachers, developing teaching techniques and embedding practice. Instructional coaching has these elements https://samsims.education/2019/02/19/247/ https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf	1,2,3
Core subject leaders to attend Trust wide training. To enhance this for the current year other subject leaders will attend trust wide subject development groups. The maths lead to continue their work with the maths hub. This is to support developing the individuals expertise and using that expertise to develop practice in all classrooms.	Developing subject leaders supports teacher retention and this expertise will be used to enhance the strategies (for reading, writing and maths), the delivery of the wider curriculum and the provision within the classroom. https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf	2

The Deputy head to continue to work with Ambition Education Fellows 2 year professional development to enhance the role of a Teacher Educator in school.	Effective professional development is proven to impact on outcomes of all children and becoming more aware of what is effective professional development will support all teachers to become more effective and outcomes to improve. https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf	1,2,3
Teacher to engage with the NPQ programmes	From September 2022 we will have 2 teachers enrolled on the NPQLL, 1 teacher on the NPQEY, the executive headteacher on NPQEH, 2 teachers on NPQSL, 1 teacher on NPQLTD and 4 teachers on the NPQLT	1,2,3

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to purchase a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	2,3
Engaging with the National Tutoring Programme to provide a blend of tuition,	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1,3

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.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £82,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to employ a Family Support worker to support our children and their families.	Supporting families to ensure that the children are ready to learn is the key role of the Family Support Worker.	All
To continue to use the nurture team in school to deliver ELSA, Draw and Talk, the nurture provision for selected children in the afternoon, pastoral support on a 1:1 basis as required in the morning to support learning. Supervision is used then to support the wellbeing of staff. This team also support families who are in need. Currently 70% of the families supported are disadvantaged and 80% of the children accessing the afternoon nurture provision are disadvantaged.	Ensure that all children are ready to learn by being in the right place socially, emotionally, mentally and physically is the work that our Nurture team undertake. Children access these services over different lengths of time, but the primary aim is to prepare them for learning and improving outcomes. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf	All
To provide Free School meals for all children who are in eligible for this.	Children access the lunch that is provided and additional food is available for children who require breakfast or other food during the day.	5
Financial support will continue to be given to all pupil premium families so that all children can attend any	Learning outside of the classroom has many academic benefits. We also want to	5

internal or external visits, trips and experiences. All efforts are made to engage with parents so that all children attend both day and residential visits.	broaden our children's world, raise their aspirations, give them a seat at any table and experience things they wouldn't usually get to do. file:///easiserv-2162/Users/Teachers/Work/sgr/een/Downloads/2.4c-Research-Supporting-Outdoor-Learning-and-LOtC-1.pdf	
A bursary is provided for all disadvantaged children so that they have the correct uniform.		5
10 children receive peripatetic music lessons which are funded by the school each academic year. This removes the potential financial barrier, and all children have the opportunity to take part if they wish to.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4
To track attendance and robustly challenge and support families to achieve attendance that supports academic progress.	https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances	6

Total budgeted cost: £132,345

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 to 2021 academic year.

In July 2022 we had national data again. Our Y6 data was above nation in all areas. Reading 84%, writing was 79%, maths 77% and combined was 66%. However, our professional judgements and internal data points to the fact that our youngest year groups have been most impacted by the lockdowns, and this has disproportionately negatively affected disadvantaged children. As evidenced in schools across the country, the impacts are still being felt and whilst some impacts were quickly seen other have taken longer to become evident. Some impact was mitigated by our resolution to maintain a high-quality curriculum during periods of partial closure.

We are going to ask our other families throughout the year to see if they have missed completing forms or if circumstances have changed and they now may be eligible.

In the academic year 2021-2022 we carried out our full programme of day visits, residential visits and visitors to school. This is an area that we intend to maintain and build on by adding visits to religious places of significance.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Further information

Planning, implementation, and evaluation

We worked alongside the schools in our trust and outside experts to support our strategy moving forward. All members of teaching staff across the trust participated in training on closing the disadvantage gap. Within this we looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. Then our school clearly outlined what disadvantage is at our school, identified the areas that the school can control and developed this plan to diminish the impact of disadvantage on pupil outcomes.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. The DHT attended a EEF project for all our Trust schools over 12 months to ensure that the disadvantaged strategy was robust.

We have put an evaluation framework in place that includes in depth pupil progress meetings, analysing data and working with other schools within the trust for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.