

# 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	459
Proportion (%) of pupil premium eligible pupils	22.5% across the whole school Main school (409 children) 22% Woodlands Specialist provision (50 children) 26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2023
Date on which it will be reviewed again	September 2024
Statement authorised by	Darren Smith, Headteacher
Pupil premium lead	Sharon Green, Deputy Headteacher
Governor / Trustee lead	Matt Abraham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,735
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£144,735

# 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, in the main school and our specialist provision, 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 and flexibly 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.

The school defines 'disadvantage' as: a child facing challenging circumstances that reduces the chances of success; this may include children living in poverty, in adverse family circumstances or some who have barriers to achieving at an expected level. It is understood that children deemed 'disadvantaged' is fluid and changes over time.

## 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 2023, 71% of children achieved GLD this is in line with our pre covid data. The rate of academic progress throughout the school continues to improve so that children leave the school at national expectations (reading in Y6 was an anomaly this year) There is still a disadvantage gap but the gap between disadvantaged and non disadvantaged children without SEND is much closer.
3	Internal assessments demonstrate that younger children have been impacted greater because of the pandemic. 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 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 for all children (457) was 93% with PP children (118) at 90% and non PP (339) children at 95%. Of these numbers, 12% were non PP persistent absentees and of PP children the number was 35%.
7	A large number of our PP children in the Main school have SEND 35%. Last year this was 34%. Working flexibly in school and with outside professions will continue to be vital to ensure the provision we provide is right for every child.
8	Due to the social, emotional and sensory needs of our Woodlands children, families are challenged in providing everyday and richer experiences within the community. This impacts on their personal development and acquisition of life skills.

## 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 principles outlined in 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"> <li>• Maintaining the high-quality nurture provision for identified children</li> <li>• Some children will be tracked using measuring what we value (SEMH Framework)</li> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• Maintain the high participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To ensure small step progress with children who are disadvantaged and have SEND	<p>Continue to support progress through high quality teaching, interventions proven to have impact and working with outside professionals</p> <p>Provision is adapted as needs change</p> <p>Responding to need by flexibly considering all resources (building, staffing, outside professionals)</p>
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"> <li>• 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.</li> </ul>
To develop life skills of children in Woodlands so that the children are comfortable, safe and	Children make progress towards their individual EHCP outcomes

included in the community	<p>Child develop their Communication, Inclusion, Independence, Social skills and Success (CISS) values that drive the curriculum are outside of the setting.</p> <p>The (CISS) values that are learnt outside of the setting are transferred into the setting and at home with families.</p>
---------------------------	--

## 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: £19,500

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. <a href="https://voice21.org">https://voice21.org</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1,2,3,7
To ensure all staff deliver RWInc with fidelity	The phonics lead will not have a regular teaching commitment so they can team teach, coach and provide master classes to the adults who deliver RWInc. <a href="https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a>	1,2,3,7
To enhance professional development across the school to include instructional coaching. Most teachers to have 1:1 instructional coaching. All teachers 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. The school led PD has these elements and Instructional coaching has these elements  <a href="https://samsims.education/2019/02/19/247/">https://samsims.education/2019/02/19/247/</a> <a href="https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a>	1,2,3,7
Core subject leaders to attend Trust wide training.	Developing subject leaders supports teacher retention and this expertise will	2

<p>The wider curriculum lead will attend Trust wide training and 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.</p>	<p>be used to enhance the strategies (for reading, writing and maths), the delivery of the wider curriculum and the provision within the classroom.</p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf</a></p>	
<p>Teachers to engage with the NPQ programmes.</p>	<p>We have 26 teachers in the school, 3 ECT's. We have 9 teachers who have completed NPQ's, 8 teachers have started one this September. The Deputy Head is enrolled on a year long coaching course with Steplab. Well designed PD programmes are encouraged and supported.</p> <p>The Deputy head is a facilitator for the NPQLTD which is supported by the school.</p>	<p>1,2,3</p>



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

Budgeted cost: 12,000

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: <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,7
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. <a href="https://educationendowmentfoundation.org.uk/phonics/">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,7
Engaging with the National Tutoring Programme to provide a blend of tuition, 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.	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: <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,3

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

Budgeted cost: £80,850

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. 48% of out PP children access the support of our FSW	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. 34% of our PP children access our nurture provision <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf</a>	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 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.	Learning outside of the classroom has many academic benefits. We also want to 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. <a href="file:///easiserv-2162/Users/Teachers/Work/sgr/een/Downloads/2.4c-Research-">file:///easiserv-2162/Users/Teachers/Work/sgr/een/Downloads/2.4c-Research-</a>	5

	<a href="#">Supporting-Outdoor-Learning-and-LOtC-1.pdf</a>	
A bursary is provided for all disadvantaged children so that they have the correct uniform.		5
15 children receive peripatetic music lessons which are funded part or in full by the school each academic year. Paying by installments is also facilitated. This removes the potential financial barrier, and all children have the opportunity to take part if they wish to. We also access a fund from the organisation who provides the peri music lessons for 3 children.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	4
To track attendance and robustly challenge and support families to achieve attendance that supports academic progress.	<a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a>	6
To deliver PD to support staff so that they can be used flexibly to support in class, with targeted interventions and as 1:1 support.	<a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	1-5
All children in Woodlands have at least weekly experiences outside of the setting. This is timetabled and includes visits to the local shop and larger shopping centre to make a purchase, a café to choose, order and consume food, a park to develop social skills in different situations. The Minibus, staffing ratios and the visit costs are supported.	<a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	8

**Total budgeted cost: £144,735**

## 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 2023 we had national data again. Our Y6 data was above nation in all areas apart from Reading this year. Reading 65%, maths 83%, writing 82% combined 62%. The Y1 phonics screening check was above national at 86%. The Y4 multiplication check had an average mean score of 20.5.

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.

In the academic year 2022-2023 we carried out our full programme of day visits, residential and visitors to school. This was built on by adding visits to religious places of significance last year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We have seen a larger number of children with SEMH issues and some children in our main school have arrived with significant SEND. We have acted flexibly to create appropriate provisions for them and start the EHCP journey. This increase in SEMH and children with significant SEND continues this academic year. 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.