



# 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	Hateley Heath Academy
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	35.98%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	Autumn Term 2021
Date on which it will be reviewed	Summer Term 2022
Statement authorised by	Andrea Garcha
Pupil premium lead	Andrea Garcha
Governor / Trustee lead	Chair of Governors – Rachel Adkins CEO of Manor Multi Academy Trust – Anita Cliff

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,125
Recovery premium funding allocation this academic year	£18,705
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	£186,830

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

## Challenges

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

Challenge number	Detail of challenge
1	Oral language and literacy skills in Early years (lower for pupils eligible for PP than for other pupils and this slows reading progress in subsequent years).
2	SEND PP children have complex needs and need further support to access learning within the classroom.
3	Some PP children across the school have attainment below that of their peers and they need intervention to make rapid and sustained rates of progress in order to at least achieve ARE by the time they leave.
4	Some PP children across the school lack confidence and self-belief which impacts on their wellbeing and learning as they move through the school.
5	% of PP pupils with persistent absence is at 21.7% (higher than all children nationally). This reduces their school hours and causes them to not make the rapid and sustained progress they need to as they move through our school.

## 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 for pupils eligible for PP in Nursery & Reception class	Pupils eligible for PP in Nursery & Reception class make rapid progress by the end of the year so that all pupils eligible for PP at least meet age related expectations by the end of Reception and KS1.

Improved phonics and early reading for pupils eligible for PP in early years and KS1	
Increased rates of progress for PP children whose attainment is below that of peers nationally in reading	Rates of progress for PP children whose attainment is below that of peers nationally is accelerated so they at least meet ARE in reading by the time they leave in year 6.
Higher rates of progress across KS2 for high attaining pupils eligible for PP	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established across school so that higher numbers of PP children achieve GD by the end of year 6.
Improve confidence and self-esteem of PP children	PP children are self-assured learners and engage fully in all aspects of school life as a result they make rapid and sustained rates of progress. PP children show resilience when faced with difficulties in learning.
Increased attendance rates for pupils eligible for PP	Overall PP attendance improves from to at least in line with all pupils nationally.

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Heads and Assistant Head Teacher to support across their phases, to improve attainment for PP children. This involves team teaching and bespoke CPD for teachers.	Education Endowment Foundation (EEF) states that: 'High quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.'	3 - £10,033
Effective CPD for all teaching and TA's on learning behaviours, Oracy and Reading.	The Education Policy Institute (EPI) states that: 'High-quality CPD for teachers has a significant effect on pupils' learning outcomes.'	3 - £20,000
SENCO to provide CPD for 1:1 TA's who support SEND PP pupils.	The Education Policy Institute (EPI) states that: 'High-quality CPD for teachers has a significant effect on pupils' learning outcomes.'	2 - £3,604
CPD support for teachers on planning for reading and writing	The Education Policy Institute (EPI) states that: 'High-quality CPD for teachers has a significant effect on pupils' learning outcomes.'	3 - £7,100

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP pupils across school receive reading and phonics interventions from Level 3 TA's to accelerate progress in reading.	EEF supports 1:1 and small group work to improve progress rates of learning as it enables the teaching to focus exclusively on a small number of learners.	3 - £49,549

In class support for PP children provided daily by Level 3 TA's.	EEF highlights the importance of providing meaningful feedback and states that: 'Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.'	3 (part of total above)
Targeted behaviour support for specific children across school by TA's (SEND and PP)	EEF evidence shows that targeted interventions and universal approaches have a positive effect on behaviour.	2 - £38,942
WELLCOMM lead to work with groups of PP children throughout the school, implementing speech and language interventions.	WELLCOMM screening and intervention, 'impressively supports early identification of children at risk of developing delayed communication skills' and interventions close the gap in speaking and listening.	1 - £4,474
HLTA support for Year 6 higher attaining PP pupils.	EEF supports 1:1 and small group work to improve progress rates of learning as it enables the teaching to focus exclusively on a small number of learners.	3 - £8,609
Development of catch up clubs by Deputy Head Teacher for PP pupils.	EEF supports 1:1 and small group work to improve progress rates of learning as it enables the teaching to focus exclusively on a small number of learners.	3 - £6,827

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH lead supports PP children in 1:1/group sessions to develop positive self-esteem and confidence.	In school Covid 19 questionnaires have highlighted that children require support with mental health and wellbeing post pandemic. Our SEMH lead supports identified pupils in a small group/1:1.	4 - £6,854
Tea and toast club for targeted children to support wellbeing before school.	In school Covid 19 questionnaires have highlighted that children require support with mental health and wellbeing post pandemic. This club supports parents and children.	4 - £4,422
Attendance officer on school site to support PP children and families to raise attendance.	Gov.uk recognises the need for an attendance champion with, 'clearly assigned responsibilities.'	5 - £15,390

	EEF recognises the importance of working with parents to support the outcomes for pupils.	
Attendance awards for children that are awarded half termly for high attendance.	As above.	5 - £6,000
Head Teacher works with Year 6 ambassadors to promote wellbeing and self-esteem.	Public Health England have reported evidence highlighting that, 'pupils with better health and wellbeing are likely to achieve better academically.'	4 - £1,816
Purchase of new sweatshirt or cardigan for all PP children across school.	EEF reports that: 'wearing a uniform... can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.'	4 - £1,182
Head Teacher works with PP children 2 hours per week as their champion to improve wellbeing and behaviours for learning.	Public Health England have reported that: 'Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.'	4 - £2,270

**Total budgeted cost: £186,830**

**Total Expenditure: £187,072**

**Top up from school budget: £242**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

**Further information (optional)**

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