



# Heartsease

## Primary Academy

Pupil Premium Document 2023-2024

## School overview

Detail	Data
School name	Heartsease Primary Academy
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	1st September 2023
Date on which it will be reviewed	1st March 2024
Statement authorised by	N Campbell
Pupil premium lead	N Campbell
Governor / Trustee lead	Laura Myles

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,428
Recovery premium funding allocation this academic year	£20,105
NTP grant for one TA tutor	£9750
<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	<b>£234283</b>

## Part A: Pupil premium strategy plan

### Statement of intent

*Our Trust mission is to improve the life chances of all children through education regardless of their starting points and the challenges they face. Everything we do is about improving the futures of the most disadvantaged children. We believe in high quality, inclusive education that does not limit aspiration. The focus of the pupil premium strategy is to ensure that children make rapid progress and achieve well across all subject areas.*

*We believe that education extends beyond the classroom, and teach our children to be independent and creative thinkers who are always curious. We recognise that disadvantaged children may miss out on wider experiences that will broaden their vocabulary, knowledge and understanding of the world. In order to enhance personal development, resilience, perseverance and confidence we use some of our pupil premium to provide enrichment opportunities aiming to provide our children with a toolkit for metacognition and self-improvement that they can utilise in adult life to build better futures for themselves.*

*We have used our own experience and research of what holds our disadvantaged children back and what has worked well previously to rapidly close gaps, together with careful analysis of the EEF Research and other relevant external guidance to plan a cohesive pupil premium strategy to target the barriers that our children need to overcome.*

*At The HEART Education Trust we pool some of the Pupil Premium Grant to secure economies of scale for interventions and incentives that will address the common barriers to disadvantaged children across our Trust. Each academy then uses the remainder of their pupil premium for agreed school specific objectives.*

*We are using our pupil premium in 3 main areas:*

- To invest in teaching quality and professional development*
- Targeted academic support such as tutoring*
- Tackle non-academic barriers such as attendance, behaviour and emotional dysregulation*

*High quality teaching is at the heart of our approach therefore we will use the additional*

*recovery premium funding to support the quality of teaching through enhanced performance management and teacher development.*

*Rapidly closing the gaps in oral language skills and vocabulary amongst our disadvantaged pupils is key to addressing gaps that have been further exacerbated by the pandemic. We have invested pupil premium into interventions to begin addressing these gaps as soon as children enter our nursery and Reception classes.*

*We have invested pupil premium into strategies to increase attendance, ensure high standards of behaviour are understood and maintained by all stakeholders. We have invested into strategies to support social and emotional regulation and to broaden pupil's life experiences.*

*Some areas identified through the EEF pertinent to our school will be addressed through other funding streams rather than Pupil Premium.*

*Feedback (+6 months)*

*Homework (+5 months)*

*Phonics (+5 months) & Reading Comprehension (+6 months)*

*Summer Schools (+3 months)*

*Teaching Assistant Interventions (+4 months)*

*Social and Emotional Learning (+4 months)*

## Challenges

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

Challenge number	Detail of challenge
1	<p>Quality of Teaching</p> <ul style="list-style-type: none"> <li>• Enhanced CPD</li> <li>• Improve Knowledge of subject leaders</li> <li>• Enhance quality first teaching through focused Performance Management</li> </ul>
2	<p>Low pupil attainment</p> <ul style="list-style-type: none"> <li>• Children start school with low levels of speaking and listening and a much narrower vocabulary than their peers who are not disadvantaged</li> <li>• Pupils do not have the underpinning skills to access age appropriate education</li> <li>• Basic skills such as reading, comprehension, decoding, writing, spelling and maths lag behind their non-disadvantaged peers and there is a lot of catch up needed</li> </ul>
3	<p>Non Academic Barriers, such as attendance, behaviour, social and emotional</p> <ul style="list-style-type: none"> <li>• Pupils are not in an emotionally resilient state to cope with the demands of school and this has been exacerbated by the pandemic</li> <li>• Parents have not always been able to support their children especially during pandemic</li> <li>• Attendance and Behaviour are key to closing the gaps and our strategies to support this in the past need to be maintained</li> <li>• Often our pupil world is narrow and they do not have the experiences that children who are not disadvantaged have which impacts on their schemata, their vocabulary and their aspirations</li> </ul>

## 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
Enhanced teacher quality	<ul style="list-style-type: none"> <li>- Improved recruitment and retention – we will attract high calibre teachers and retain them through high quality CPD</li> <li>- Performance Management drives quality of teaching, leadership and succession planning</li> <li>- Reduced Teacher Workload</li> <li>- Teachers will have strong subject knowledge</li> <li>- Teachers will be able to specialise</li> <li>- High quality SEND leadership</li> <li>- Improved teaching of metacognition and self-regulation</li> <li>- Improved quality of feedback to pupils</li> <li>- Attainment and progress gaps will close between disadvantaged and non disadvantaged pupils as teachers better able to identify gaps</li> <li>- Reduced progress gap for SEND pupils as teachers become better equipped to support SEND pupils</li> <li>- Summative data for summer 2023 shows good or better progress for each individual pupil from their starting points compared to progress for summer 2022. This will improve year on year.</li> </ul>
Pupils are confident, fluent readers who read for meaning and read for pleasure	<ul style="list-style-type: none"> <li>- Systematic teaching of reading comprehension strategies in place; Read Write Inc (EEF +5 months) and Reading Comprehension (EEF +6 months) embedded across the school.</li> <li>- Targeted reading aloud and book discussion with pupils, explicitly exposing pupils to unfamiliar vocabulary, explicitly extending pupils’ spoken vocabulary, use of structured questioning to develop reading comprehension, purposeful curriculum focused dialogue and interaction.</li> <li>- Regular assessment of Systematic Synthetics Phonics evidences that all pupil premium children are making at least good progress.</li> <li>- Improved reading and comprehension skills</li> <li>- Pupil voice indicates that pupils enjoy reading</li> </ul>
Pupils’ mental health is supported through social and emotional learning	<ul style="list-style-type: none"> <li>- Thrive support in place for identified pupils</li> <li>- Thrive assessments evidence children are managing their emotions</li> <li>- Pastoral reports evidence improved self-regulation through a reduction in behavioural incidents due to SEMH</li> <li>- Outdoor learning opportunities planned for in all year groups</li> </ul>

	<ul style="list-style-type: none"> <li>- PSHE lessons develop discussion about feelings and responses to different social situations (EEF +4 months)</li> </ul>
Pupil premium pupil's outcomes in Reading, Writing and Maths are in-line with non-pupil premium pupils	<ul style="list-style-type: none"> <li>- A balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills, is used.</li> <li>- Pupils apply strategies for developing and monitoring their reading comprehension</li> <li>- Pupils develop a clear understanding of their own strengths and weaknesses within reading and writing and develop strategies to overcome them.</li> <li>- Pupils are resilient in their learning so that they are able to 'pick themselves up' after perceived failure. (Teachers skilled at modelling their own thinking to help pupils to develop their metacognitive and cognitive skills. (Thinking out loud) )</li> <li>- Teachers gradually remove scaffolding to allow pupils to develop an 'internal scaffolding model' which allows independent success and progression.</li> <li>- Mastery learning approach for maths through Power Maths programme.</li> <li>- Additional tuition, peer support or homework provided to ensure good progress.</li> <li>- Termly assessments identify those children not making expected progress; specified interventions implemented to support progress</li> <li>- Standardised assessments indicate that pupil premium pupils are performing in-line with their non-pupil premium peers</li> </ul>
Improved attendance: any patterns or barriers for attending are quickly identified	<ul style="list-style-type: none"> <li>- Any barrier to attendance is identified: support offered to ensure attendance</li> <li>- Pastoral assistant supports children with low attendance</li> <li>- Thrive practitioner supports children with low attendance</li> <li>- HT and DHT work closely with parents</li> <li>- Attendance lead for the Trust works closely with parents</li> <li>- Parents feel supported and send their child to school</li> <li>- Attendance is a minimum of 96%</li> </ul>
Pupils are confident and curious problem solvers and have experience	<ul style="list-style-type: none"> <li>- EYFS children benefit from outdoor adventure learning to further enhance their experience at the start of their learning journey.</li> <li>- This experience provides them with practical activities which further support language development and early literacy.</li> <li>- Children are taught to work collaborative learning with a high level of physical (and often emotional) challenge.</li> <li>- Practical problem-solving, explicit reflection and discussion of thinking and emotion.</li> </ul>
Pupils' cultural capital is enhanced	<ul style="list-style-type: none"> <li>- Teachers plan for visits or visitors to enhance the curriculum at least half-termly.</li> <li>- Residential Trips are planned for KS2 children</li> <li>- Extra-curricular activities offer engaging and exciting opportunities which the children do not experience at home.</li> </ul>

## 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: £37796

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of the additional recovery premium funding to support the quality of teaching through enhanced performance management and teacher development.</p>	<p>Sims, S., Fletcher-Wood, H., O'Mara-Eves, A., Cottingham, S., Stansfield, C., Van Herwegen, J., Anders, J. (2021). <i>What are the Characteristics of Teacher Professional Development that Increase Pupil Achievement? A systematic review and meta-analysis</i>. London: Education Endowment Foundation. Available from: <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacherprofessional-development-characteristics">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacherprofessional-development-characteristics</a></p> <p>Cullen, M.A., Lindsay, G., Hastings, R., Denne, L., Stanford, C., Beqirag, L., Elahi, F., Gemegah, E., Hayden, N., Kander, I., Lykomitrou F., Zander, J. (2020). <i>Special Educational Needs in Mainstream Schools: Evidence Review</i>. London: Education Endowment Foundation. Available from: <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_SEND_Evidence_Review.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_SEND_Evidence_Review.pdf</a></p> <p>Muijs, D. and Bokhove, C. (2020). <i>Metacognition and SelfRegulation: Evidence Review</i>. London: Education Endowment Foundation. The report is available from: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/metacognition-and-self-regulation-review/">https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/metacognition-and-self-regulation-review/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1 and 2</p>
<p>Teacher feedback to improve pupil learning.</p>	<p>EEF evidence suggests the use of effective feedback can be worth the equivalent of an additional +6 months progress when used well.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p>Feedback expectations are given to all staff to embed within their classroom</p>	<p>1 and 2</p>
<p>Explicitly teaching comprehension strategies.</p>	<p>EEF evidence suggests the teaching of reading comprehension strategies can be worth the equivalent of an additional +6 months progress when used well.</p>	<p>1, 2, 3</p>



<ul style="list-style-type: none"> <li>- CUSP Reading Sequence</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://www.oneeducation.co.uk/user/pages/06.resources/686.ks2-reading-gem-question-stems/Reading%20Gem%20Question%20Stems%20KS2%20-%20September%202018.pdf">https://www.oneeducation.co.uk/user/pages/06.resources/686.ks2-reading-gem-question-stems/Reading%20Gem%20Question%20Stems%20KS2%20-%20September%202018.pdf</a></p>	
<p>Maths</p> <ul style="list-style-type: none"> <li>- Maths Mastery, KS1 &amp; KS2</li> <li>- Embedding Mastery Training</li> </ul>	<p>EEF evidence suggests that the mastery learning approach can be worth the equivalent of +5 months progress when implemented well.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1 and 2
<p>Explicit teaching of writing strategies and techniques</p> <ul style="list-style-type: none"> <li>- CUSP Writing Sequence</li> <li>- CUSP Licence</li> </ul>	<p>EEF guidance report relating to development of literacy across the school recommends:</p> <ul style="list-style-type: none"> <li>- Teach writing composition strategies through modelling and supported practice</li> <li>- Develop pupils' transcription and sentence construction skills through extensive practice</li> </ul> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1671477168">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1671477168</a></p>	1 and 2

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

Budgeted cost: **£93959**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>One to one tuition to provide intensive support in an area of identified weakness</i></p> <ul style="list-style-type: none"> <li>• 0.2 Intervention Teacher working across Key stage to identify and fill gaps in children's learning.</li> <li>• HLTA to support targeted children during the day and to provide catch up sessions based on misconceptions from each days learning.</li> </ul>	<p>Research shows that one to one tuition is extremely effective especially when delivered by a qualified teacher.</p> <p>Short interventions, linked to the class work can close the gap significantly.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Impact from the previous academic year has demonstrated that this approach is very effective in closing the attainment gap for pupils.</p>	1, 2
<p><i>Classroom support to provide targeted academic support for individual and small groups.</i></p> <ul style="list-style-type: none"> <li>• Provide KS1 classes with an additional adult to support learning through small groups.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2,3
<p><i>Curriculum - Use of external providers and resources to enhance the curriculum offer</i></p> <ul style="list-style-type: none"> <li>• Educational Visits Subsidy</li> <li>• Times Tables Rockstars</li> <li>• Oxford Reading Buddy</li> </ul>	<p>Evidence supports a variety of methods for pupils to encounter their learning. Using technology to reinforce skills learnt in class will help to remind pupils of their class learning and to assess if the learning is moving to the pupils long term memory.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p>Working independently helps pupils to monitor their learning and identify difficulties themselves</p>	1,2,3

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

Budgeted cost: £105039

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>developing a positive school ethos and improving discipline across the whole school to support greater engagement in learning;</i></p> <ul style="list-style-type: none"> <li>• Pastoral Assistant</li> <li>• Subscription to Thrive online</li> <li>• Trust Attendance Officer</li> <li>• Trust Pastoral Manager</li> </ul> <p><i>improve behaviour in the classroom</i></p> <ul style="list-style-type: none"> <li>• Pastoral Assistant</li> </ul> <p><i>targeting children with specific barriers to their learning.</i></p> <ul style="list-style-type: none"> <li>• Trust Attendance Officer</li> <li>• Trust Pastoral Manager</li> </ul>	<p>Early identification of pupils with low self esteem, separation anxiety, and low self awareness is key to helping children access support so that they can access the curriculum.</p> <p>The EEF has identified that provisioning pupils with self regulation strategies can have an impact of 5 months on the educational age of pupils. Thrive is a process that works with pupils on these issues.</p> <p>Parental engagement is key to identifying barriers to pupils attendance and mental well being. Establishing safe and robust relationships with parents allows us to support and guide them</p> <p>Existing evidence suggests that social and emotional learning strategies can have a positive impact on social interactions, attitudes to learning and learning itself. On average pupils who follow an SEL can make around 3 additional months progress in early years settings and Reception</p>	<p>1, 2, 3</p>
<p>Teach social and emotional skills explicitly – social awareness – in dedicated time and everyday teaching.</p> <p>Identify individual children who would benefit from additional social and emotional support – Thrive intervention – self-awareness.</p> <p>Identify individual children who benefit from additional social and emotional support – pastoral assistant – self-regulation.</p> <p>Bushcraft – self-regulation</p> <p>Karate – self-regulation</p>	<p>EEF social and emotional learning (+4 months): social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p>	<p>2 and 3</p>
<p>Moonstone support and curriculum enrichment.</p> <ul style="list-style-type: none"> <li>- Musical Keys</li> <li>- Forest School</li> </ul>	<p>EEF evidence is that overall, the average impact of arts participation on other areas of academic learning appears to be positive (EEF +3 months).</p> <p>Some arts activities have been linked with improvements in specific outcomes.</p>	<p>2 and 3</p>
<p>EYFS development</p> <ul style="list-style-type: none"> <li>- Forest School</li> </ul>	<p>Research in the UK into Forest School and its impacts on young children found positive impacts on children in terms of confidence, social skills, language and communication,</p>	<p>2 and 3</p>

	motivation and concentration, physical skills and knowledge and understanding. Plymouth University	
Arts participation: Music Hub	<p>EEF evidence is that overall, the average impact of arts participation on other areas of academic learning appears to be positive (EEF +3 months).</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	2 and 3

**Total budgeted cost: £236,794**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Key Stage 2 Sats data for children in receipt of Pupil Premium (other)				
	RWM	Reading	Writing	Maths
Year 6 (KS2 Sats)	37.5%(50%)	53% (69%)	43% (55.6%)	68.8% (69.4%)
Year 5 NTS		70% (87%)	41% (81%)	63% (81%)
Year 4 NTS		47% (70%)	20% (68%)	37% (68%)
Year 3 NTS		17% (56%)	18% (41%)	24% (62%)
Year 2 (KS1 Sats)		43% (61%)	19% (26%)	25% (35%)
Year 1		18% (45%)	18% (54%)	31% (48%)
Year 1 Phonics: 81% (84%)				

The biggest issue remains with our attainment in writing and reading and the gaps widen further down the school.

Because of this the new strategy needs to put a greater emphasis on supporting the EYFS in the development of early literacy to ensure that children are provided with numerous opportunities and stimuli. The new strategy must focus on investing in EYFS and KS1 to ensure that the gaps are closed sooner, which will in turn allow the children to make rapid progress in KS2.

Attendance for the pupils eligible for the pupil premium was 91.7% up from 90.4% from the previous academic year.

- PA within the PP cohort was at 30% down from 35% last academic year
- 68% of all absence was due to illness which continued to be covid -19 related last academic year.

Strategies to improve behaviour and well being were developed to address the number of behaviour events taking place across the school. Behaviour events per proportion of pupils were down from 9.7 last academic year to 6.33. There is a localised issue of poor behaviour in year 5 who have missed significant portions of PSHE due to Lockdown which will be addressed in the coming academic year by adjustments to the timetable to allow

staff to focus on filling these gaps by providing further opportunities for children to discuss and develop their ability to work collaboratively.

## 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*

<b>Programme</b>	<b>Provider</b>
Oxford Reading Buddy	Oxford
TTRS	Maths Circle Ltd
IDL	IDL solutions
Nessy	Net Educational Systems
Music tuition	Norfolk Music Service
CUSP	Unity Schools Partnership