



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.

This is a 3-year strategy which will be reviewed and updated at the start of each school year.

School overview

Detail	Data
School name	Hateley Heath Academy
Number of pupils in school	385 (exc Nursery) 409 (inc Nursery)
Proportion (%) of pupil premium eligible pupils	150 children (39%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Alan Rogers Headteacher
Pupil premium lead	Alan Rogers Headteacher
Governor / Trustee lead	Mike Wilkes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,345
Recovery premium funding allocation this academic year	£23,200
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	£254,545

Part A: Pupil premium strategy plan

Statement of intent

At Hateley Heath Academy we are all encouraged to have high aspirations, achieve well, develop self-confidence and independence, have positive values and beliefs and a caring attitude towards others.

We aim to support a friendly, calm and purposeful school ethos, where children feel safe and secure. We encourage each other to take risks and have the resilience to rise to challenges. Well-being is promoted so we have a positive mindset and a good attitude to learning.

Our intention at Hateley Heath is that every child, regardless of their background or start point shall flourish, academically, personally and socially and that all pupils will make excellent progress to reach their full potential irrespective of any barriers that they may encounter. 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. High-quality first wave teaching is at the heart of our 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. We will ensure that staff will have the knowledge of their pupils that is necessary to help them overcome potential barriers. The use of the Pupil Premium Funding will be used in a variety of ways to improve outcomes for vulnerable pupils. The strategies adopted will be based on the best available research and evidence at the time and will also help to ensure that outcomes for children who are not disadvantaged continue to be sustained or improved. The funding will help us achieve the following goals:

- Sustained, high quality first teaching for all pupils.
- An enriching and varied, high quality curriculum is in place and accessible to all pupils
- Targeted interventions are delivered by skilled and knowledgeable staff for children identified as needing additional support to access the curriculum successfully

- All children are able to access trip, visits, residential, clubs and wider opportunities that exist throughout the school
- Disadvantaged children are supported to access opportunities beyond their school experience in the wider community.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and Punctuality</p> <p>PP attendance (2021–2022 = 90.5%/2022-2023 = 90%) is below non-PP. Poor attendance and persistent absenteeism has resulted in regular lost learning for Core subjects, reading, writing and maths, and phonics for Rec-Y2.</p>
2	<p>SEND Provision</p> <p>PP children, who also have SEND, are even more significantly impacted than their non-SEND peers. Quality first teaching, individual intervention and wider opportunities such as cultural capital are integral to them being ready for the next stages of learning and citizenship beyond education.</p>
3	<p>Academic attainment for writing</p> <p>According to our monitoring and assessment, there are significant gaps for PP children in writing across school. Contextually, the PP children from our community need more support with vocabulary and oracy skills.</p>
4	<p>Academic attainment for maths</p> <p>In addition, according to our monitoring and assessment, there are significant gaps for PP children in maths across school. We have identified that our children with PP are not fluent with the fundamental skills necessary to access reasoning.</p>
5	<p>Wider curriculum</p> <p>The children within this community have reduced opportunities to encounter areas of the national curriculum outside the core subjects. Providing wider opportunities for PP children – with the cost of living increasing, pupils’ opportunities to take part in many activities out of school have reduced. Providing such priorities for our pupils is a priority.</p>

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
<p>Attendance and Punctuality Improved attendance for PP children.</p>	<p>Attendance back to pre-pandemic levels of 96% - at least in line with all pupils nationally. Persistent Absence is below 10%.</p>
<p>SEND Provision Prepare SEND children for next stages of education and citizenship beyond school.</p>	<p>Standards, attendance and attitudes toward learning all progress in line with their peers.</p>
<p>Academic attainment for writing Improved writing attainment for PP children at Key Assessment points.</p>	<p>By 2024 Data for PP will be in-line or above national data and pre pandemic levels in writing. Increased rates of progress for all children.</p>
<p>Academic attainment for maths Improved maths attainment for PP children at Key Assessment points.</p>	<p>By 2024 Data for PP will be in-line or above national data and pre pandemic levels in maths. Increased rates of progress for all children.</p>
<p>Wider curriculum Curriculum provision to be suited for national curriculum coverage and community context needs.</p>	<p>For all PP children to have the building blocks necessary to access all subject areas at the next stage of education.</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: £126,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use the language diagnostic/intervention strategy WellCom and give time to EYFS lead to ensure that all EYFS staff are implementing this correctly and accurately to ensure maximum impact on early language acquisition.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 4, 5
All teachers/support staff to have access to high quality CPD provided both internally and externally.	<p>Continuous professional development will help further improve quality first teaching by improving pedagogy, subject knowledge and by providing information about current educational best practice.</p> <p>EEF Professional development</p>	2, 3, 4, 5
Staff to be provided with further training in the delivery of a validated Systematic Synthetic Phonics programme to secure stronger and more consistent phonics teaching for all children.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3, 4, 5

<p>Release time out of class for Maths and English lead practitioner to support the teaching and learning of Maths and English.</p>	<p>Continuous professional development will help further improve quality first teaching by improving pedagogy, subject knowledge and by providing information about current educational best practice.</p> <p>EEF Effective Professional Development</p>	<p>2, 3, 4</p>
<p>Release time out of class for AHT to drive school improvement for SEND.</p>	<p>Continuous professional development will help further improve quality first teaching by improving pedagogy, subject knowledge and by providing information about current educational best practice.</p> <p>EEF Effective Professional Development</p>	<p>2, 3, 4, 5</p>
<p>SEND CPD for staff.</p>	<p>EEF Report – ‘Effective Professional Development Oct 21</p> <p>Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>EEF report – ‘Using Pupil Premium Funding Effectively’ July 2021</p>	<p>2, 3, 4, 5</p>
<p>Associate Head to provide CPD for staff.</p>	<p>EEF Report – ‘Effective Professional Development Oct 21</p> <p>Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>EEF report – ‘Using Pupil Premium Funding Effectively’ July 2021</p>	<p>2, 3, 4, 5</p>
<p>EYFS teacher (trust wide) to provide CPD for staff.</p>	<p>EEF Report – ‘Effective Professional Development Oct 21</p> <p>Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p>	<p>2, 3, 4, 5</p>

	EEF report – ‘Using Pupil Premium Funding Effectively’ July 2021	
Development of Maths learning using a variety of resources including White Rose maths.	EEF Report – ‘Effective Professional Development Oct 21	4
PURE Coaching through Leadership Edge.	Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. EEF report – ‘Using Pupil Premium Funding Effectively’ July 2021	2, 3, 4, 5
ACE Coaching providing CPD for teachers	Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. EEF report – ‘Using Pupil Premium Funding Effectively’ July 2021	5
Kinetic Letters purchased to support CPD for handwriting	Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. EEF report – ‘Using Pupil Premium Funding Effectively’ July 2021	2, 3, 4, 5

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

Budgeted cost: £65,158

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support and target disadvantaged children at effective times during the school day to close the gaps of attainment and progress.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4, 5
Little Wandle catch up programme including TA staffing.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 months. Phonics tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 3, 4, 5
Additional phonics/reading intervention targeted at disadvantaged pupils who require further phonics/reading support.	EEF Report – ‘Improving Literacy in KS1 – September 2020’ & ‘Improving Literacy in KS2 – September 2020’ EEF Report – ‘Effective Professional Development – Oct 2021’ Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice EEF Report – ‘Using your pupil premium funding effectively – Oct 2021’	2, 3, 5

Reading 1-to-1 and small group tutoring	EEF Report – ‘Improving Literacy in KS1 – September 2020’ & ‘Improving Literacy in KS2 – September 2020’ EEF Report – ‘Effective Professional Development – Oct 2021’ Ensure that CPD development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice EEF Report – ‘Using your pupil premium funding effectively – Oct 2021’	2, 3, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £63,128

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.	1, 2, 3, 4, 5
Attendance officer on school site to support PP children and families to raise attendance and valuing the importance of education.	Gov.uk recognises the need for an attendance champion with, ‘clearly assigned responsibilities.’ EEF recognises the importance of working with parents to support the outcomes for pupils.	1
Attendance awards for children that are awarded half termly for high attendance.	Gov.uk recognises the need for an attendance champion with, ‘clearly assigned responsibilities.’ EEF recognises the importance of working with parents to support the outcomes for pupils.	1

Trips and Residential Subsidised Places	EEF Report – ‘Using your pupil premium funding effectively – Oct 21	5
ACE Coaching for after school club provision	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Education Endowment Foundation EEF	5
Behaviour, SEND support Lego Based Therapy Zones of Regulation Chimp management Art therapy Attachment support	EEF Teaching and Learning Toolkit (Reducing class size): Reducing class sizes to a level where significant benefit is likely. The EEF Teaching and Learning toolkit (Social and Emotional Learning): Social and emotional interventions have an identifiable and valuable impact on attitudes to learning and relationships within school. We have a number of children where emotional needs are a barrier to their academic needs. Being able to provide identified children with a 1:1 session or a social group session will hopefully have an impact on how they engage with the rest of their school week. Children who are involved with this type of intervention will be closely monitored to ensure that the sessions that they engage with are having a positive impact on their general well-being. A significant proportion of children who are accessing these sessions are pupil premium.	2, 3, 4, 5
Toast, fruit and snacks throughout morning	EEF Report – ‘Using your pupil premium funding effectively – Oct 21	1

Total budgeted cost: £ 254,545

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.

- GLD outcomes for PP children were at 50% at Hateley Heath broadly in line with the National picture which was also 52%. This was as a result of a focus on quality first teach and the improvement of language skills and targeted interventions.
- In Year 1, 72% of PP passed the Phonics screen test compared to the national picture of 67% passing. This is due to the focus on implementing our phonics programme, providing quality first CPD for all staff and 1:1 and small group phonics daily intervention.
- All core outcomes at KS1 were low and below national.
- Writing and maths outcomes were below national. However, Reading outcomes at the end of KS2 were broadly in line with national standards with 57% of children at Hateley compared to 60% national.

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