

# Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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   | Headlands Primary School |
| Number of pupils in school  | 279                      |
| Proportion (%) of pupil premium eligible pupils                         | 4.6%                     |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023                |
| Date this statement was published                                       | 21.09.2022               |
| Date on which it will be reviewed                                       | July 2023                |
| Statement authorised by   | Governing Body           |
| Pupil premium lead  | Ruth Ellis               |
| Governor / Trustee lead   | Ron Smith                |

## Funding overview

| Detail  | Amount (April 2022-23) |
|---|------------------------|
| Pupil premium funding allocation this academic year   | £19,990.00             |
| Recovery premium funding allocation this academic year  | £1,000.00              |
| Additional allocation tutoring grant  | £675.00                |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0.00                  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £21,665.00             |

# Part A: Pupil premium strategy plan

## Statement of intent

**What are your ultimate objectives for your disadvantaged pupils?**

For our children to achieve in line with others within their cohort and Nationally.

**How does your current pupil premium strategy plan work towards achieving those objectives?**

To overcome barriers to educational achievement.

**What are the key principles of your strategy plan?**

To improve the quality of teaching through professional development/ training and support.

To provide additional targeted academic support through structured interventions, small group tuition, 1:1 support

To provide ELSA sessions to support their wellbeing.

To provide financial support for children to participate in educational/ residential visits.

## Challenges

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

| Challenge number | Detail of challenge                            |
|------------------|--|
| 1                | Gaps in learning                               |
| 2                | Behaviour, social and emotional needs          |
| 3                | Financial limitations for educational support. |

## 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   |
|---|--|
| Children outcomes are in line with their peers and Nationally.  | Gaps are filled and misconceptions addressed allowing the children to reach their specific target. |
| Children have the emotional toolkit to deal with changes and personal challenges throughout the year. | ELSA programmes report improved outcomes for the children.   |

|   |   |
|---|---|
| Financial support ensures inclusion of children in widening learning opportunities. | Children in Year 5 and Year 6 able to attend Residential. |
|---|---|

### 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: CPD

Budgeted cost: £658.00

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| On-going ELSA training                                    | Educational Psychologist research:<br><a href="https://www.elsanetwork.org/elsa-network/other-research/">https://www.elsanetwork.org/elsa-network/other-research/</a><br><br>Phycology First research:<br><a href="https://psychologyfirst.co.uk/our-services/elsa-training-and-supervision/">https://psychologyfirst.co.uk/our-services/elsa-training-and-supervision/</a> | 13                            |
| Staff training on planning for writing (External Advisor) | <a href="https://www.teachwire.net/news/pie-corbett-encourage-good-literacy-habits-with-these-shared-writing-techni/">https://www.teachwire.net/news/pie-corbett-encourage-good-literacy-habits-with-these-shared-writing-techni/</a>   | 13                            |
| Visit leader training                                     | <a href="https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article">https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article</a>   | 13                            |

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

Budgeted cost: £16,855.00

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional teaching time to work with Year 5/6 children to provide: <ul style="list-style-type: none"> <li>Additional maths group 5 x weekly</li> <li>Additional literacy group 5x weekly</li> </ul> | <a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a> | 4                             |

|  |   |
|--|---|
| Additional tutoring programme 2021-2022 including DFE clawback | 3 |
| Intervention support for 1,2,3,4                               | 7 |

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

Budgeted cost: £4077.00

| Activity                                      | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| 6 hours 25 minutes of ELSA provision per week | <p>Educational Psychologist research:<br/> <a href="https://www.elsanetwork.org/elsa-network/other-research/">https://www.elsanetwork.org/elsa-network/other-research/</a></p> <p>Phycology First research:<br/> <a href="https://psychologyfirst.co.uk/our-services/elsa-training-and-supervision/">https://psychologyfirst.co.uk/our-services/elsa-training-and-supervision/</a></p>   | 13                            |
| Residential                                   | <p>UK National Association for Environmental Education:<br/> <a href="https://naee.org.uk/impacts-benefits-residential-experience/">https://naee.org.uk/impacts-benefits-residential-experience/</a></p> <p>The Council for Learning Outside the Classroom:<br/> <a href="https://www.schooltravelorganiser.com/features/how-learning-beyond-the-classroom-can-aid-school-recovery/9020.article">https://www.schooltravelorganiser.com/features/how-learning-beyond-the-classroom-can-aid-school-recovery/9020.article</a></p> | 4                             |
| CPOMs   | <a href="https://www.cpoms.co.uk/casestudies/">https://www.cpoms.co.uk/casestudies/</a>  | 13                            |

**Total cost from 2022-2023 Budget: £21,590.00**

## 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 2021 to 2022 academic year.

#### EYFS

National: Good Level of Development (GLD) and Average Point Score (APS) was below disadvantaged National

Cohort: GLD and APS was below school cohort

#### KS1

National: EXS outcomes for disadvantaged were above disadvantaged National in RD

Cohort: EXS outcomes were above cohort in RD

#### KS2 Attainment

National: EXS outcomes for disadvantaged was above disadvantaged National in RD, WR and RWM

Cohort: EXS outcomes for disadvantaged was above cohort in RD, GPS and WR.

#### KS2 Progress

National: Average progress score was above disadvantaged National in RD and WR.

Cohort: Average progress score was above cohort in RD and WR.

**Summary:** *By the end of KS2, disadvantaged children performed well compared Nationally and in comparison to the rest of the cohort in reading and writing.*

### 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 |
|---------|---------|
|---------|---------|

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