

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 | Headley Park Primary school |
| Number of pupils in school | 411 (exc Nursery) |
| Proportion (%) of pupil premium eligible pupils | 19.02% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021- 22 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Alex Gingell (Headteacher) |
| Pupil premium lead | Jessica Lewsley (Assistant Headteacher) |
| Governor / Trustee lead | Mia Sanchez |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £100,875 |
| Recovery premium funding allocation this academic year | £12,180 |
| 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 | £113,055 |

Part A: Pupil premium strategy plan

Statement of intent

At Headley Park Primary School, we have high expectations of all children, regardless of their background or starting points. We aim for all children to have the opportunity to excel in their learning and develop character as part of a strong community. We aspire for every pupil, including the most disadvantaged, to leave our school with the ability and desire to learn more, unlock their potential and make their mark in the world.

We are committed to holding the needs of our children and the community at the heart of our decision making and we are unapologetic in our ambition for all pupils. Equity drives our approach to school development, including our pupil premium strategy.

With this in mind, our pupil premium strategy is underpinned by our core principles:

- To provide all pupils with an ambitious, aspirational and research led curriculum which allows them to know more and remember more.
- To close the gap between disadvantaged pupils and their peers through high quality first teaching and where necessary, data-led interventions.
- To provide all children with experiences beyond their immediate classroom and allow them to develop the skills and knowledge to make a positive contribution to the world.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | EYFS: Baseline assessments show that starting points on entry into EYFS are low, particularly linked to speech and language and phonological awareness. |
| 2 | Reading: Internal assessment analysis and statutory assessment data shows that there is a gap in attainment between disadvantaged pupils and their peers. This is particularly true in reading. Particular challenges are evident in decoding, fluency and vocabulary. |
| 3 | Curriculum content and attainment: Due to the pandemic, children have gaps in previous curriculum knowledge. This is likely to impact the outcomes for disadvantaged pupils without quality first teaching and if relevant, additional intervention. |

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| | There is an attainment gap between disadvantaged pupils and their peers in reading, maths and writing in all year groups. |
| 4 | Attendance: Disadvantaged pupils have lower levels of attendance. |
| 5 | Limited life experiences & knowledge of the world: Disadvantage pupils have reduced access to experiences and extra-curricular activity, impacting on their knowledge of the wider world and vocabulary. |
| 6 | There are additional barriers to good attainment associated with disadvantage, eg: adverse childhood experiences, food poverty etc. |

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 |
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| Quality first teaching and an ambitious curriculum closes the gap between disadvantaged pupils and their peers. | Disadvantaged pupils can talk confidently about their learning through pupil book study. Disadvantaged pupils achieve at least in line with their peers. In summative assessments, the pupil premium gap begins to close. This will be tracked termly with the Assistant Headteacher. |
| Every child becomes a confident and fluent reader. | The percentage of children leaving Reception in EYFS will be in line with the national average and the PP gap will be reduced. Disadvantaged pupils achieve at least in line with their peers in the Y1 Phonics Screening Check. Guided reading is implemented to support the phonics first approach adopted at HPPS. Data-led interventions accelerate the progress of disadvantaged pupils in reading. All children experience a range of high quality literature. |
| All children, including the most disadvantaged, are equipped with the knowledge, skills and opportunities to make a positive contribution to the school and wider community. | Disadvantaged pupils have access to a wide range of extra-curricular activities and enrichment opportunities to explore and grow their interests and talents. Cultural capital is developed through topical assemblies, visits and visitors. Disadvantaged pupils attend educational experiences in line with their peers. |

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| Disadvantaged pupils are not further disadvantaged by low attendance. | The attendance of disadvantaged pupils is in line with their peers and the national average. |
| Provision is in place to meet the additional needs of disadvantaged pupils | Pupils in receipt of pupil premium funding have breakfast. Where SEMH is a barrier to learning, provision is in place to the child's needs. |

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: £ 33,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| The CUSP curriculum is implemented in Y1-6 to support quality first teaching | CUSP is a research-led curriculum which is designed with cognitive science in mind. CUSP An Evidence Informed Approach EEF High Quality Teaching | 2, 3, 5 |
| Instructional Coaching is implemented to improve quality first teaching | Instructional coaching is an evidenced informed approach to CPD and has been shown to have the most impact on quality first teaching. EEF PP Guidance EEF Effective Professional Development | 1, 2, 3, 5 |
| Participation in the Developing Effective Leadership of Teaching Assistants (DELTA) Project, in association with the EEF and Bristol City Council. | DELTA is a Bristol project to ensure Teaching Assistants are deployed effectively. EEF Making The Best Use of Teaching Assistants. | 1, 2, 3, 4, 5, 6 |
| A systematic phonics programme is embedded. All staff | A systematic approach to phonics teaching support pupils to make a good start in the Early Years. | 1, 2, 3 |

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| receive CPD in early reading and phonics. | EEF High Quality Teaching English Hub Unlocking Excellence EEF Early Years Toolkit | |
| Voice 21 Oracy School Membership | <p>Oracy is a key skill in education and beyond. It is shown to improve pupil confidence, academic outcomes and foster pupil well being.</p> Voice 21 Impact Report 2016 - 21 | 1, 2, 3, 5 |
| Access to educational visits and wider curriculum opportunities | <p>Pupils with a broad range of experiences have a more extensive knowledge of the wider world. This cultural capital supports academic progress and develops the wider skills of children.</p> Ofsted Successful PP Funding | 5 |

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

Budgeted cost: £60,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Learning Support Assistants are deployed effectively to provide in class support and implement high quality interventions, including Talk Boost.</p> | <p>Teaching assistants are deployed in every year group to support the teacher to target the children who struggle the most in the classroom. The strategies used</p> <p>EEF Making The Best Use of Teaching Assistants.</p> <p>Talk Boost is an evidence based intervention to narrow the gap between 4-7 year olds with language delay and their peers. It has been used by the school for a number of years by trained teaching assistants whose class teacher must also attend the training to ensure that the teacher can build on the work</p> | 1, 2, 3 |

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| | that is being done in the small group sessions. Talkboost and PP – Ican Talk Boost Evaluation | |
| One Learning Support Assistant provides daily 1:1 interventions to lowest 20% readers in Y4 + Y5 | Reading underpins out curriculum and small group learning is likely to have a positive impact on student achievement (Hattie, Visible Learning). EEF PP Guidance | 2, 3, 6 |
| Y5 + Y6 tutoring via The National Tutoring Programme £3,720 | Action Tutoring Impact Report | 2, 3 |
| Y3 + Y4 tutoring via The National Tutoring Programme | EEF The National Tutoring Programme | 2, 3 |
| Provide targeted academic support which is additional to QFT, such as Remarkable Readers club in Y2. | Targeted small group support that is above and beyond quality first teaching can support pupils to make accelerated progress. EEF PP Guidance | 1, 2, 3 |
| Introduction of PiXL, including assessments and gradual roll out of therapies in Y1-6 | Question Level Analysis (QLAs) support teachers to provide quality first teaching and provided additional, highly targeted intervention. PiXL About Us EEF Targeted Academic Support | 1, 2, 3, 6 |
| Bespoke intervention through Passports, including interventions such Nesy and Attention Bucket. | Nessy Evaluation | 1, 2, 3, 6 |
| Speech and Language therapist. | On entry to school, disadvantaged children's spoken language development is significantly lower than their peers. EEF PP Guidance | 1, 2 |

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

Budgeted cost: £20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Offer prioritised spaces at Breakfast Club | <p>Providing breakfast club places can help children be ready for learning, meeting their basic needs, as well as help schools target support more effectively.</p> <p>CAMHs ACEs</p> <p>Ofsted Successful PP Funding</p> | 3, 5 |
| Subsidise the cost of residential and educational visit | <p>Pupil Premium should not be a barrier to accessing wider world experience. The cultural capital developed through these experiences is important both academically and socially. We also ensure school is a truly inclusive experience.</p> <p>Ofsted Successful PP Funding</p> | 1, 2, 3, 4, 5, 6 |
| Embed the school attendance strategy | <p>Findings suggest that schools which have been more successful in raising the performance of disadvantaged pupils have put the basics in place (especially addressing attendance and behaviour)</p> <p>Ofsted Successful PP Funding</p> <p>DfE The Link Between Absence and Attendance at KS2 and KS4</p> | 4, 6 |
| The Assistant SENDco has dedicated time for pastoral and behavioural support. | <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment</p> <p>EEF Guide To Pupil Premium</p> <p>CAMHs ACEs</p> | 4, 6 |
| Play Therapist | CAMHs ACEs | 6 |

Total budgeted cost: £113,000

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.

- Alex Bedford (Unity Schools Partnership) delivered five CPD sessions to develop staff understanding of cognitive science and principles of effective instruction. Staff could reflect on how the latest research was reflected in their own practice.
- The CUSP curriculum was trailed across the school in term six, informed by the above professional development.
- Staff received up to date benchmarking training. Children in Y3-6 were accurately assessed through the year and additional support put in place accordingly. In Year 6, there was a 7% increase in the percentage of children working at or above Age Related Expectations between March and July 2021. Significantly, this includes a 4% reduction in those working 'significantly below'.
- Edukey was purchased and used across the school. Training was provided for all staff. All pupils with SEND now have a Pupil Profile and if relevant, a Pupil Passport. Additional interventions are logged and monitored using Edukey Provision Map.
- The book stock across the school was heavily invested in. Decodable books were ordered for Reception to Year 2. The CUSP curriculum texts were also purchased so that all children had access to a copy of each class text on a 1:2 basis.
- A behaviour working party developed and implemented a new behaviour policy, making excellent behaviour the minimum expectation for all children. There were 0 FTEs in 2020-1.
- SALT provision was in place and speech and language therapy was deployed where covid restrictions allowed.
- Attendance was heavily disrupted by covid-19 but a school attendance strategy was developed to be embedded in 2021-22.

Externally provided programmes

| Programme | Provider |
|-----------------|---------------------------|
| CUSP Curriculum | Unity Schools Partnership |
| PiXL | Partners in Excellence |

Service pupil premium funding (optional)

| Measure | Details |
|---|---------|
| How did you spend your service pupil premium allocation last academic year? | N/A |



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| What was the impact of that spending on service pupil premium eligible pupils? | N/A |
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