



PUPIL PREMIUM REVIEW

2018-19 for

**Heathlands Primary
Academy**

8th & 15th February 2019

ABSTRACT

This analysis has been carried out following a two day school visit to observe practice, interview staff and pupils, using the data supplied by the school, the ASP Summary Report and The Inspection Data Summary Report 2018.

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Context of Heathlands Primary Academy

- NOR – School Roll: 452 (Year N – Year 6).
- Number of pupils eligible for PP funding: 202 pupils. PP as percentage of school roll: 45%, which is well above national average (NA).
- The proportion of pupils from minority ethnic groups and with EAL is well below NA.
- The proportion of pupils with SEN support is 8.6%, with the majority identified with moderate learning difficulties.
- The deprivation is in the highest 20%, well above NA.
- Since early 2016 there have been several staffing changes. Currently, there is a newly appointed Headteacher in post since September 2016.
- Since then a non-class based Deputy Headteacher was appointed.
- From September 2016 a dedicated team of senior leaders have made significant changes to rapidly improve the school.
- New Chair & Vice Chair appointed and the Governing Body has had many changes in personnel since the last inspection, including a Governance Review in Autumn 2017.
- The school has two NQT's.
- The school has two learning mentors, a SENCO who works within another school within the MAT, many additional staff, who are used to provide effective interventions to improve the quality of teaching, learning and assessment and raise pupil outcomes.
- A Pupil Premium Review of the school has been commissioned, due to the large proportion of disadvantaged pupils and findings by Ofsted after the last Section 5 inspection, where the school was judged Requires Improvement.

Summary headlines	
Strengths	Areas of Development
<ul style="list-style-type: none"> ■ The Headteacher and Deputy Head have quickly planned to tackle the emerging issues across the school, including those pupils who are disadvantaged make good progress. ■ Leaders' plan to use the pupil premium funding with increasing effectiveness to help disadvantaged pupils in Reading, Writing and Mathematics. ■ The Headteacher and Deputy Headteacher have a clear vision, direction and plan for the use and impact of Pupil Premium Funding. ■ The school has a detailed action/expenditure plan to have clear success criteria and Impact mile stones to highlight the impact of the Pupil Premium Grant. ■ The plan also includes a clear strategy and rationale (including the use of EEF) to ensure all interventions are effective. ■ The SLT ensure all teachers track and assess key groups of children, including disadvantaged pupils in core subjects. ■ Leaders now have termly pupil progress meetings to track progress and attainment of all groups of children, including disadvantaged pupils. ■ Leaders use a tracking system to make them more effective in identifying key groups of underperformance in all subjects. ■ The progress disadvantaged pupils make has improved across 	<ul style="list-style-type: none"> ■ Historical data shows standards of attainment by disadvantaged pupils significantly lag behind other pupils nationally at KS2. ■ The school did present governing body minutes that relate to impact of pupil premium funding. However, there is not enough evidence of pupil premium expenditure or challenge from the designated pupil premium governor. ■ Although leaders have half termly pupil progress meeting, they may benefit in more robust procedures to involve the Headteacher and senior leader with responsibility for the PPG at all progress measuring opportunities. ■ Proportions of middle PAG disadvantaged pupils attaining the expected standard were significantly below other pupils nationally in Reading, Writing and Mathematics combined. ■ Proportions of high PAG disadvantaged pupils attaining the higher standard were significantly below other pupils nationally in Reading, Writing and Mathematics combined. ■ When compared to other pupils, the proportion of disadvantaged pupils making KS2 progress in Reading and Maths was lower than non-disadvantaged pupils nationally. ■ Currently proportions of disadvantaged pupils attaining age related expectations are below

the school. This is because of the targeted support provided for them. However, leaders recognise that the progress of this group of pupils needs to be accelerated and better use could be made of the additional funding they receive.

- Leaders now deploy staff effectively to meet the needs of groups of children, including disadvantaged pupils.
- The school employs two learning mentors who work extremely effectively to support pastoral needs, including pupil attendance.
- The school has a designated member of the governing body who is responsible for the PPG. He has also received training on the key aspect of pupil premium governance.
- The school has a designated member of the SLT who is responsible for PP expenditure who regularly plans, actions, reviews and updates the PPG action/expenditure plan.
- The school has a three-year trend of improvement in pupil attainment in Reading, Writing and Mathematics at KS2.
- In 2018, 90% of pupils achieved the expected standard in the Year 1 Phonic Test, 7% above the national proportion.
- Whole school monitoring has started to include tracking the gap between disadvantaged pupil and other pupils nationally.
- All year groups were observed, books in Literacy and Numeracy were also scrutinised. Generally the standard of work showed

other pupils within the school in Reading, Writing and Mathematics in years 4, 5 and 6.

- Currently proportions of disadvantaged pupils attaining age related expectations are **below** other pupils within the school in Reading and Writing in years 3, 4, 5 and 6.
- When compared to others, the attendance of pupils is **below** other pupils nationally.
- When compared to others, the persistent absence of pupils is **higher** than other pupils nationally.
- Internal data shows that the disadvantaged pupils' attendance is **below** other pupils within school.
- Internal data shows that the persistent absence of disadvantaged pupils is **higher** than other pupils within school.
- Actions to improve pupils' attendance, particularly for disadvantaged children, have not consistently shown the desired effect.
- The school website does not illustrate and report the Pupil Premium Grant expenditure and impact in accordance with national guidelines.

parity when comparing children from disadvantaged backgrounds to all other pupils within the school.

- Children attitudes to learning, personal development, behaviour and welfare were good and relationships between staff and pupils are very positive.
- When compared to other pupils, the proportion of disadvantaged pupils making KS2 progress in Writing was **in line** with non-disadvantaged pupils nationally.
- Currently proportions of disadvantaged pupils attaining age related expectations are **above** other pupils within the school in Reading, Writing and Mathematics in year 2.
- Currently proportions of disadvantaged pupils attaining age related expectations are **above** other pupils within the school in Mathematics in years 2 and 3.
- When compared to other pupils currently in the school, internal data shows the proportion of disadvantaged pupils' making progress from lower starting points in Reading, Writing and Maths was **generally in line** with non-disadvantaged pupils in KS2.
- Pupils' attendance and the level of persistent absence has improved in the last three years.
- Updated SEF & SDP includes, disadvantaged achievement priorities to rapidly narrow the gap and will include recommendation from the external Pupil Premium Review.

Main priorities for improvement

- Review and adapt PPG actions to rapidly narrow the gap in attainment between disadvantaged pupils and other pupils nationally.
- Ensure the link governor with responsibility for pupil premium expenditure and its impact, challenges and hold senior leaders to account.
- Develop strategies to improve the attainment of all pupils, including those identified as disadvantaged in KS2.
- Ensure that the schools website is updated to enable parents to see the impact of how the school uses the PPG and its impact upon disadvantaged pupils each year.
- Retain and develop effective teaching staff to ensure quality first teaching improves pupil's attainment and progress.
- Review and adapt PPG actions to target attendance issues for disadvantaged children.

2018 KS2 R, W, M Combined Attainment, Expected or Higher Standard by PAG

School	43%
National for Non - Disadvantaged %	70%
Difference %	-27%

	Low		Middle		High	
	All	PP	All	PP	All	PP
Cohort	8	8	37	23	12	8
School %	0	0	57	39	100	100
National %	7	9	58	63	95	96
Difference %	-7	-9	-2	-23	5	4

- Proportions of middle PAG disadvantaged pupils attaining the expected or higher standard were **significantly below** other pupils nationally in Reading, Writing and Mathematics combined.

2018 KS2 R, W, M Combined Attainment Higher Standard by PAG

School	5%
National for Non - Disadvantaged %	12%
Difference %	-7%

	Low		Middle		High	
	All	PP	All	PP	All	PP
Cohort	8	8	37	23	12	8
School %	0	0	3	4	17	13
National %	0	0	2	2	28	30
Difference %	0	0	1	2	-11	-17

- Proportions of high PAG disadvantaged pupils attaining the higher standard were **significantly below** other pupils nationally in Reading, Writing and Mathematics combined.

2018 KS2 Reading Attainment

	Expected or Above		High	
	All	PP	All	PP
Cohort	57	39	57	39
School %	67	58	22	23
National %	75	80	28	33
Difference %	-8	- 22	- 6	-10

- Proportions of disadvantaged pupils attaining the expected or higher standard were **below** other pupils nationally in Reading.

2018 KS2 Writing Attainment

	Expected or Above		High	
	All	PP	All	PP
Cohort	57	39	57	39
School %	72	65	17	18
National %	78	83	18	24
Difference %	-6	-18	-1	-6

- Proportions of disadvantaged pupils attaining the expected or higher standard were **below** other pupils nationally in Writing.

2018 KS2 Maths Attainment

	Expected or Above		High	
	All	PP	All	PP
Cohort	57	39	57	39
School %	67	53	22	18
National %	76	81	24	28
Difference %	-9	-28	-2	-10

- Proportions of disadvantaged pupils attaining the expected or higher standard were **below** other pupils nationally in Maths

2018 KS2 Reading Progress

	All	PP
School %	-0.38	-0.55
National %	0	0.31
Difference %	-0.38	-0.86

2018 KS2 Writing Progress

	All	PP
School %	0.50	0.32
National %	0	0.24
Difference %	+0.50	+0.08

2018 KS2 Maths Progress

	All	PP
School %	-0.04	-1.22
National %	0	0.31
Difference %	-0.04	-1.53

- When compared to other pupils, the proportion of disadvantaged pupils' making KS2 progress in Reading and Maths was **lower** than non-disadvantaged pupils nationally.
- When compared to other pupils, the proportion of disadvantaged pupils' making KS2 progress in Writing was **in line** with non-disadvantaged pupils nationally.

2019 Current Attainment - Y1

	Reading ARE	Writing ARE	Maths ARE
Non	71%	74%	77%
PP	71%	67%	59%
Difference %	0%	- 7%	- 18%

2019 Current Attainment - Y2

	Reading ARE	Writing ARE	Maths ARE
Non	73%	68%	68%
PP	80%	75%	75%
Difference %	+7%	+7%	+7%

2019 Current Attainment - Y3

	Reading ARE	Writing ARE	Maths ARE
Non	70%	73%	73%
PP	63%	60%	74%
Difference %	- 7%	- 13%	+1%

2018 Current Attainment - Y4

	Reading ARE	Writing ARE	Maths ARE
Non	83%	79%	76%
PP	81%	52%	64%
Difference %	-2%	- 17%	- 12%

2018 Current Attainment - Y5

	Reading ARE	Writing ARE	Maths ARE
Non	71%	72%	82%
PP	62%	56%	66%
Difference %	- 9%	- 16%	-16%

2018 Current Attainment - Y6

	Reading ARE	Writing ARE	Maths ARE
Non	81%	73%	77%
PP	80%	65%	62%
Difference %	- 1%	- 8%	- 15%

- Currently proportions of disadvantaged pupils attaining age related expectations are **above** other pupils within the school in Reading, Writing and Mathematics in year 2.
- Currently proportions of disadvantaged pupils attaining age related expectations are **above** other pupils within the school in Mathematics in years 2 and 3.
- Currently proportions of disadvantaged pupils attaining age related expectations are **below** other pupils within the school in Reading, Writing and Mathematics in years 4, 5 and 6.
- Currently proportions of disadvantaged pupils attaining age related expectations are **below** other pupils within the school in Reading and Writing in years 3, 4, 5 and 6.
- When compared to other pupils currently in the school, internal data shows the proportion of disadvantaged pupils' making progress from lower starting points in Reading, Writing and Maths are **generally in line** with non-disadvantaged pupils in KS2.

2018 – Present Attendance

	Attendance %	
	School	National
All Pupils	95.23	96.1
Persistent Absence	9.83	8%

2017 – 18 Attendance

	Attendance %	
	School	National
All Pupils	95.15	96.1
Persistent Absence	13	8%

2016 – 17 Attendance

	Attendance %	
	School	National
All Pupils	94.1	96.1
Persistent Absence	15.6	8%

2015 – 16 Attendance

	Attendance %	
	School	National
All Pupils	94.1	96.1
Persistent Absence	13.7	8%

2014 - 15 Attendance

	Attendance %	
	School	National
All Pupils	94.4	96.1
Persistent Absence	15.4	8%

- When compared to other pupils, the attendance of pupils is **below** other pupils nationally.
- When compared to other pupils, the persistent absence of pupils is **higher** than other pupils nationally.
- Internal data show that the disadvantaged pupils attendance is **below** other pupils within school.
- Internal data shows that the persistent absence of disadvantaged pupils is **higher** than other pupils within school.
- Pupils attendance and the level of persistent absence has **improved** in the last three years.