



# Pupil Premium and Recovery Premium Funding Report 2021 – 2022

## School Overview

Detail	Data
School name	Heather Garth Primary Academy
Number of pupils in school	204 (FS2-Y6 Sep 2021)
Proportion (%) of pupil premium eligible pupils	36% (FS2-Y6 Sep 2021)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2024 (reviewed termly and evaluated annually)
Date this statement was published	15.09.2021
Date on which it will be reviewed	15.07.2022
Statement authorised by	Mrs J Winnard
Pupil premium lead	Mrs R Lancaster
Governor / Trustee lead	Mrs L Love

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,490 (Based on October 2020 census)



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Recovery premium funding allocation this academic year	£10,730 (Based on October 2020 census)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£114,220</b>

## Statement of Intent

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

We believe that one of the biggest barriers for children can be poverty of expectation and we are therefore determined to create a climate that does not limit a child's potential in any way. Our school motto 'Stars Aiming High' reflects our high expectations of the whole school community

Educational attainment is a key indicator of children's long-term outcomes. However, we also recognise for some of our pupils this is not a quick fix and requires support beyond the academic.

As a result, we have chosen to adopt a tiered approach to the spending of pupil premium and recovery funding, rooted in our whole school ethos. This focuses on spending on improving teaching, including professional development, training and support to ensure every pupil has an effective teacher and receives quality first teaching.

Secondly, we focus on targeted academic support, linked to classroom teaching, to enable pupils to "catch-up" and narrow the attainment gap with both their peers and to national expectations.



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Thirdly, we focus on significant barriers holding our children back from achieving their academic potential. These include: attendance, behaviour and social and emotional support.

Parent involvement in education is widely recognised as important, yet it remains weak in many communities especially in low-income. In these schools, a few brave souls become active and involved; but most schools fail to engage families broadly and deeply around the education of their children. Precious few can claim large numbers of parents participating as powerful actors in the school community. (A Community-Based Relational Approach to Parent Engagement, 2009) and our school is no different.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. These plans incorporate how we will “catch-up” children in receipt of Pupil Premium funding.

### Challenges

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

A	Communication; speaking and listening and language acquisition
B	Retention of knowledge
C	Lack of wider experiences and real-life opportunities
D	Poor school attendance
E	Safeguarding concerns
F	Mental and social health and well-being needs – a significant number of children and families have challenges with routines, parenting capacity, mental health and managing emotions
G	Children are significantly below national expected standards on entry into school and are not achieving age appropriate developmental milestones due to poorly developed communication skills and poor personal, social and emotional development.
H	Lack of parent engagement



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I	Parental literacy, numeracy and levels of parenting skills require support to better enable parents to support children's learning and aspirations.
J	Low income
K	Lack of resources in the family home

## Intended Outcomes 2021 – 2022

This explains the outcomes we are aiming for by the end of our current strategic plan and how we will measure whether they have been achieved. The activities and actions section details how we intend to spend our Pupil Premium (and Recovery Premium funding) this academic year to address the challenges listed above.

	Intended outcomes	Activities and actions	Challenges addressed	Success Criteria	Cost	Evidence and evaluation
1.	Provide high quality Teaching and Learning and targeted academic support in the Early Years to enable pupils to "catch-up" and narrow the attainment gap with both their peers and to national expectations.	1.CPD for all staff around successfully implementing the new EYFS statutory framework. 2.CPD focusing on high quality learning environments. 3.Greater focus on developing childrens' reading, writing and maths skills in continuous provision, with staff having responsibility for specific areas. 4.Greater focus on challenge for the most able pupils. 5.Daily fine motor and gross motor development activities to support writing. 6.Embed opportunities in provision for language acquisition. 7.To continue to promote independence of children through modelling/teaching of key skills and work alongside parents to develop self-care of children.	A B F G H I	In our priority areas of concern (CL,RWM and PSED) all disadvantaged pupils to have made at least 5 steps of developmental progress from their starting point (accelerated progress).	CPD release time for all staff members  Support/CPD for staff from the Barnsley Early Years Team.  Additional LSA in EYFS  Resources to support continuous provision in	Since the appointment of the new EYFS lead in September, the unit have had two INSET days focussing on the new EYFS statutory framework, new environment and routines and strategies to support development and independence. Staff have also visited a number of other school to look at EYFS good practice.  Staff meetings have also been held for other school staff and subject leaders to inform them of the new EYFS requirements and what this means for their subject.  Links are now made between home and school, enabling information sharing. Parents have praised this in the most recent parent questionnaire.  Interventions are now in place to ensure children at risk of falling behind catch up quickly.



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		<p>8.To engage parents in their child's education through in school activities, a greater awareness of expectations/milestones and the sharing of "WOW" moments.</p> <p>9.Deliver high quality interventions for children not on track e.g. Nelli, Funky Fingers and Dough Disco for PD, etc</p> <p>10. Outdoor provision to include further physical development activities including balance activities and obstacle courses.</p> <p>11. Develop children's listening and communication skills through games, stories, singing, circle time, etc.</p>			<p>targeted areas, as well as challenge for the most able.</p> <p>Resources to develop motor skills.</p> <p>Resources to support interventions.</p> <p>Resources to support PD in the outdoor area.</p>	<p>Following Ofsted, further work has been planned with Early Years Consultants from the Local Authority to assist with the development of the unit, the curriculum and small steps for assessment.</p> <p>Outdoor provision is currently being addressed and donations for different zoned areas have been sought.</p>
2.	Provide high quality Teaching and Learning throughout school to enable pupils to "catch-up" and narrow the attainment gap with both their peers and to national expectations.	<p>1. Reading, Writing and Maths (RWM) leads to have daily release time to support and monitor the delivery throughout school.</p> <p>2. Targeted CPD to improve teacher and LSA knowledge and practise in maths including Mastery in maths at KS1, Teaching timetables effectively in LKS2 as well as challenging problems and reasoning activities at UPKS2.</p> <p>3. Targeted CPD to improve teacher and LSA knowledge and practise in writing as well as developing a consistent and challenging whole school approach.</p>	A B C G	CPD is effective allowing all pupils to have access to high quality teaching. As a result, most disadvantaged pupils maintain their prior attainment and/or make at least +0.4 steps progress from the Autumn 1 in	<p>SLT release time to support learning throughout school</p> <p>CPD release time for all staff members</p> <p>Support/CPD for staff from the</p>	<p>Reading, writing and maths leads have release time to support teaching and learning throughout school.</p> <p>So far this academic year, all staff have had targeted CPD to support the teaching of maths, writing and early reading. This is supporting pupils to narrow the gap and catch up quickly.</p> <p>The school have now purchased and adopted a newly accredited SSP programme, Little Wandle Letters and Sounds revised. All staff attended the training on this and its implementation. The school have also purchased the matched fully decodable texts to support the delivery of the programme. Ebooks have also been purchased to support parents with reading at home.</p>



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		<ol style="list-style-type: none"> <li>4. Targeted CPD to improve teacher and LSA knowledge and practise in Phonics in early reading as well as deeper questioning and comprehension in the "Reading to Learn" programme.</li> <li>5. Purchase books to support our reading programme as well as interest and engage children.</li> <li>6. Purchase resources and texts to support the implementation of the Jane Considine writing approach</li> <li>7. Resource "Experience Days" to widen children's knowledge and understanding of a topic, hooking the children and preparing them adequately for the writing process.</li> <li>8. Purchase resources to support the development of language acquisition and understanding.</li> <li>9. Purchasing of mathematics resources to support areas of need.</li> <li>10. Resourcing a broad and balanced curriculum, including the use of visitors and visits out, to develop experiences and understanding.</li> <li>11. Immersive classroom spaces used to support wider curriculum learning experiences.</li> </ol>		<p>RWM (from INSIGHTs)</p>	<p>English and Maths HUBs</p> <p>Additional resources to support targeted areas in Maths. Purchase additional books, texts and resources to support the reading and writing programme.</p> <p>Resource "Experience Days"</p> <p>Subsidy of school workshops/ experiences</p> <p>LSA in each class every morning to support with first quality</p>	<p>The Jane Considine experience days are impacting on the outcome of the writing and allowing children experiences that some have not had the fortune of receiving.</p> <p>Our Ofsted visit in March 2022 validated that reading, writing and maths are being taught well and as a result pupils are making good progress. The teaching of early reading/phonics is strong and as a result our Y1 phonics screening results, despite the impact of the COVID pandemic, are 80%.</p> <p>The children are attending trips/ visitors into school to develop their experiences and understanding. Parent sessions have also been able to re-commence in the Summer term.</p> <p>Resources such as LEGO connect, Xylophones etc are being purchased to ensure that children can access the wider curriculum</p> <p>Further work is now planned around the wider curriculum and incorporating small steps for assessment.</p>
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					<p>teaching of RWM.</p> <p>Immersive classroom resources</p> <p>Subsidy of school trips</p>	
3.	Provide targeted Academic Support throughout school to enable pupils to "catch-up" and secure key knowledge and skills.	<ol style="list-style-type: none"> <li>Children who require intervention due to not maintaining prior attainment or not making adequate progress are identified by SLT and class teams.</li> <li>Targeted interventions, of flexible groupings, for RWM (Cohort Action Plans) will support children in meeting end of year expectations as well as securing key knowledge and skills.</li> <li>Regular Phonics interventions for children not working within the age appropriate phase.</li> <li>Reviewed Cohort Action Plan working documents are evaluated weekly to ensure progression and appropriate, targeted strategies.</li> <li>Use of Star, the school dog, to develop children's confidence in reading.</li> <li>Teachers and LSA's to deliver targeted , intensive "catch-up" boosters after school for UPKS2.</li> </ol>	A B G	Targeted academic interventions are effective and as a result, most disadvantaged pupils are "catching up" and securing key knowledge and skills to ensure progress towards their prior attainment.	<p>Intervention resources and tracking</p> <p>LSA to deliver Cohort Action Plans and interventions every afternoon.</p> <p>SENDCO time to review CAP's.</p> <p>Use of Star to raise attainment in reading and LSA salary</p>	<p>SLT work with class teams to highlight children who may be at risk of falling behind and/or not at least maintaining their prior attainment. These children receive intervention and targeted support to secure key objectives required to make good progress.</p> <p>Children who have not secured phonics in line with the intended progression also receive catch up and keep up interventions to get them back on track to ensure they achieve the phonics screening check.</p> <p>This year, the school have also made use of the National Tutoring Programme to deliver intensive catch up boosters to pupils in receipt of Pupil Premium after school. This has been for all year groups.</p> <p>This has had a positive impact with every child in receipt of this making academic progress.</p>



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					Contribution to LSA salary to deliver after school booster sessions	
4.	Provide wider Strategies to support the most significant non-academic barriers to success in school. These include: attendance and punctuality, social and emotional support, health and wellbeing and parental engagement.	<ol style="list-style-type: none"> <li>1. After School Clubs to provide enrichment opportunities for all pupils</li> <li>2. Opportunities for educational and residential visits. <i>Educational visits are valuable in developing their perseverance, team work, resilience and ability to face challenges. These are vital life skills.</i></li> <li>3. Learning Mentor to work with identified children who require support with social, emotional and mental health.</li> <li>4. Learning Mentor to deliver Citizenship sessions to all children covering topics such as friendships, emotions, mental health and SRE.</li> <li>5. Use of outside agencies such as TADs to support children with mental health issues beyond our professional capacities.</li> <li>6. Family Engagement and the SENDCO to support children and their families- activating EHA when required.</li> </ol>	C D E F H I J K	<p>Wider support for pupils and families is effective and as a result we will see:</p> <p>Increased self-confidence, greater independence and resilience</p> <p>Improved team-working, collaborative skills and social skills.</p> <p>Raised self-esteem</p> <p>Developed friendships.</p> <p>Improved mental wellbeing</p>	<p>Teachers/agencies to run clubs</p> <p>Sports coach and resources for healthy school/inter-school activities</p> <p>Financial support for educational visits</p> <p>Learning Mentor</p> <p>Outside agencies such as TADs</p>	<p>A number of after school clubs were held in the Autumn term including various sports clubs as well as Young Voices. These have now been extended to beyond sports and young voices.</p> <p>WE have offered a range of trips/visitors into school to support learning. Year 5 and 6 children have also attended a residential visit.</p> <p>The Learning mentor has supported pupils throughout school through the delivering of citizenships, SRE and work around social, emotional and mental health. There are wellbeing clubs planned for the Summer Term.</p> <p>Outside agencies, such as TADs, have also supported a number of children with more complex emotional needs. Contact with Compass has also been made.</p> <p>The SENDCO and Family Engagement officer have worked alongside a number of families to support them, including through the EHA process, as well as with food parcels, uniforms, Christmas gifts, etc.</p> <p>The EWO is active in supporting the school and families. Families are now coming back into schools for meetings, information sessions and family</p>





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		<ul style="list-style-type: none"> <li>7. Deputy Safeguarding officer to support families at EHA and Social Care meetings.</li> <li>8. Use of Star, school dog, for "Star's Champions"</li> <li>9. Provision for Breakfast and After School Club for emergency situations.</li> <li>10. Purchase of school uniforms and PE kits to value inclusion</li> <li>11. Provision of food/access to food banks for families in need.</li> <li>12. Involvement in inter school activities and after school activities to support healthy lifestyle and wellbeing.</li> <li>13. Purchase of resources and equipment to value inclusion e.g. water bottles, pencils cases, rucksacks, etc</li> <li>14. Social lunches (staff dining with children) to model dining etiquette</li> <li>15. Rewards for attendance and punctuality</li> <li>16. Targeted extended school places</li> <li>17. School Education Service to work with parents around attendance and punctuality</li> <li>18. Healthy breakfasts provided for all children</li> <li>19. Range of parent workshops and family activities</li> <li>20. Supporting families at key transition points</li> </ul>		<p>Improved behaviour</p> <p>Greater parental involvement and communication with school, positively impacting on the child's education</p> <p>Children feeling integrated within the school community.</p> <p>Less hungry children who are focused and ready to learn</p> <p>Less lost learning time</p> <p><b>All the above will ultimately result in improved attainment from starting points.</b></p>	<p>Family Engagement Officer</p> <p>SENDCO</p> <p>Deputy Safeguarding Officer</p> <p>Use of Star and LSA salary</p> <p>BASH club fees</p> <p>Uniform and PE costs</p> <p>Food/access to food banks for families in need</p> <p>Resources/equipment costs</p> <p>Staff lunches</p> <p>Attendance officer</p>	<p>learning days were able to go ahead in the Summer Term.</p> <p>The FS teacher were able to complete home visits this year to aid transition.</p>
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		21. Home school planners to support parents in helping their child's learning at home 22. Seesaw to support home learning			EWO Services  Administration staff  Rewards  Breakfast ingredients  Kitchen staff to prepare breakfast.  Resourcing family and parent workshops.  Seesaw  Home School planners	
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Expenses	Total Cost: £138,800
Contribution towards CPD, including external support, to ensure high quality teaching and learning	£3000
Contribution towards Learning Support Assistant Salaries for supported learning and targeted interventions and additional Learning Support Assistant in EYFS	£35,000
Resources to support continuous provision and intervention in EYFS	£5000
Contribution towards staff release time to support school improvement and raise pupil attainment	£15,000
Additional resources to support targeted areas in RWM	£5000



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Resource "Experience Days"	£700
Subsidy of school workshops/experiences	£2,000
Immersive classroom resources	£1000
Subsidy of educational visits and residential	£2000
Intervention Resources	£1500
Contribution to SENDCO	£7500
Contribution towards the use of Star to raise attainment in reading	£500
Contribution to LSA salary for work with Star	£3000
Support learning materials for "Catch-up" Boosters	£1000
Contribution to LSA salary to deliver after school booster session	£2000
Resources for After School Clubs	£2000
Contribution towards agencies/staff salaries to run clubs	£1500
Contribution towards Sport coach salary	£5000
Contribution towards Learning Mentor's salary	£7000
Resources for mentoring and mental health and wellbeing	£2000
Support from Outside agencies for support for social, emotional and mental health	£5000
Contribution towards Family Engagement Team's salary	£8500
Contribution towards Deputy Safeguarding Officer's salary	£5000
BASH Club Fees	£500
Uniform and PE kit	£500
Provision of food/access to food bank to support families in need	£750
Resources to support inclusion	£500
Staff Lunches	£450
Contribution towards Attendance Officer's Salary	£5000
Contribution towards EWO services	£1500
Contribution towards Administration salary	£3000
Attendance and punctuality rewards	£600
Ingredients for breakfast	£800
Contribution towards kitchen staff salary to prepare breakfast	£300
Resourcing family and parent workshops	£2000
Seesaw	£450
Additional resources for new school library	£1500
Contribution to Home School Planners	£750



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