

## Pupil Premium Strategy

1. Summary information								
School	Heathfield Primary School							
Academic Year	2019-20					Date of most recent PP Review		July 2019
PP Distribution for whole school		Rec	Y1	Y2	Y3	Y4	Y5	Y6
		12	18	17	17	15	18	33
Total number of pupils	485	Number of pupils eligible for PP		130	Date for next internal review of this strategy			July 2020
2. Current attainment								
EYFS	<i>Pupils eligible for PP (your school)</i>		<i>All pupils (your school)</i>		<i>Pupils not eligible for PP (national average 2017/2018 )</i>			
% reaching the expected in Reading	50%		56%		79%			
% reaching the expected in Writing	50%		56%		76%			
% reaching the expected in Number	50%		56%		82%			
% reaching in expected GLD	50%		56%		72%			
KS1	<i>Pupils eligible for PP (your school)</i>		<i>All pupils (your school)</i>		<i>Pupils not eligible for PP (national average 2017/2018 )</i>			
% reaching the expected in Reading	76%		70%		79%			
% reaching the expected in Writing	76%		72%		74%			
% reaching the expected in Maths	82%		78%		80%			

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<b>KS2</b>	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average 2018/2019 )</i>
<b>% reaching the expected in GPAS</b>	<b>82%</b>	<b>82%</b>	<b>78%</b>
<b>% reaching the expected in Reading</b>	<b>67%</b>	<b>73%</b>	<b>73%</b>
<b>% reaching the expected in Writing</b>	<b>76%</b>	<b>77%</b>	<b>78%</b>
<b>% reaching the expected in Maths</b>	<b>85%</b>	<b>88%</b>	<b>79%</b>
<b>KS2</b>	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP(national average 2018/2019)</i>
<b>% reaching in expected standard or above in Reading, Writing and Maths</b>	<b>59%</b>	<b>65%</b>	<b>65%</b>
<b>% achieving a high level of attainment in Reading, Writing and Maths</b>	<b>3%</b>	<b>3%</b>	<b>11%</b>
<b>Average progress in Reading, Writing and Maths.</b>	<b>Reading TBC</b> <b>Writing TBC</b> <b>Maths TBC</b>	<b>Reading 0.1</b> <b>Writing 0.2</b> <b>Maths 2.5</b>	<b>Reading 0.31</b> <b>Writing 0.24</b> <b>Maths 0.31</b>

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<b>Average scaled score in Reading and Maths</b>	<b>Reading 102.4</b> <b>Maths 105.2</b> <b>GPAS 109.4</b>	<b>Reading 102</b> <b>Maths 106</b> <b>GPAS 110</b>	<b>Reading 106</b> <b>Maths 105</b> <b>GPAS 106</b>
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### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	Physical skills in EYFS are particularly low for pupils eligible for Pupil Premium on entry which slows down the progress across all areas especially fine motor skills therefore writing is affected.
<b>B.</b>	Oral language skills in Reception are low for pupils eligible for Pupil Premium on entry which slows down the progress across all areas
<b>C.</b>	Some Pupil Premium pupils are also SEND which means that their steps of progress are smaller and not as easy to see in end of key stage results.

#### External barriers (issues which also require action outside school, such as low attendance rates)

<b>D.</b>	Some of our Pupil Premium children are regularly late to school and have lower attendance.
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### 4. Desired outcomes (Desired outcomes and how they will be measured)

		Success criteria
<b>A.</b>	Ensure that physical skills develop rapidly for those children in EYFS/Y1 through the use of specified targeting of pupils and interventions carried out by the adults within their family groups.	Increase in percentage of PP children achieving the Writing goal and GLD. Y1 children's writing skills improve as demonstrated through end of year outcomes.
<b>B.</b>	Communicate with the Inclusion team when a child arrives with little or no English so that they can start acquiring the language as soon as possible.	Pupils to make rapid progress in their acquisition of English. Children's oral skills improve. Improvement in the % of PP children achieving ARE.
<b>C.</b>	SEN pupils to continue to be supported by the Inclusion team so that their needs can be ascertained more quickly and the right support be given straight away.	Pupils to make progress in their acquisition of English or for them to be given the right support to enable them to make progress.
<b>D.</b>	Pastoral team and Learning Mentors to utilise school systems effectively to improve attendance and punctuality of Pupil Premium pupils.	Pupils attendance and punctuality to improve.

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5. Planned expenditure					
Academic year	2019-20				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all (CPD, training and support packages)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase in the number of PP children in each year group reaching Age Related Expectations at the end of 2019/2020.	Quality first teaching. In-class support. 'Keep up' interventions. Targeted interventions. In depth conversations during pupil progress meetings.	In class support will ensure that all members of SLT are aware of any issues around support of PP pupils. 'Keep up' interventions ensure that pupils do not fall any further behind. Targeted interventions are used to close the gaps in pupils' knowledge. Progress meetings ensure that progress and attainment are tracked regularly so that actions can be taken where concerns arise.	Regular data analysis and discussion will identify strengths or areas for further support.	DHT HOS	At the end of each half term.

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Early intervention to ensure that oral language skills develop rapidly for those children in EYFS/Y1.	Annual staff training on early writing acquisition. EYFS environment team to focus on mark making/writing provocations linked to the class texts.	EYFS philosophy and extended EYFS approach in Year 1 focuses heavily on the acquisition and application of writing to try and close the gap between Pupil Premium children and the rest of the class.	AHT for EYFS and KS1 to train new EYFS/Y1 staff and to support staff in developing opportunities to improve writing across the unit.	AHT DHT HOS	On-going through learning walks and e-journal/book monitoring.
<b>ii. Targeted support (small groups and individual support)</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To close the gap between the pupil premium and non-pupil premium children in Reading, Writing and Maths.	Quality first teaching. Targeted teaching and support in lessons of PP pupils.	Some PP pupils are currently underperforming in Reading, Writing and Maths and a gap has opened between their performance and that of other pupils.	Monitoring will take place through regular learning walks and book monitoring as well as pupil voice and feedback from staff.	DHT HOS	These outcomes will be measured through end of term analysis and discussed in regular SLT meetings and pupil progress meetings.
Early intervention to ensure that oral language skills develop rapidly for those children in EYFS/Y1.	Interventions in place for children in R, Y1 and Y2 to develop early language skills.	Specific targeted support for those children who will not close the gap without additional support.	Inclusion Lead to train staff on specific interventions for PP children. Speech and language interventions for PP children in place. Learning walks to monitor the quality of the provision in place.	IL DHT HOS	After each intervention has run for six weeks.

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Early intervention to ensure that motor skills develop rapidly for those children in EYFS/Y1.	Interventions in place for children in R, Y1 and Y2 to develop early writing skills.	Specific targeted support for those children who will not close the gap without additional support.	Inclusion Lead to train staff on specific interventions for PP children. Writing interventions for PP children in place. Learning walks to monitor the quality of the provision in place.	IL DHT HOS	After each intervention has run for six weeks.
Increase in the number of PP children in each year group reaching Age Related Expectations at the end of 2019-2020.	2 x weekly additional sessions in addition to quality first teaching.	Extra support for those PP children who are close to national expectations or who require further support to ensure they are keeping up.	AHT for phase/DHT will review the impact of the interventions. Parents engaged and understand purpose of additional support for their children. Targeted group for those PP children across school for 6 weeks focusing on language and writing skills.	IL DHT HOS	After each intervention has run for six weeks.
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Parental engagement to continue to increase.	Specific workshops and sessions aimed at bringing in those parents who are harder to reach.	By bringing in specific groups of parents, we can support them in supporting their children's learning at home.	Ample time provided to parents prior to in-school events being held. Registers kept from all workshops and parent meetings. Follow up work for those parents not attending.	HOS DHT	Half-termly

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Improve the punctuality of PP children across school.	Pastoral manager to focus on those PP children where punctuality. Put children into punctuality focus groups and provide them with strategies to improve their punctuality.	Impact of lateness is recognised to have a negative impact on pupil progress and attainment.	HOS/DHT to have monthly meetings with Pastoral Manager focusing on punctuality of these children. Punctuality reports to demonstrate sustained improvement in punctuality of PP children.	PM HOS DHT	Daily monitoring of lateness Every four week reviews and parent meetings.
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6. Review of expenditure			
Previous Academic Year		2018-2019	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Intervene earlier to ensure that oral language skills develop rapidly for those children in EYFS/Y1.	PLD on early language acquisition. EYFS environment specialist to focus on language provocations.	The use of early intervention to support those children whose oral language skills were poor worked well to help them acquire more language in a shorter period of time. They were also able to help support the children to speak in full sentences more quickly. This then meant that early writing acquisition became an easier process for them.	This approach will be continued. A short delay whilst we assessed all of the children at the beginning of the year meant we didn't start as quickly as we would have liked to. Next year, these interventions will start within the first four weeks of term.  Greater collaboration between R and Y1 to look at provocations and independent learning that will further provide and promote opportunities for the improvement of oral language skills.

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Intervene earlier to ensure that motor skills develop rapidly for those children in EYFS/Y1.	PLD on early writing acquisition. EYFS environment specialist to focus on mark making/writing provocations.	The use of the Funky Fingers intervention and a wide range of fine motor activities were used to try and support those children whose motor skills were not yet as developed. The interventions supported some, but did not hit enough children.	This approach will be continued. The lesson we learnt was about how much time we allocated to these types of intervention – it is vitally important that we prepare the children for writing so that they don't find the process onerous and difficult which could lead to negativity towards writing later on. We will be allocating members of staff to identify and commence these interventions within the first half term next year.
Increase in the number of PP children in each YG reaching ARE at the end of 2018-2019.	PLD on core subjects across the Autumn term. In-class support Pupil progress meetings	All of the training took place in the autumn term and this was followed up on with the monitoring throughout the year.  We increased the number of PP children reaching ARE at the end of the year and in some cases the PP children outperformed the others.	We have developed our plans further this year and this will appear as a continued strategy on this report with the addition of other approaches.
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Intervene earlier to ensure that oral language skills develop rapidly for those children in EYFS/Y1.	Interventions in place for children in R, Y1 and Y2 to develop early language skills.	The use of early intervention to support those children whose oral language skills were poor worked well to help them acquire more language in a shorter period of time. They were also able to help support the children to speak in full sentences more quickly. This then meant that early writing acquisition became an easier process for them.	This approach will be continued. A short delay whilst we assessed all of the children at the beginning of the year meant we didn't start as quickly as we would have liked to. Next year, these interventions will start within the first four weeks of term.  Greater collaboration between R and Y1 to look at provocations and independent learning that will further provide and promote opportunities for the improvement of oral language skills.

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Increase in the number of PP children in each YG reaching ARE at the end of 2018-19.	2 x weekly additional sessions in addition to quality first teaching.	It was not always possible for these sessions to take place throughout the whole year, but where they did take place they were of good quality and did make a difference.  We increased the number of PP children reaching ARE at the end of the year and in some cases the PP children outperformed the others.	We have developed our plans further this year and this will appear as a continued strategy on this report with the addition of other approaches.
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
Parental engagement to continue to increase	Specific workshops and sessions aimed at bringing in those parents who are harder to reach.	We were able to engage some of our target parents this year through a process of open communication and invitations to school events and workshops. Some of our PP parents still remained elusive and we struggled to engage them particularly towards the end of the year.	Strong relationship building will be a key part of our strategy for next year as we have learned that this is the way to improve attendance and engagement of our hard to reach parents.  We will continue with this approach next year.

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<p>Improve the punctuality of PP children across school.</p>	<p>Pastoral manager to focus on those PP children where punctuality is an issue.</p> <p>Put children into punctuality focus groups. Punctuality rewards and prizes introduced.</p>	<p>We were able to make small improvements in this area, but not as much as we would have liked. It took us some time to identify some of the key families so we were unable to engage them in the process from the start of the year.</p>	<p>We have learnt that early identification of these families is key so that we can start to build relationships straight away. We want to offer a range of supportive mechanisms next year and will work closely with the Pastoral team to identify appropriate intervention strategies and family support.</p>
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