

# Pupil premium strategy statement – Heathfield Primary School

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	Heathfield Primary School
Number of pupils in school	469
Proportion of disadvantaged pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/22 to the end of 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Fiona Atherton (HoS)
Pupil premium lead	Samantha Richards
Governor / Trustee lead	Cllr Waseem Zaffar

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,802.50
Recovery premium funding allocation this academic year	£22,403
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£230,205.50

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas, promoting equitable life chances. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

29% (47/162) of our disadvantaged pupils have special educational needs or disabilities (SEND). 38% (40/106) of our SEND pupils are disadvantaged. We will consider the challenges faced by our most vulnerable pupils.

We intend to meet the needs of our pupils through a combination of the approaches outlined below:

High-quality teaching is at the heart of our approach and is delivered in a way that gives our pupils, particularly our disadvantaged pupils, the knowledge and cultural capital that they need. High quality teaching, with a high focus on reading, is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Targeted support through the National Tutoring Programme and additional intervention programmes is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.

Purposefully planned pastoral provision plays a significant part in ensuring all children are physically and mentally ready for learning and that any additional barriers are reduced and addressed.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and monitoring. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure higher ability disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- carry out rigorous pupil progress meetings to analyse assessment data, including pupil groups, such as disadvantaged pupils

## Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments indicate that many of our pupils who join our school enter well below age related expectations, particularly in reading, writing and spoken English. There is limited home engagement with early reading and phonics practice.

	Limited access to reading resources at home for most pupils.
2	Observations and discussions with pupils indicate that there is a lack of both educational and expected early life experiences which affects the knowledge and cultural capital of disadvantaged pupils.
3	Assessments and observations indicate that the education and well-being of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than other pupils.
4	Our learning behaviour assessments and observations indicate that as a result of partial school closures and national lockdown, pupils, particularly disadvantaged pupils, are demonstrating reduced levels of the behaviours and skills necessary for effective learning. This includes key areas such as self-regulation, resilience, stamina, social interaction and emotional awareness. Demands for mentoring are high.
5	Safeguarding concerns, family support, early help assessments and CASS referrals have all increased since the reopening of schools. Pupils, particularly disadvantaged pupils, experience greater barriers to learning as a result. Demand for mentoring is high.
6	47% of our teachers are within their first 5 years of teaching. 29% of those are either ECT or RQT, whose first years of teaching have been disrupted due to Covid-19. They have not received the usual levels of development and support over the last two years that they usually would have.
7	Attendance during 2019/20 and 2020/21 was affected by Covid-19 and not addressed in the usual ways. Since the full reopening of schools, attendance has not met pre-Covid figures, and we are seeing increased levels of both absence due to illness and unauthorised absence. This has impacted negatively on pupils' access to learning, particularly disadvantaged pupils.

## 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
Increased progress in reading for disadvantaged pupils.	Achieve national average progress scores in KS2 reading. Increase % of disadvantaged children achieving EXS at the end of KS2. R-Y5 increase % of disadvantaged pupils achieving ARE.
Increased progress in writing for disadvantaged pupils.	Achieve national average progress scores in KS2 writing. Increase % of disadvantaged children achieving EXS at the end of KS2. R-Y5 increase % of disadvantaged pupils achieving ARE.

<p>Increased progress in mathematics for disadvantaged pupils.</p>	<p>Achieve national average progress scores in KS2 mathematics.  Increase % of disadvantaged children achieving EXS at the end of KS2.  R-Y5 increase % of disadvantaged pupils achieving ARE.</p>
<p>Increased number of disadvantaged pupils achieved the expected score in the phonics screening check at the end of Y1 (and if retaking, at the end of Y2).</p>	<p>Y1 phonics: increase % of disadvantaged pupils passing the phonic screen check.  Continue to close the gap between disadvantaged pupils and non-disadvantaged pupils.  Y2 phonics: Continue to close the gap between disadvantaged pupils and non-disadvantaged pupils (phonic retakes).</p>
<p>An increased number of disadvantaged pupils achieving GLD at the end of reception.</p>	<p>To close the gap in attainment between disadvantaged and non-disadvantaged pupils by the end of reception.  To increase the % of disadvantaged pupils achieving GLD by the end of reception.  To improve the % of disadvantaged pupils achieving goal in reading and writing by the end of reception.</p>
<p>To ensure that the gap between disadvantaged and non-disadvantaged pupils taking the Y4 multiplication table check is minimal.</p>	<p>To close the gap in attainment between disadvantaged and non-disadvantaged pupils in relation to the MTC.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils, across school.</p>	<p>Attendance to be at the national average with the attendance gap between disadvantaged pupils and their peers to be reduced.  The percentage of pupils who are persistently absent to be reduced and the gap between disadvantaged pupils and their peers to be reduced.</p>

## 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

Budgeted cost: £98,314

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To deliver high quality first teaching in reading, phonics, writing and mathematics and develop the practice of ECTs /new to year group staff in these areas.</p> <p>To close the gaps in attainment between disadvantaged and non-disadvantaged pupils through targeted intervention teaching.</p> <p>AHTS teach 50% and DHT 25% - targeted intervention groups and working in class to support ECTs, RQTs and other identified teaching staff across the school.</p> <p>To purchase high quality reading materials including class texts and maths concrete resources required to teach the curriculum.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/</a></p> <p><a href="https://www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths/">https://www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/</a></p>	1, 3 and 6
<p>To deliver a planned curriculum that is progressive, representative and meets the needs of all our pupils.</p>	<p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/using-digital-technology-to-improve-learning/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/using-digital-technology-to-improve-learning/</a></p>	2
<p>To provide a PLD package that improves the quality of teaching and ensures that 100% of teaching is good or better.</p> <p>PLD linked to specific areas of staff development (vocabulary, whole class reading, effective phonics provision)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1,3,4 and 6
<p>To ensure that the provision for all SEND pupils is progressive, compliant and meets their needs.</p>	<p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</a></p>	1 and 3

## Targeted academic support

Budgeted cost: £90,483.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver a literacy and maths small target group for lower attainers and pupils with significant gaps in Years 5 and 6 (AHT&DHT)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 3 and 4
Deliver a small writing target group for children not accessing their year group curriculum in order to reduce gaps in learning (AHT)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 3 and 4
Redeploy TA support - Deliver Catch Up Literacy and Catch Up Numeracy structured 1 to 1 intervention for identified pupils	<a href="https://www.catchup.org/interventions/literacy.php">https://www.catchup.org/interventions/literacy.php</a> <a href="https://www.catchup.org/interventions/numeracy.php">https://www.catchup.org/interventions/numeracy.php</a>	1 and 3
Deliver Nuffield Early Language Intervention (NELI) for small group language development	<a href="https://www.nuffieldfoundation.org/news/nuffield-early-language-intervention-boosts-language-skills-three-months">https://www.nuffieldfoundation.org/news/nuffield-early-language-intervention-boosts-language-skills-three-months</a>	1 and 2

## Wider strategies

Budgeted cost: 24,538.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide mentoring and pastoral support to develop effective learning behaviours in pupils and support breaking down barriers to learning	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	3 and 4
To refer children who are facing family difficulties that may present as a barrier to learning. To provide mentoring and pastoral support.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	5

<p>To monitor attendance weekly with fast-track children (persistent unauthorised absences) monitored more frequently.</p> <p>To carry out first day absence phone calls.</p> <p>To carry out home-visits where attendance concerns arise and contact cannot be made.</p> <p>To use the early help system to support families with persistent absence issues.</p>	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p><a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</a></p>	<p>7</p>
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**Total budgeted cost: £213,335.99**

## 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.

Aim	Outcome
<p>Increased percentage of children achieving the writing goal at the end of EYFS.</p> <p>Y1 children's writing skills improve as demonstrated through end of year outcomes.</p>	<p>Impact of Covid19 meant that the percentage of children achieving the writing goal at the end of EYFS did not increase.</p> <p>Impact of Covid19 meant that although Y1's writing skills improved after the first lockdown, end of year outcomes do not show an increase (48% of children achieved ARE).</p>
<p>Pupils to make rapid progress in their acquisition of English. Children's oral language skills to improve.</p> <p>Increased percentage % of children achieving ARE in reading and writing.</p>	<p>NELI intervention implemented. Due to C-19 lockdown and regular bubble closures true impact was not measurable.</p> <p>Percentage of children achieving ARE did not increase due to impact of lockdowns and disruption due to the pandemic.</p>
<p>Close the vocabulary gap.</p> <p>More children meeting the expected standard in Key Stage Two Reading. Progress in children's comprehension age from September to July. (RS Assessment – Salford Reading Test)</p>	<p>Due to C-19 lockdown and regular bubble closures true impact was not measurable.</p>
<p>All pupils to make appropriate, expected progress against the Toolkit Progress Tracker.</p> <p>Any gaps between groups are reduced. Pupils will be able to access their learning and be successful.</p>	<p>Y1 – Y6 SEND pupils expected progress + data:            Reading: 97%            Writing: 97%            Maths: 97%            Speaking and Listening: 96%</p> <p>Due to C-19 lockdown and regular bubble closures true impact was not measurable.</p>
<p>Children with low attendance to return to school.</p> <p>Children who have to be at home due to quarantine or self-isolation to return to</p>	<p>Most children have returned to school. Those whose attendance still remains low have been closely tracked by our Pastoral Lead and home visits etc have been carried out.</p>



school having had the same learning opportunities as the rest of their class.	There have been 6 children who have remained abroad and have not been in school since December 2020. Although we have maintained contact with their families, these children have been unable to access the remote learning offer. Our remote learning offer remains in place for those children self-isolating.
Children to 'catch up' the lost learning.  The gap between groups of children to be reduced.	Due to C-19 lockdown and regular bubble closures true impact was not measurable, however we believe that in some cases the gap between groups has not been reduced.
Children to engage with the remote learning provided by school in the event of further lockdowns.	Many more children engaged with the remote learning offer during the lockdown that took place during spring 1. EFYS average – 57% KS1 average – 75% Y3 and Y4 average – 77% Y5 and Y6 average – 85%

## 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*

<b>Programme</b>	<b>Provider</b>
Catch Up Literacy	Catch Up
Catch Up Numeracy	Catch Up
Nuffield Early Language Intervention	Nuffield
Word Wasp	Wasp Publications
Widgit Online	Widgit Online
Racing to English	Gordon Ward