

Pupil premium strategy statement – Heathfield Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	464
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/23 to the end of 2024/25
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Yasmeen Malik (Acting HoS)
Pupil premium lead	Vivienne Smith
Governor / Trustee lead	Cllr Waseem Zaffar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214,675
Recovery premium funding allocation this academic year	£22,475
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£569
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	£237,719

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.

25% (42/167) of our disadvantaged pupils have special educational needs or disabilities (SEND). 46% (42/92) 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 additional intervention programmes is also integral to wider school plans for education recovery for pupils whose education has been 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	Our learning behaviour assessments and observations indicate that, 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. Demand for mentoring are high.
4	Safeguarding concerns, family support, early help assessments and CASS referrals are regularly being completed. Pupils, particularly disadvantaged pupils, experience greater barriers to learning as a result. Demand for mentoring and early help through pastoral support is high.
5	36% of our teachers are within their first 5 years of teaching. 16% of those are either early career teachers or just outside that period. ,
6	Since the full reopening of schools last year, attendance has not met pre-Covid figures, and we are seeing increased levels of absence due to illness, unauthorised absence and term time absence due to travel overseas to visit families. 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 so that we continue to improve outcomes against ARE in all year groups.	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 so that we continue to improve outcomes against ARE in all year groups.	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.
Increased progress in mathematics for disadvantaged pupils so that we continue to improve outcomes against ARE in all year groups.	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.
To ensure that there are no significant gaps between	Y1 phonics: increase % of disadvantaged pupils passing the phonic screen check.

<p>disadvantaged and other pupil groups by increasing the number of disadvantaged pupils achieving the expected score in the phonics screening check at the end of Y1 (and if retaking, at the end of Y2).</p>	<p>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, writing and number by the end of reception.</p>
<p>To ensure that there is no significant gap between disadvantaged and non-disadvantaged pupils taking the Y4 multiplication table check.</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 so that it is in line with the national average. To the rates of persistent absence.</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: £99,024.25

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 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>https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p> <p>Sutton Trust – the importance of quality first teaching</p> <p>https://www.suttontrust.com</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching</p> <p>https://www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths/</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/</p>	<p>1, 2, 3 and 5</p>
<p>To deliver a planned and challenging core and non-core curriculum that is progressive, representative and meets the needs of all our pupils.</p>	<p>EIF Ofsted- leaders take on or construct a curriculum that is ambitious and designed to give all learners the</p>	<p>1 and 2</p>

	<p>knowledge and cultural capital they need to succeed in life.</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/using-digital-technology-to-improve-learning/</p>	
<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 (e.g. maths, reading, phonics)</p>	<p>Quality of education – high quality teaching</p> <p>High quality teaching – benefits every child in school. High quality curriculum inspires learners. Development is staff is important for motivation and retention. Teachers feeling supported – is essential to achieving the best outcomes for children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2 and 5
<p>To ensure that the provision for all SEND pupils is progressive, compliant and meets their needs.</p>	<p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</p>	1 2 , and 3

Targeted academic support

Budgeted cost: £69,146.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver a literacy and maths small target group for lower attainers and pupils with significant gaps in Years 5 and 6 (AHT&DHT)</p>	<p>Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1 and 2
<p>To provide targeted interventions and additional support for identified pupils in R, Ph, W, and M</p>	<p>Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill</p> <p>https://www.catchup.org/interventions/literacy.php</p>	1 and 2

	https://www.catchup.org/interventions/numeracy.php https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
Deliver language interventions across EYFS and nurture group for language development	<p>EEF confirms that reading a book with rich opportunities for discussion is a vital step in supporting the children's language and communication skills.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> https://www.nuffieldfoundation.org/news/nuffield-early-language-intervention-boosts-language-skills-three-months	1 and 2
To provide the related resources and materials which will enable children to retain, recall and practise their learning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2 and 3

Wider strategies

Budgeted cost: £49,416.80

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	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour school use of behaviour data	3, 4 and 6
To refer children who are facing family difficulties that may present as a barrier to learning. To provide mentoring and pastoral support.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	3 and 4
To monitor attendance weekly with fast-track children (persistent unauthorised absences) monitored more frequently. To carry out first day absence phone calls. To carry out home-visits where attendance	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-	6

<p>concerns arise and contact cannot be made.</p> <p>To use the early help system to support families with persistent absence issues.</p> <p>To reduce the % and frequency of lateness to school for pupils.</p>	<p>attendance/research-into-how-attendance-can-impact-attainment/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
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Total budgeted cost: £214,675

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 2021 to 2022

Pupils made good progress from their starting points – School progress scores (KS2) = R: 0.5, W: 0.67, M: 1.33.

KS2 Disadvantaged attainment data: R: 87%, W: 80%, M: 80%, GPS: 83%. Combined: 77%

KS2 attainment data (*all pupils*): R: 71%, W: 65%, M: 67%, GPS: 71%. Combined: 58%

Our internal assessments during the 2021/2022 indicate that the performance of disadvantaged pupils was lower than in previous years. This is aligned with the progress of non-disadvantaged pupils across school. However, end of key stage 2 national outcomes showed that Y6 disadvantaged pupils outperformed non disadvantaged pupils in every area. Nationally 43% of disadvantaged pupils attained the combined standard in reading, writing and maths. 77% of Heathfield disadvantaged pupils attained the combined standard in reading, writing and maths.

The outcomes of other pupils across school (from internal data and assessments) show that there is a gap between the attainment of disadvantaged and non-disadvantaged pupils in some year groups. The plan for this year indicates how we will further close the gap between disadvantaged and non-disadvantaged pupils to enable them to catch up.

Overall attendance in 2021/2022 (91.5%) was lower than in the years before covid. Disadvantaged pupils' attendance remained lower than the attendance of non-disadvantaged pupils therefore attendance remains a key part of the plan for this year.

Our assessments and observations of pupil behaviour and wellbeing indicate that this is an improving picture for disadvantaged pupils, but it remains a focus on this year's plan. Pupil premium funding was used to provide targeted interventions and mentoring for disadvantaged pupils and this will continue.

academic year.

Externally provided programmes

Programme	Provider
Number Stacks	Number Stacks
Reading Rocketeers	John Murray CPD
Plus 1 and Power of 2	123 Learning
10-minute sentence adventure	Hope Education

