Pupil premium strategy statement – Heathfield Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	481
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2022/23 to the end of 2024/25
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Yasmeen Malik
Pupil premium lead	Vivienne Smith
Governor / Trustee lead	Cllr Waseem Zaffar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,800.00
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£23,200.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
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*	£256,000.00

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. A whole school approach and commitment to delivering this pupil premium strategy is of paramount importance.

Our intention is that all pupils, irrespective of their background or the challenges they face, continue to 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.

We are ambitious for all our children, particularly the most disadvantaged and want them to believe in themselves and their own capabilities. We expect staff to have the highest aspirations for these pupils. We want our pupils to flourish, find and nurture their talents and reach their full academic potential, whatever their starting points.

27% (51/186) of our disadvantaged pupils have special educational needs or disabilities (SEND). 40% (51/129) of our SEND pupils are disadvantaged.

Our aim, through this strategy, is to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The common challenges faced by our disadvantaged pupils are listed below and direct links made to how our approaches will address these and overcome barriers. The approaches we have adopted are based on research findings and complement each other to ensure the best possible outcomes for our pupils.

In identifying the activities to implement within our strategy we have consulted the EEF intervention guide and considered the impact versus cost as well as the context of our school against those used in the EEF case studies. As a result the activities chosen, focus on quality first teaching in the areas where disadvantaged pupils require most support.

High quality teaching is proven to have the greatest impact on closing the attainment gap for disadvantaged pupils. With a focus in this area not only will the disadvantaged pupils' progress and attainment improve, but non-disadvantaged pupils will also inevitably benefit.

Our strategy is also integral to wider school plans for education recovery, specifically in the form of targeted support through an in-school tutoring programme for pupils whose education has been worst affected.

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. To ensure the approaches we have selected 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 is 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	52% of our teachers are within their first 5 years of teaching. 43% of those are either early career teachers or just outside that period.
6	Attendance remains below national and has not met pre-Covid figures. We continue to see 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 pupils achieving EXS at the end of KS2. 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 pupils achieving EXS at the end of KS2. 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 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).	Y1 phonics: increase % of disadvantaged pupils passing the phonic screening 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).
An increased number of disadvantaged pupils achieving GLD at the end of reception.	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.

To ensure that there is no significant gap between disadvantaged and non-disadvantaged pupils taking the Y4 multiplication table check.	To close the gap in attainment between disadvantaged and non-disadvantaged pupils in relation to the MTC.
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 reduce the rates of persistent absence.	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.

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: £101,977.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. To close the gaps in attainment between disadvantaged and non-disadvantaged pupils through targeted intervention teaching.	https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/ Sutton Trust – the importance of quality first teaching https://www.suttontrust.com https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/ Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/ https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/	1, 2, 3 and 5

AHTS teach 50% and DHT 25% -targeted intervention groups and working in class to support ECTs and other identified teaching staff across the school. To purchase high quality resources to support phonics as well as maths concrete resources required to teach the curriculum.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching https://www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths/ https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/	
To deliver a planned and challenging core and non-core curriculum that is progressive, representative and meets the needs of all our pupils.	EIF Ofsted- leaders take on or construct a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life. https://educationendowmentfoundation.org.uk/tools/guidance-reports/using-digital-technology-to-improve-learning/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	1 and 2
To provide a PLD package that improves the quality of teaching and ensures that 100% of teaching is good or better. PLD linked to specific areas of staff development (e.g. maths, reading, phonics)	Quality of education – high quality teaching 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	1, 2 and 5

	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	
To ensure that the provision for all SEND pupils is progressive, compliant and meets their needs.	https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/	1 2, and 3

Targeted academic support

Budgeted cost: £107,124.56

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)	Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1 and 2
To provide targeted interventions and additional support for identified pupils in R, Ph, W, and M	Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill .https://www.catchup.org/interventions/literacy.php https://www.catchup.org/interventions/numeracy.php https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 and 2

Deliver language interventions across EYFS and nurture group for language development	EEF confirms that reading a book with rich opportunities for discussion is a vital step in supporting the children's language and communication skills. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. 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 https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom	1, 2 and 3

Wider strategies

Budgeted cost: £61,173.63

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 concerns arise, and contact cannot be made. To use the early help system to support families with persistent absence issues. To reduce the % and frequency of lateness to school for pupils.	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	6

Total budgeted cost: £270,275.65

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils made very good progress from their starting points – School progress scores (KS2) = Reading: 4.5, Writing: 2.0, Maths: 5.0.

KS2 Disadvantaged attainment data: Reading: 78%, Writing: 70%, Maths: 78%, GPS: 83%. Combined: 65% (Provisional data)

KS2 attainment data *(all pupils)*: Reading: 85%, Writing: 79%, Maths: 84%, GPS: 89%. Combined: 74%

GLD = 73% of children at Heathfield achieved a GLD, this was significantly above national which was 67%.

Phonics: In Y1 79% of children passed the screening check, the national figure was 79%.
79% of the disadvantaged pupils passed the check.

Phonics: In Y2 93% of the children passed the screening check, this was above national which was at 89%. 95% of the disadvantaged pupils passed the phonics check at the end of Y2.

59% of the disadvantaged pupils achieved 25/25 on the Multiplication Test in Year 4. This has been a 5.9% increase from the previous year.

Our internal assessments during the 2022/2023 indicate that the performance of disadvantaged pupils was higher than in previous years in all year groups. This is aligned with the progress of non-disadvantaged pupils across school.
The end of key stage 2 national outcomes showed that Y6 disadvantaged pupils outperformed disadvantaged pupils nationally in all areas except for the Greater Depth standard in Writing.
The data also indicates that there is a gap between Disadvantaged and non -disadvantaged pupils in every area.
Nationally 43% of disadvantaged pupils attained the combined standard in reading, writing and maths. 65% of Heathfield disadvantaged pupils attained the combined standard in reading, writing and maths which is significantly above national and Birmingham.

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. This gap has reduced over the course of the academic year demonstrating the impact of the support and interventions that have taken place. 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 2022/2023 (91.2%) 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 and is indicated as a priority on the SDP. An attendance action plan has been written and reviewed to help target the work to ensure attendance improves.

Externally provided programmes.

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Project 'X'	Oxford Reading Tree
Plus 1 and Power of 2	123 Learning
Test Base	AQA
Learning By Questions	Learning By Questions (LBQ)
Grammarsaurus	Grammarsaurus Ltd.