



PUPIL PREMIUM STRATEGY STATEMENT SEPTEMBER 2023 REVIEW

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged children. 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	256
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	October 2023
Date on which it will be reviewed	Termly
Statement authorised by	Heathfield Governing board
Pupil premium lead	Mark Thornley
Governor lead	Sharmeen Atcha

FUNDING OVERVIEW

DETAIL	AMOUNT
Pupil premium funding allocation this academic year FSM	£82,935
Pupil premium funding allocation this academic year Post LAC	£17,710
Recovery premium funding allocation this academic year	£14,792
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£ 115,437

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

The key objective of the Pupil Premium Grant is to diminish the gap between pupil disadvantaged and non-disadvantaged children so that all children achieve their potential. Through targeted interventions we are relentlessly working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as soon as possible. Decisions regarding the use of Pupil Premium funding are always based on evaluation of the impact of any additional programme.

CHALLENGES

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

CHALLENGE NUMBER	DETAIL OF CHALLENGE
1	Attendance below 96.5% and/or poor punctuality (extended holidays, persistent absenteeism)
2	Children start school at a lower starting point and so need to make accelerated progress throughout their time at Heathfield
3	Speech, language and communication development including English as an additional language (EAL) - Proficiency in English
4	Narrow experiences outside of school such as trips, music lessons and participation in physical activities
5	Behaviour – pupils with specific social and emotional needs which affect their learning
6	Special Educational Needs

INTENDED OUTCOME

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. The needs of our children have been assessed by the Senior Leadership Team and staff using a variety of diagnostic tools. We recognise that not all of our children in receipt of PPG are academically disadvantaged, and some children are working at age related expectations for their year group. We also recognise that some children who are not eligible for PPG have additional barriers that may make them vulnerable to under achievement. Careful analysis including: internal and external pupil data, historical attainment and progress rates has been scrutinised to ensure that the Pupil Premium Grant and Recovery Funds are used to maximum effect. We view the raising of attainment of disadvantaged pupils as part of our commitment to help all our pupils achieve their full potential. At Heathfield, we believe the following principles will ensure that as a school we are working towards diminishing the difference between disadvantaged pupils and non-disadvantaged children

INTENDED OUTCOME	SUCCESS CRITERIA
<p>Heathfield disadvantaged children are working in line / above non-disadvantaged children at Heathfield, locally and nationally</p>	<p>By the end of Key Stage 2:</p> <ul style="list-style-type: none"> Disadvantaged children continue to work in line or above with national comparisons. Heathfield disadvantaged children are working in line with non-disadvantaged children at heathfield, locally and nationally <p>The attainment gap between disadvantaged and non-disadvantaged Heathfield children is eliminated for:</p> <ul style="list-style-type: none"> Good Level of development Year 1 phonics Year 2 phonics Key Stage Two <ul style="list-style-type: none"> Reading Writing Maths Combined <p>Data demonstrates that as a result of targeted interventions delivered by the 'Heathfield Recovery teacher' children are working at least in line with prior attainment and making accelerated progress to meet age related expectations</p>
<p>Children experience an exciting and inspiring, broad and balanced curriculum</p>	<p>Number of children participating in additional activities has increased</p> <ul style="list-style-type: none"> Musical instrument lessons After school clubs (42% disadvantaged) Representing school at sporting activities – 48% <p>More than 35% of children (Years 1 – 6) have represented Heathfield at a Sporting event</p> <p>Educational visits and visitors are strategically and deliberately planned across the curriculum</p> <p>Year 4 and Year 6 experience a residential (Board and lodgings are subsidised for PPOG children)</p>
<p>Heathfield is an inclusive school, children's individual needs are swiftly identified and met</p>	<p>Teachers implement the Heathfield Teaching and Learning policy (based on Rosenshine's Principles) effectively</p> <p>Teachers adapt teaching so that most children can access age related content – <i>keep up, not catch up</i></p> <p>School systems are effective in identifying the holistic needs of children and efficiently implements next steps</p> <p>EHCPs applications are submitted as soon as possible to ensure children's needs can be met (Evidence is gathered efficiently to avoid delays)</p> <p>Evidence shows that the bespoke Ladywood interventions have a positive impact on meeting children's learning, social and/or emotional needs</p> <p>WELcomm and NELI data demonstrates impact; SALT referrals are made for children still not working in line</p>
<p>All children attend school and arrive on time</p>	<p>As a result of effective attendance monitoring procedures and swift actions:</p> <ul style="list-style-type: none"> Overall attendance is above national average Persistent absence is lower than national average

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: £70,000

ACTIVITY	EVIDENCE THAT SUPPORTS EACH APPROACH	CHALLENGE NUMBER ADDRESSED
<p>Extended the school day to be in line with non-statutory guidance (32.5 hours) Increase in teaching assistant contracts</p>	<p>Evidence from EEF: +3months</p>	<p>2,6</p>
<p>Effective implementation of the Heathfield phonics approach – implemented with fidelity – meeting the needs of all children. Pinny time, phonic mentoring and additional staff to support flexible grouping</p> <p>Dedicated time for teaching assistants to listen to children read 1-1 to develop fluency and prosody (<i>Fluency is the bridge between decoding and comprehension</i>) Children grouped based on need i.e. priority readers 4 times per week</p>	<p>Evidence from EEF: +5months</p>	<p>2,6</p>
<p>Year 1 reading comprehension Explicit teaching of reading comprehension strategies through high quality texts</p>	<p>Evidence from EEF: Reading comprehension strategies +6months</p>	<p>2,6</p>
<p>Are you really reading? Research project led by Maddy Barnes</p> <p>All teachers (N – Year 6) receive one day training across the autumn term to learn, develop and implement 5 reading strategies that have proven to develop active reading strategies</p>		
<p>Maths Hub – Teaching of Mastery Maths leader is training to be ‘Primary Maths specialist’</p>	<p>Evidence from EEF: Mastery +5months</p>	<p>2,6</p>
<p>Two experienced teachers + Level 3 TA based in Year 6 to deliver the same curriculum yet personalise the teaching sequence to meet the needs of all children in Year 6</p>	<p>Evidence from EEF: Targeted diagnostic assessment</p>	<p>2,6</p>

<p>Smaller Maths and Reading groups with a focus on 'keep up not catch up'</p> <p>PiXL intervention approach – DTTR (Diagnose, teach, test and Revisit)</p>	<p>Reducing class size +3months</p> <p>Within class attainment grouping +3months</p> <p>Small group tuition +4months</p> <p>One to lone tuition +5months</p>	
<p>4 days per week for Reading and Maths, Two experienced teachers based in Year 5 to deliver the same curriculum yet personalised the teaching sequence to meet the needs of all children in Year 5. This is for 2023 2024 only as this cohort had extremely low starting points, COVID during Key stage One. The class has made good progress in LKS2 but this needs to be accelerated.</p> <p>Smaller Maths and Reading groups with a focus on 'keep up not catch up'</p>	<p>Evidence from EEF:</p> <p>Targeted diagnostic assessment</p> <p>Reducing class size +3months</p> <p>Within class attainment grouping +3months</p> <p>Small group tuition +4months</p>	2,6
<p>Purchase of PiXL resources to support with the teaching of Reading, Maths, SPAG. It will allow staff to identify forensically and efficiently what areas are a concern, which children have the gaps, teach and then revisit to ensure the gaps have been addressed. In summary, Diagnose, Teach, Test, Revisit (Assessment for learning through pre assessments' quality first teaching)</p>	<p>Evidence from EEF:</p> <p>Targeted diagnostic assessment</p>	2,6
<p>Experienced Heathfield teacher released to implement our 'Commando Joe' mission based character curriculum (Heathfield Heart) Funded through Sports Premium)</p>	<p>Evidence from EEF:</p> <p>Sports participation +2months</p>	2,3,4,5
<p>Master Classes – providing bespoke CPD for staff to support subject knowledge, share good practice and teach in line with school policies</p> <p><i>Consistency is key; translating good to excellence</i></p>	<p>Evidence from EEF:</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p>	2
<p>Premium Plus package from Ladywood outreach – Bespoke support and development including one twilight and 6 hours teacher support to meet the emotional, cognitive and learning needs of specific children</p>	<p>Evidence from EEF:</p> <p>Teaching Assistant interventions + 4months</p> <p>Social and emotional teaching +4months</p>	2,5,6
<p>Implemented NELI (Nutfield Early Language Intervention) into Reception class to ensure children's communication and language keeps up with age related expectations</p>	<p>Evidence from EEF:</p> <p>NELI +3months</p> <p>Oral Language interventions +6months</p>	2,3,6

Implement 'Think Equal' Nursery and Reception programme. A curriculum based programme that support social and emotional development in the early years. It is rooted in mental health and social justice and aims to build a strong foundation for individual and societal progress.	Evidence from EEF: Social and Emotional learning +4months	2,3,6
External support and challenge to drive school improvement (Collette Mather SIP, Sarah Quinn (EY), Triad SIP model, Maddy Barnes, Inclusive learning north; Hive education)	Evidence from EEF: Supporting high quality teaching is pivotal in improving children's outcomes.	2

TARGETTED ACADEMIC SUPPORT

Budgeted cost: £41,201

ACTIVITY	EVIDENCE THAT SUPPORTS EACH APPROACH	CHALLENGE NUMBER ADDRESSED
Additional SENCO time from September 2023 – April 2024 (Three days SENCO)		2,6
Heathfield 'Recovery' teacher employed to deliver targeted intervention to Year 3 in Reading and Maths (using Pixl intervention approach – DTTR)	Evidence from EEF: Targeted diagnostic assessment One to One tuition +5 months Individualised instruction +4months	2
Premium Plus package from Ladywood outreach 5 blocks of bespoke intervention to support targeted children with social, emotional and learning needs	Evidence from EEF: Social and emotional learning +4months	2,5,6
Speech and Language Therapy Targeted Speech and Language through external agency	Evidence from EEF: Oral Language interventions +6months	3
Additional Educational Psychologist hours to enable swift assessment and diagnosis to meet children's needs	Evidence from EEF: Special educational needs in a mainstream school	6
Teaching assistants provide targeted and measureable interventions including working memory, gross and fine motor skills, phonics, reading fluency, timetable recall, number fluency,/NELI	Evidence from EEF: Teaching Assistant interventions +4months	2

Teaching assistants to provide targeted support and intervention to children with EHCPs (First £6000) Not all costed through PPG but a proportion to meet the needs of children	Evidence from EEF: Teaching Assistant interventions +4months	2,6
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WIDER STRATEGIES

Budgeted cost: £4236 (+£28,659 from school budget)

ACTIVITY	EVIDENCE THAT SUPPORTS EACH APPROACH	CHALLENGE NUMBER ADDRESSED
Year 6 children have a residential experience (Board and Lodgings for PPG children - £113.50 per PPG child)	Evidence from EEF: Outdoor adventure +0months Physical activity +1month	4
Experts/ Specialists invited into school to support with curriculum delivery including History workshops, specialist art teacher, specialist music teachers, dance teacher Increase music SLA to deliver a high quality music curriculum and CPD to staff Musical instrument lessons	Evidence from EEF: Arts Participation +3months	2,4
Provide additional experiences to enrich the curriculum including musical instrument lessons, educational visits, buy into the local sport competition calendar, Science week, extracurricular clubs Overtime payments to teaching assistants delivering extra-curricular clubs	Evidence from EEF: Arts Participation +3months Sports participation +2months	2,4
Experienced Heathfield teacher released to deliver weekly Commando Joe sessions as part of our Heathfield Heart curriculum. (Funded through Sports Premium)	Evidence from EEF: Collaborative learning +5months	2,4,5
Promote positive mental health and wellbeing through our Heathfield Heart Curriculum including daily mental health check in and wellbeing days.	Evidence from EEF:	5

Targeted nurture support provided by the Learning Mentor and attendance monitoring and actions

Social and emotional teaching +4months

1,5

Total budgeted cost: £144,096

PART B: REVIEW OF OUTCOMES

SCHOOL	BLACK	BOLTON	RED	NATIONAL	GREEN
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	RECEPTION 2024					
	DISADVANTAGED			NON DISADVANTAGED		
GOOD LEVEL OF DEVELOPMENT	100%	51%	52%	75%	66%	70%
ALL EARLY LEARNING GOALS	50%	50%	50%	75%	64%	69%
COMMUNICATION AND LANGUAGE	100%	66%	69%	88%	77%	81%
PSED	100%	70%	73%	83%	81%	85%
PHYSICAL DEVELOPMENT	100%	74%	76%	92%	84%	86%
LITERACY	100%	53%	54%	75%	67%	73%
MATHS	100%	59%	63%	75%	74%	79%

Our disadvantaged children have achieved higher than last year and above local and national disadvantaged for GLD. Disadvantaged children are above non-disadvantaged overall.

	PHONICS					
	DISADVANTAGED			NON DISADVANTAGED		
PHONICS YEAR 1	78%	71%	68%	67%	82%	83%
PHONICS YEAR 2	0%	83%		100%	89%	91%

Year 1 disadvantaged children are above national disadvantaged. There is a gap between disadvantaged and non.

KEY STAGE TWO

Age related (Greater Depth)

	KEY STAGE TWO ATTAINMENT					
	DISADVANTAGED			NON DISADVANTAGED		
READING	64% (0%)	66% (19%)	63% (18%)	76% (38%)	77% (30%)	78% (34%)
WRITING	82% (0%)	63% (8%)	59% (6%)	76% (24%)	76% (19%)	77% (16%)
MATHS	73% (45%)	66% (16%)	59% (13%)	90% (38%)	81% (28%)	79% (29%)
COMBINED	64% (0%)	55% (5%)	46% (3%)	71% (14%)	67% (11%)	67% (10%)

At the end of KS2, Heathfield disadvantaged children are above national disadvantaged for age related in all subjects and combined. Heathfield disadvantaged children achieve better in Maths compared to national for greater depth. In writing, disadvantaged children out perform non-disadvantaged children.

EXTERNALLY PROVIDED PROGRAMMES

PROGRAMME	PROVIDER
PiXL	The PiXL Club Ltd
TT Rockstars	Maths Circle
White Rose Maths	White Rose
Reading Plus	Reading Plus LTD
NELI	Nuffield
Musical instrument lessons	Bolton music service