



PUPIL PREMIUM STRATEGY 2020 2021

CONTEXT

Heathfield School is single form community primary school which was opened in 1973. Prior to 2014, we had places for 210 pupils from reception – year 6. In September 2014, we opened a nursery with 16 places for eligible two year olds and 56 places for three year olds. From September 2015, our two year old provision increased to 24 places. 27.06% are eligible for the Pupil Premium Grant by means of ever 6, i.e. any child is eligible if they have been in receipt of free school meals over a six year period. The amount of Pupil Premium Grant received for 2020/21 is £80,700 (FSM) and £14,070 (Post LAC). Total: £94,770

The Pupil Premium Grant is allocated to schools in respect of disadvantaged children from low income families who are currently known to be eligible for Free School Meals (FSM) and children who have been looked after continuously for more than six months. This applies to both mainstream and non-mainstream settings.

Schools are free to spend the Pupil Premium as they see fit to “close the gap” between children from disadvantaged circumstances and those above the low-income threshold – it is not linked to a specific child, but is to be used for overall impact. However, we are held accountable for how we have used the additional funding to support pupils from low income families.

OBJECTIVES OF PUPIL PREMIUM STRATEGY

The key objective of the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have a good track record of ensuring that all pupils make good progress and historically there has not been a significant difference between the attainment of children who are eligible for Pupil Premium and those who are not.

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 related expectations as they progress through the school.

Decisions regarding the use of Pupil Premium funding are always based on evaluation of the impact of any additional programme.

MAIN BARRIES TO EDUCATION ACHIEVEMENT

Some of the barriers that might impact on a child's educational achievement are:

- A. Attendance below 95.9% and/or poor punctuality
- B. Children start school at a lower starting point and so need to make accelerated progress throughout their time at Heathfield
- C. Speech and language development
- D. Narrow experiences outside of school such as trips, music lessons and participation in physical activities
- E. Low aspirations
- F. Behaviour – pupils with specific social and emotional needs which affect their learning
- G. Special Educational Needs

TYPES OF PROVISION PROVIDED THROUGH PUPIL PREMIUM GRANT

All our work through the pupil premium will be aimed at accelerating progress to move children to at least age related expectations in English and Maths.

The range of provision may include:

- Reducing class sizes to enable more focused support within lessons
- Non class based teachers to provide intervention
- Experienced PE lead (UPS teacher) to support class teachers with PE sessions
- Providing Commando Joe sessions to develop Heathfield Heart (character traits) by an experienced PE lead (UPS teacher)
- Providing small group work or individual work with experienced staff members focused on 'keep up not catch up'
- SENCO release one day per week
- Additional learning opportunities provided by Learning Mentor, TAs or external agencies
- Providing additional experiences to enhance the curriculum and so broaden the opportunities available
- Rewards for good attendance and work
- Parent Gym to increase parental involvement with school
- Additional parent-teacher meetings through discussing PLP targets and actions

HOW THE IMPACT OF PUPIL PREMIUM WILL BE MEASURED

The Senior Leadership Team will produce termly reports for the Governing Body including:

- the progress made towards closing the gap, by year group, for socially disadvantaged pupils and their peers
- an outline of the provision that was made since the last meeting
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular intervention

At the end of each academic year the Governors of the school will ensure that their Pupil Premium Strategy is published. The content of this report will fulfil the requirements of the DfE but will include how the funding has been used and its impact on closing the gap for disadvantaged pupils. The strategy will appear on our school website.

YEAR GROUP	BARRIER BEING ADDRESSED	ITEM/PROJECT	OBJECTIVE	COST	PROPOSED IMPACT
Costs in some cases represent a contribution towards the full cost. Total £122,470					
Whole School	B, E	DFE providing school with laptops	<p>All children able to access remote learning (blended approach/closed bubbled)</p> <p>Teachers able to monitor the learning that children are doing at home when self-isolating</p> <p>Children provided with regular feedback on learning through Microsoft Teams to support their next steps.</p>	No cost	<p>The quality of remote education provided is similar to that in school.</p> <p>All children are accessing the learning and provided with feedback to action fix its as would be done if in school</p> <p>Further support provided for vulnerable families as they will have access to ICT and phone calls will be made.</p>
Whole School	B, D, E, G	Recovery curriculum	<p>Keep up not catch up programme to support vulnerable learners with achieving age related expectations</p> <p>Each class has a teacher and a member of support staff to support with interventions and class activities.</p> <p>Class teachers to work with the lower 30% of the class</p> <p>Additional class teachers in specific cohorts with vulnerable data/increase in vulnerable children (Y2, Y5, Y6) Level 4 TA</p> <p>Year 3</p> <p>Delivery of lunches and home learning packs</p>	<p>Year 2 additional teacher for 1 term £12519</p> <p>Year 5 additional teacher x 2days per week 1 term £6139</p> <p>Year 6 additional teacher £25800</p>	<p>Quality first teaching will help increase the % of children achieving age related expectations or above.</p> <p>Vulnerable classes have been identified to support smaller groups and experienced teachers working with the lowest 30% of the class</p> <p>Class teachers able to spend quality time with vulnerable learners as support staff can work across other groups.</p>
Whole School	A	HOOSC	Breakfast club run by school staff offering support for working parents and children who struggle to get to school on time.	£3500	<p>Gave an opportunity for children to interact/socialise across year groups (Reception to Y6).</p> <p>Increase in % for attendance and punctuality for vulnerable children</p>
Whole School	D, E	Subsidy of Educational Visits	Children demonstrate greater understanding of knowledge of the world and in particular learning based on their big question/unit of work	School fund	Provided new and stimulating experiences for the children to support the development of knowledge.

			Y6 children are able to attend the residential visit to provide them with real life learning experiences		Children are able to apply learning to real life experiences through using the Heathfield Heart character traits. Children have the knowledge and understanding and skills to support them with their future.
Whole School	B, D, E	Experts/ Specialists invited to school and/or high quality resources for curriculum delivery to enhance school delivery	To Provide additional experiences to enhance the curriculum and so broaden the opportunities available, e.g. Science week, Rock Kidz, Music Service, Spanish day, Y5 Music Project.	Music service £4911 Design and Tec days £1000 Art Days £600	Hands on practical experiences that motivate and inspire children. Children make links between practical experiences and theory based learning. This impacts on applying knowledge and skills across the curriculum.
Whole School	A, F, G	Learning Mentor	Provide social and emotional support to specific children Supports with the mental health priority across school Morning pick-ups to support vulnerable families Supports the development of attendance across school	Faye Renton salary £20617	Increase in % for attendance and punctuality for vulnerable children. Knowledgeable, physically and mentally healthy children that achieve their potential and have a solid foundation to become life-long learners. Increase in parental engagement with vulnerable families.
Whole School	G	Additional Educational Psychology time	To undertake assessments, provide advice for specific support programmes, to contribute to submissions for Education Health Care Plans Purchased additional 2 days (7 in total)	£1080	2 EHCP children 1 application for Early Years funding 17 EHAs open
Whole School	G	Purchased Premium Plus package from Ladywood outreach	Bespoke support and development including one twilight, 5 blocks of bespoke intervention and 6 hours teacher support. Unlike core support, this Support can be costed onto provision map	£3300	Enhance teachers specialist knowledge and SEN pedagogy Meet the needs of individual children Evidence for EHCP applications
Whole School	F, G	Behaviour support	Provide social and emotional support to specific children during the school day to improve behaviour	TBC	Behaviour analysis on CPOMS shows the number of behaviour incidents (level 1-3) have

			Provide families with support through attending Triple P workshops to help develop strategies for managing behaviour at home		reduced. Families feel school are supporting with managing behaviour at home EHAs closed due to very little behaviour support needed.
Whole school	F, G	SENCO	Ensures continued drive for improved outcomes for SEN children Monitoring and supporting staff Supporting families Compile evidence to support EHCP applications 1 day SENCO release	£7080 SENCO day release	EHCP applications have enough evidence to grant funding Children with EHCPs are achieving well at the standard they are working at and are provided with the adult support required. Teachers are fully equipped to teach the SEN children in their class and support parents.
Whole School	D	Teaching Assistants cover lunchtime to support supervision, time management and behaviour management	To provide better quality provision at lunchtime by means of more staff on duty and more choice of activities. Which in turn results in children being more focussed and ready to work in the afternoon. During the first term, TAs supervise children for the full lunchtime period to reduce cross contamination.	2.5 hour play worker salary x 7 £7490 (Costed through Sports Premium)	Improved lunchtime provision meaning less behavioural incidents. Additional staff on the yard to deflect any conflict between children and minimise significant behaviour incidents. Staff will remain in bubbles to reduce risk for other children and adults in school.
Whole School	B, D, E	Experienced teacher released to provide high quality sport lessons (Spring and Summer term)	Provides high quality PE lessons for all children in school in partnership with the class teacher	Costed in Sports Premium	See Sports Premium impact report Children will gain additional support in PE sessions as they will have two adults opposed to one adult Staff CPD to support the delivery of a range of PE units
Whole School	A, B, D, E	Experienced teacher released to provide high quality Commando Joe lessons	Provides high quality CJ lessons for all children in school Promotes Heathfield Heart across the	Costed in Sports Premium	See Sports Premium impact report

			<p>curriculum</p> <p>Provides children the opportunity to explore real life experiences through a combination of problem solving, team work and resilience</p>		Children develop a range of character traits to support them with building solid foundations for their future.
Whole School	B, E	Computing CPD	<p>Develop children's computing skills to raise attainment in core subjects.</p> <p>Develop staff subject knowledge to teach computing skills that can be applied across the curriculum.</p> <p>Purchase of 30 Chromebooks and charging trolley</p>	<p>£5000 for Chromebooks (50% of total cost)</p> <p>£1250 For Bolton ICT curriculum support including Purple Mash</p>	Children are equipped with the appropriate knowledge and skills to achieve ARE + expectations.
Whole School	B, D, F	Forest school	<p>Adapting/using the school grounds to provide hand on learning experiences in the natural, outdoor environment</p>		<p>Children developing the skills they have learned in EYFS and building on these as they move into KS1.</p> <p>Staff CPD provided in house from the EYFS team who received CPD externally last academic year.</p> <p>Children gaining further opportunities to apply Heathfield Head, Heart and Hands to real life learning experiences.</p>
Early Years/KS1	C	Speech and Language	<p>Targeted speech and language support through gap analysis</p> <p>Speech and Language through external agency</p> <p>Wellcomm interventions to provide further SpLD</p>	£4200	<p>Speech and language supports children's development from the very start of children's educational journey.</p> <p>Speech and language to support the development of reading, writing and maths.</p> <p>Children receive regular interventions, resulting in rapid progress over time.</p> <p>Increase in the number of children achieving GLD in Reception</p>

Early Years	B and C	Additional TAs in EY during the first term	Targeted at supporting specific children and working across Nursery and First Steps.	Additional TA salary £14087 Additional TA Salary £1964 (+EY additional funding)	Lower % of children entering Reception as working well below Vulnerable children are targeted with additional adult support.
Whole School	B	Purchase of quality texts to support reading and writing	High quality texts to be used when teaching writing and reading	£600	Increase in the number of children achieving ARE+ Children making rapid progress to keep up with national expectations
KS1	B	English lead – whole school focus on phonics	The development of phonics to support vulnerable learners Introduction of phonics passport to assess children frequently and identify vulnerable learners that require additional intervention Additional staff to support the delivery of high quality phonics sessions	Purchased of decodable books (School fund)	Identify vulnerable children earlier so actions can be put in place to support them to keep up. Staff CPD to ensure phonics delivery is of good quality. Children accessing additional phonics intervention achieve well in the phonics screening.
KS2	B	Non class based teaching assistants	Improve the number of children who can read fluently Improve comprehension skills of books read All children to have an individual copy of the quality texts they are studying each half term Improve on basic maths skills	Part of usual staffing costs	Times table testing results in children applying this knowledge to reasoning and problem solving. This therefore increases the number of children achieving age related expectations. Reading fluency enables children to read the full text so they are able to comprehend and answer a range of reading questions. Resulting in an increase in the number of children achieving age related expectations.
Y6	B	Streamed teaching approach to personalise learning for the most vulnerable children	Two experienced teachers + Level 3 TA based in Year 6 Smaller maths and reading groups with a focus on keep up not catch up Additional morning club sessions focusing on two sessions for maths and two sessions for readings Investment in Reading Plus	Costed above with additional teachers	Children are in line with national expectations to prepare them for the next stage in their education and for their future. Children are working at the pace that enables them to make rapid progress.

			Investment in PIXL resources		
Y6	B	Reading Plus	Reading app to support decoding/fluency and comprehension	£4000 over three years = £1333	Children make accelerated progress Higher % reaching ARE and GDS