



PUPIL PREMIUM STRATEGY STATEMENT SEPTEMBER 2022

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 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	239
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	October 2022
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	£78, 285
Pupil premium funding allocation this academic year Post LAC	£16,870
Recovery premium funding allocation this academic year	£12, 515
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£ 104,175

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 class 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 pupils.

INTENDED OUTCOME	SUCCESS CRITERIA
<p>All groups of children achieve their potential</p>	<p>KS2 Academic standards in Reading, Writing, Maths and combined are consistently in line with national expectations</p> <p>The attainment gap between disadvantaged and non-disadvantaged Heathfield children is eliminated in all data sets</p> <p>Disadvantaged children achieve are consistently in line with disadvantaged children nationally for age related and greater depth KS1 and KS2</p> <p>School achieves its predicted academic outcomes – what success looks like at Heathfield</p> <p>Progress measures in Reading, Writing and Maths demonstrate accelerated progress has been made within year groups and between key stages</p> <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>Year 4 disadvantaged children make accelerated progress R61% (23%) W48% (10%) M54% (10%) S55% (19%) C45% (3%)</p> <p>Development evidence demonstrates that teachers use evidence based pedagogical approaches</p> <p>Development evidence shows that teachers use assessment effectively to diagnose gaps in children’s knowledge, teach, test and revisit</p> <p>Data demonstrates that interventions provided by teaching assistants have positive, measurable impact</p>
<p>Children experience an exciting and inspiring, broad and balanced curriculum</p>	<p>Artsmark award is achieved and embedded</p> <p>Development evidence demonstrates that teachers create narratives with the children that makes the Big Question real, creating ‘botheredness’ and genuine investment. Data / development activity illustrates that knowledge is stored in LTM.</p> <p>Number of children participating in additional activities has increased e.g. Musical instrument lessons, after school clubs, sporting activities</p> <p>More than 27% of children (Years 1 – 6) have represented Heathfield at a Sporting event</p> <p>Pupil voice/development evidence demonstrate that children benefit from working with specialist teachers/visitors e.g. Artist, Historian/ Music specialist</p> <p>Providing children with a wide range of extra-curricular activities before, during and after school, considering all areas of the curriculum</p>
<p>Heathfield is an inclusive school, children’s individual needs are swiftly identified and met</p>	<p>Dyslexia friendly award is achieved; Silver Mental health award achieved</p> <p>The number of children on the Heathfield SEN register has reduced and children have made accelerated progress as a direct consequence of our inclusive teaching and learning approaches</p> <p>Evidence is gathered efficiently to avoid delays with external agency involvement</p> <p>EHCPs applications are submitted as soon as possible to ensure children’s needs can be met</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>Speech and Language therapist reports demonstrate positive impact</p> <p>Behaviour analysis demonstrates that restructure of lunch time provision to minimise behavioural problems</p> <p>Case studies and behaviour analysis demonstrates impact of wellbeing days, mental health check in and nurture</p>
<p>All children attend school and arrive on time</p>	<p>As a result of effective attendance monitoring procedures:</p> <ul style="list-style-type: none"> • Overall attendance is above national average • All children’s attendance is at least 96% • All children arrive to school on time • Persistent absence is lower than national average • The attendance lead follows up on any absences and identifies any patterns

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: £74,789

ACTIVITY	EVIDENCE THAT SUPPORTS EACH APPROACH	CHALLENGE NUMBER ADDRESSED
<p>Maths hub – Mastering Number</p> <p>CPD provided by the Maths hub to embed the use of Rekenreks and mastery of number. They are to build children’s understanding of ‘number bonds’ and promote automaticity of facts as well as understanding the link between numbers.</p>	<p>Evidence from EEF:</p> <p>Mastery +5months</p> <p>Improving Mathematics in EY and KS1 - using manipulative and representations</p>	<p>2</p>
<p>Maths hub – Teaching of Mastery</p> <p>Third year of teaching of Mastery project with Maths lead and 1 other teacher</p> <p>Maths leader is training to be ‘Primary Maths specialist’</p>	<p>Evidence from EEF:</p> <p>Mastery +5months</p>	<p>2</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>Smaller Maths and Reading groups with a focus on ‘keep up not catch up’</p> <p>PiXL intervention approach – DTTR</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>2</p>
<p>Purchase of PiXL resources to support with the teaching of reading. 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>	<p>2</p>
<p>Experienced Heathfield teacher released to provide targeted and personalised CPD for the teaching of PE (Funded through Sports Premium)</p>	<p>Evidence from EEF:</p> <p>Sports participation +2months</p>	<p>2,4</p>
<p>Master Classes – providing bespoke CPD for staff to support subject knowledge, share good practice and teach in line with school policies</p>	<p>Evidence from EEF:</p>	<p>2</p>

	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.	
Premium Plus package from Ladywood outreach – one twilight and 6 hours teacher support to meet the emotional, cognitive and learning needs of specific children Bespoke support and development including one twilight, 6 hours teacher support.	Evidence from EEF: Teaching Assistant interventions + 4months Social and emotional teaching +4months	2,5,6
Implemented NELI (Nutfield Early Language Intervention) into Reception class to ensure children’s communication and language keeps up with age related expectations	Evidence from EEF: NELI +3months Oral Language interventions +6months	2,3
External support and challenge to drive school improvement (Phil Choi SIP, Sarah Quinn (EY), Triad SIP model, Maddy Barnes)	Evidence from EEF: Supporting high quality teaching is pivotal in improving children’s outcomes.	2

TARGETTED ACADEMIC SUPPORT

Budgeted cost: £20,515

ACTIVITY	EVIDENCE THAT SUPPORTS EACH APPROACH	CHALLENGE NUMBER ADDRESSED
Heathfield ‘Recovery’ teacher employed to deliver targeted intervention to Year2 – 5 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	Evidence from EEF:	3

Targeted Speech and Language through external agency	Oral Language interventions +6months	
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

WIDER STRATEGIES

Budgeted cost: £8871 (+£6129 from school budget)

ACTIVITY	EVIDENCE THAT SUPPORTS EACH APPROACH	CHALLENGE NUMBER ADDRESSED
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 Musial 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
Reading Plus – intuitive computer based programme to develop children's decoding/fluency and comprehension -	Evidence from EEF: Individualised instruction +4months	2
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
Achieve the ArtsMark award. Use the Artsmark framework to develop and embed our arts curriculum	Evidence from EEF: Arts Participation +3months	2,4

Promote positive mental health and wellbeing through our Heathfield Heart Curriculum including daily mental health check in and wellbeing days. Achieve silver Mental Health Award.	Evidence from EEF: Social and emotional teaching +4months	5
Targeted nurture support provided by the Learning Mentor and attendance monitoring and actions		1,5
Use the Dyslexia Friendly award framework to create an inclusive learning environment and teaching and learning strategies	Evidence from EEF: Special educational needs in a mainstream school	2,6
SENCO has one day release time to allow for a swift response to children with additional needs	Evidence from EEF: Special educational needs in a mainstream school	6

Total budgeted cost: £110,304

PART B: REVIEW OF OUTCOMES

SCHOOL	BLACK	BOLTON	RED	NATIONAL	GREEN
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	RECEPTION 2023	
	DISADVANTAGED	NON DISADVANTAGED
GOOD LEVEL OF DEVELOPMENT	50% 48% 52%	68% 67% 70%
ALL EARLY LEARNING GOALS	38% 46% 50%	64% 65% 68%
COMMUNICATION AND LANGUAGE	63% 65% 70%	68% 77% 82%
PSED	50% 70% 74%	73% 83% 85%
PHYSICAL DEVELOPMENT	50% 76% 77%	73% 84% 87%
LITERACY	50% 50% 55%	68% 69% 72%
MATHS	63% 59% 64%	73% 74% 80%

Our disadvantaged children have achieved higher than last year (33%) and broadly in line with local and national disadvantaged for GLD but there is still the gap between disadvantaged and non-disadvantaged

	PHONICS	
	DISADVANTAGED	NON DISADVANTAGED
PHONICS YEAR 1	60% 70% 67%	76% 81% 82%
PHONICS YEAR 2	100% 84% 81%	100% 90% 91%

Year 2 phonics above national and in line with non-disadvantaged children

Age related (Greater Depth)

	KEY STAGE ONE ATTAINMENT	
	DISADVANTAGED	NON DISADVANTAGED
READING	73% (0%) 59% (9%) 54% (9%)	68% (21%) 71% (20%) 73% (22%)
WRITING	45% (9%) 50% (5%) 45% (3%)	74% (21%) 54% (7%) 54% (6%)
MATHS	64% (9%) 61% (10%) 56% (8%)	79% (26%) 73% (19%) 75% (19%)
COMBINED	36% (0%) 45% (3%) 40% (2%)	63% (11%) 60% (8%) 61% (7%)

Heathfield disadvantaged children are working in line with disadvantaged children nationally; In reading disadvantaged children are working in line with non-disadvantaged nationally. There is a Heathfield disadvantaged gap in Writing, Maths and Combined.

	KEY STAGE TWO ATTAINMENT	
	DISADVANTAGED	NON DISADVANTAGED
READING	50% (25%) 67% (19%) 60% (17%)	91% (27%) 76% (29%) 78% (34%)
WRITING	75% (13%) 65% (10%) 58% (6%)	95% (18%) 78% (20%) 77% (16%)
MATHS	88% (25%) 67% (15%) 59% (13%)	100% (41%) 81% (30%) 79% (28%)
COMBINED	50% (13%) 53% (5%) 44% (3%)	91% (14%) 68% (12%) 66% (10%)

End of Key Stage 2 children are working in line with National disadvantaged in Reading, Writing, Maths and combined. Disadvantaged children achieving greater depth has increased compared with last year and above national.

	KEY STAGE TWO PROGRESS	
	DISADVANTAGED	NON DISADVANTAGED
READING	+3.8 +0.1 Not yet available	+1 +0.4 Not yet available
WRITING	+3.3 +0.8 Not yet available	+2.9 +1.3 Not yet available
MATHS	+4.8 +0.7 Not yet available	+4.2 +1.4 Not yet available

Heathfield disadvantaged children make significantly greater progress compared with other local children (Bolton) and make greater progress compared with non-disadvantaged Heathfield children. This suggests that our Pupil premium strategy is resulting in accelerated progress for our 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