



PUPIL PREMIUM STRATEGY STATEMENT SEPTEMBER 2024 2025

This statement details our school's use of pupil premium 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. This is part of a three year strategy.

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	£91,760
Pupil premium funding allocation this academic year Post LAC	£17,990
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£ 109,750

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

The key objective of the Pupil Premium Grant is to diminish the gap between 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
Heathfield disadvantaged children are working in line / above non-disadvantaged children at Heathfield, locally and nationally	By the end of Key Stage 2: - Disadvantaged children continue to work in line or above national comparisons. Except GDS writing - Heathfield disadvantaged children are working in line with non-disadvantaged children at Heathfield, locally and nationally The attainment gap between disadvantaged and non-disadvantaged Heathfield children is eliminated for: - Good Level of development - Year 1 phonics - Year 2 phonics - Key Stage Two - Reading - Writing - Maths - Combined
Children experience an exciting and inspiring, broad and balanced curriculum	Number of children participating in additional activities has increased - Musical instrument lessons - After school clubs - Representing school at sporting activities More than 35% of children (Years 1 – 6) have represented Heathfield at a Sporting event Educational visits and visitors are strategically and deliberately planned across the curriculum Year 4 and Year 6 experience a residential (Board and lodgings are subsidised for PPG children)
Heathfield is an inclusive school, children's individual needs are swiftly identified and met	Teachers implement the Heathfield Teaching and Learning policy (based on Rosenshine's Principles) effectively Teachers adapt teaching so that most children can access age related content – <i>keep up, not catch up</i> School systems are effective in identifying the holistic needs of children and efficiently implements next steps EHCPs applications are submitted as soon as possible to ensure children's needs can be met (Evidence is gathered efficiently to avoid delays) Evidence shows that the bespoke Woodbridge interventions have a positive impact on meeting children's learning, social and/or emotional needs WELcomm and NELI data demonstrates impact; SALT referrals are made for children still not working in line. SALT programmes delivered. Communication and language is prioritised Early Years – Maximum progress, Maximum time, Maximum children.
All children attend school and arrive on time	As a result of effective attendance monitoring procedures and swift actions: - 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 **this academic year** to address the challenges listed above

TEACHING

ACTIVITY	EVIDENCE THAT SUPPORTS EACH APPROACH	CHALLENGE NUMBER ADDRESSED
Effective implementation of the new Heathfield phonics approach – Supersonic Phonic friends. This is implemented with fidelity – meeting the needs of all children. Phonic mentoring is used effectively to ensure children keep up, not catch up 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	Evidence from EEF: +5months	2,6
Year 1 reading comprehension Explicit teaching of reading comprehension strategies through high quality texts	Evidence from EEF: Reading comprehension strategies +6months	2,6
Maths Hub – Teaching of Mastery Maths leader is a ‘Primary Maths specialist’ delivering Maths Professional Development	Evidence from EEF: Mastery +5months	2,6
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 Smaller Maths and Reading groups with a focus on ‘keep up not catch up’ PiXL intervention approach – DTTR (Diagnose, teach, test and Revisit)	Evidence from EEF: Targeted diagnostic assessment Reducing class size +3months Within class attainment grouping +3months Small group tuition +4months One to one tuition +5months	2,6
4 days per week for Reading, Two experienced teachers based in Year 2 to deliver the same curriculum yet personalised the teaching sequence to meet the needs of all children in Year 2. This is for 2024 2025 only as this cohort had extremely low starting points. The class has made good progress in Year 1 but this needs to be accelerated.	Evidence from EEF: Targeted diagnostic assessment Reducing class size +3months Within class attainment grouping +3months	2,6

	Small group tuition +4months	
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)	Evidence from EEF: Targeted diagnostic assessment	2,6
Teaching Assistant (Level 3) released to implement our 'Commando Joe' mission based character curriculum (Heathfield Heart) Funded through Sports Premium	Evidence from EEF: Sports participation +2months	2,3,4,5
Master Classes – providing bespoke CPD for staff to support subject knowledge, share good practice and teach in line with school policies <i>Consistency is key; translating good to excellence</i>	Evidence from EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.	2
Working alongside the Science hub to support with science curriculum development and science pedagogy (Professional development)	Evidence from EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.	2
Additional Woodbridge sessions for bespoke support and development and to support with evidence gathering for EHCP applications to ensure we can meet the needs of our children	Evidence from EEF: Teaching Assistant interventions + 4months Social and emotional teaching +4months	2,5,6
Teaching assistants to: Implement NELI (Nutfield Early Language Intervention) into Reception class Deliver SALT programmes provided by specialists Buy and implement the Chatty toolbox to ensure children's communication and language keeps up with age related expectations	Evidence from EEF: NELI +3months Oral Language interventions +6months	2,3,6
External support and challenge to drive school improvement (Collette Mather SIP, Sarah Quinn (EY), Triad SIP model, Maddy Barnes, Science hub)	Evidence from EEF: Supporting high quality teaching is pivotal in improving children's outcomes.	2

TARGETTED ACADEMIC SUPPORT

ACTIVITY	EVIDENCE THAT SUPPORTS EACH APPROACH	CHALLENGE NUMBER ADDRESSED
Purchase of Century for Years 5 and 6 homework (Personalised approach based on AI)	Evidence from EEF: Homework +5months Individualised instruction +4months Positive impact of technology	2,6
Additional SENCO time from September 2024 – December 2024 (Three days SENCO)		2,6
Heathfield 'Recovery' teacher employed to deliver targeted intervention to Year 6 in Reading and Maths (using Pixl intervention approach – DTTR) January 2025 – June 2025	Evidence from EEF: Targeted diagnostic assessment One to One tuition +5 months Individualised instruction +4months	2
Additional Woodbridge sessions for bespoke support and development and to support with evidence gathering for EHCP applications to ensure we can meet the needs of our children	Evidence from EEF: Teaching Assistant interventions + 4months Social and emotional teaching +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

WIDER STRATEGIES

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 Increased 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
Teaching assistant 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: Social and emotional teaching +4months	5
Targeted nurture support provided by the Learning Mentor, attendance monitoring and actions		1,5

Total budgeted cost: £ 109,750 (Plus school budget)

PART B: REVIEW OF OUTCOMES

SCHOOL	BLACK	BOLTON	RED	NATIONAL	GREEN
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EARLY LEARNING GOALS/GOOD LEVEL OF DEVELOPMENT

	RECEPTION 2024					
	DISADVANTAGED			NON DISADVANTAGED		
GOOD LEVEL OF DEVELOPMENT	100%	51%	51%	78%	67%	72%
ALL EARLY LEARNING GOALS	67%	50%	50%	70%	66%	67%
COMMUNICATION AND LANGUAGE	100%	66%	67%	85%	77%	82%
PSED	100%	71%	72%	85%	82%	85%
PHYSICAL DEVELOPMENT	100%	74%	74%	89%	84%	87%
LITERACY	100%	53%	54%	78%	69%	74%
MATHS	100%	59%	63%	85%	75%	80%

Disadvantaged children achieve exceptionally well at Heathfield. In both 2024 and 2025, 100% of disadvantaged pupils attained GLD, significantly outperforming national averages. Compared to 51% nationally for disadvantaged children and 78% for non-disadvantaged, demonstrating a highly inclusive and equitable learning environment that enables all children to succeed, regardless of background.

	PHONICS			
	DISADVANTAGED		NON DISADVANTAGED	
PHONICS YEAR 1	100%	69%	67%	91%
PHONICS YEAR 2	100%	81%		74%

100% of disadvantaged children passed the PSC at the end of Year 1, above local and national averages. 100% of disadvantaged children have now children passed the PSC; 83% of Year 2 children have now passed the PSC

YEAR 4 MULTIPLICATION TIMESTABLE CHECK

94% of disadvantaged children scored 23+;

KEY STAGE TWO

Age related (Greater Depth)

	KEY STAGE TWO ATTAINMENT					
	DISADVANTAGED			NON DISADVANTAGED		
READING	89% (22%)	65% (20%)	63% (21%)	86% (50%)	78% (34%)	80% (39%)
WRITING	86% (6%)	62% (9%)	59% (7%)	86% (29%)	76% (18%)	78% (16%)
MATHS	89% (44%)	66% (19%)	60% (15%)	86% (57%)	80% (32%)	80% (31%)
COMBINED	72% (6%)	51% (5%)	47% (4%)	79% (21%)	67% (12%)	69% (10%)

Outcomes for disadvantaged children demonstrate clear strengths, particularly in Reading and in the combined measure of Reading, Writing and Mathematics. In Reading, 89% of disadvantaged children achieved the expected standard, which is significantly above the national figure of 63%. In addition, 22% achieved the higher standard, broadly in line with the national average of 21%.

In Writing, outcomes for disadvantaged pupils were strong for age related compared with national data.. At greater depth, 6% achieved the higher standard, compared with 9% nationally.

In Mathematics, disadvantaged pupils achieved well against national outcomes. A total of 89% met the expected standard, considerably above the national figure of 60% and 44% achieved greater depth considerable above the national figure of 15%

While outcomes for disadvantaged children are strong overall, we need to strengthen the quality of teaching and learning in Writing to raise attainment at the greater depth standard and narrow the gap with national outcomes. Provide targeted opportunities in Writing to extend and challenge disadvantaged children working at the higher standard.

Sustained focus on these areas will enable disadvantaged children to achieve consistently high standards and support with narrowing the gap.

EXTERNALLY PROVIDED PROGRAMMES

PROGRAMME	PROVIDER
PiXL	The PiXL Club Ltd
TT Rockstars	Maths Circle
White Rose Maths	White Rose
NELI	Nuffield
Musical instrument lessons	Bolton music service
Chatty Toolbox	Chatty Toolbox
Century Education	Century