



PUPIL PREMIUM STRATEGY STATEMENT SEPTEMBER 2021

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	250
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	October 2021
Date on which it will be reviewed	Termly
Statement authorised by	Heathfield Governing board
Pupil premium lead	Mark Thornley
Governor / Trustee lead	Daniel Gauld

FUNDING OVERVIEW

DETAIL	AMOUNT
Pupil premium funding allocation this academic year	£78, 285
Recovery premium funding allocation this academic year	£14, 675
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£ 92, 960

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 95.9% and/or poor punctuality (extended holidays, persistent absenteeism, high levels of COVID-19- saturation in the local area)
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 Covid 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
All groups of children achieve their potential	<p>Academic standards in Reading, Writing, Maths and combined are in line with national expectations</p> <p>The attainment gap between disadvantaged and non-disadvantaged Heathfield children is eliminated</p> <p>Disadvantaged children achieve in line with disadvantaged children nationally</p> <p>School achieves its predicted academic outcomes</p> <p>Progress measures in Reading, Writing and Maths demonstrate accelerated progress has been made within year groups and between key stage</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>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>
Children experience an exciting and inspiring, broad and balanced curriculum	<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</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>
Heathfield is an inclusive school, children's individual needs are swiftly identified and met	<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>
All children attend school and arrive on time	<p>As a result of effective attendance monitoring procedures:</p> <p>Overall attendance is above national average</p> <p>All children's attendance is at least 96%</p> <p>All children arrive to school on time</p> <p>Persistent absence is lower than national average</p> <p>The attendance lead follows up on any absences and identifies any patterns</p>

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. 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>	2
<p>Maths hub – Teaching of Mastery</p> <p>Second year of teaching of Mastery project with Maths lead and 1 other teacher</p>	<p>Evidence from EEF:</p> <p>Mastery +5months</p>	2
<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>	2
<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>	2
<p>Creating 'Botheredness' CPD £</p> <p>Octagon theatre CPD – story telling and drama</p> <p>Through drama and speaking and listening activities, teachers create narratives to support learning, creating 'botheredness' and genuine investment so that children's knowledge means something and be more likely to be stored in LTM.</p>	<p>Evidence from EEF:</p> <p>Supporting Quality first teaching and professional development</p> <p>Stories support long term memory acquisition</p>	2,3,4
<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>	2,4

Master Classes – providing bespoke CPD for staff to support subject knowledge, share good practice and teach in line with school policies	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
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

TARGETTED ACADEMIC SUPPORT

Budgeted cost: £17565

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 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, Wellcomm/NELI	Evidence from EEF: Teaching Assistant interventions +4months	2

WIDER STRATEGIES

Budgeted cost: £16097

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	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	Evidence from EEF: Arts Participation +3months Sports participation +2months	2,4
Octagon Theatre - educational visits and staff CPD to support the delivery of a high quality curriculum	Evidence from EEF: Arts Participation +3months	
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:	5

Targeted nurture support provided by the Learning Mentor and attendance monitoring and actions	Social and emotional teaching +4months	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: £108,451

PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

PUPIL PREMIUM STRATEGY OUTCOMES

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results.

[Click here](#) to read the Pupil Premium strategy for last year and its impact.

[Click here](#) to read the 'Recovery Curriculum' strategy

Below is the internal school data that provides the attainment comparison between Pupil Premium children and non-Pupil Premium children at Heathfield.

Age related (Greater Depth)

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
Reading	33% (0%)	63 ((22%)	17% (0%)	61% (22%)	44% (11%)	45% (25%)	60% (20%)	67% (38%)	38% (13%)	62% (10%)	50% (0%)	70% (25%)
Writing	0% (0%)	59% (7%)	33% (0%)	52% (0%)	56% (0%)	55% (10%)	40% (20%)	50% (8%)	25% (0%)	52% (0%)	40% (0%)	75% (25%)
Maths	33% (0%)	67% (30%)	33% (0%)	61% (4%)	56% (33%)	60% (30%)	60% (20%)	83% (46%)	38% (0%)	52% (0%)	60% (20%)	70% (35%)
Combined	0% (0%)	37% ((7%)	17% (0%)	35% (0%)	33% (0%)	43% (10%)	40% (20%)	50% (8%)	25% (0%)	33% (0%)	30% (0%)	65% (15%)
SPAG	0% (0%)	59% (37%)	33% (0%)	61% (22%)	22% (0%)	60% (40%)	20% (20%)	79% (33%)	50% (0%)	52% (14%)	60% (20%)	75% (45%)

Below is the internal school data that provides the progress comparison between Pupil Premium children and non-Pupil Premium children at Heathfield. Expected progress would be 7 steps

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
Reading	5.3	5.9	4.6	5.7	4.6	5.2	5.6	5.9	2.7	4.7	4.6	5.6
Writing	5.0	6.3	4.8	4.7	5.2	4.9	4.8	5.4	3.3	4.8	7.3	6.8
Maths	4.0	4.1	5.5	5.7	4.2	4.6	5.4	5.9	3.4	4.5	4.6	6.2