



'Imagine, Believe, Achieve'

Pupil Premium Impact Report

Spring Term 2021

Pupil Premium Report

The following report has been developed in order to ensure that all disadvantaged pupils succeed at Heathfield. It will look at pupil outcomes, attendance, pastoral care, enrichment and will contain an update on the pupil premium strategy, which has been RAG rated.

Outcomes

Attainment – Spring Term

The following table reports on the gap between PP children and their non PP peers, towards achieving end of year expectations.

% at or better

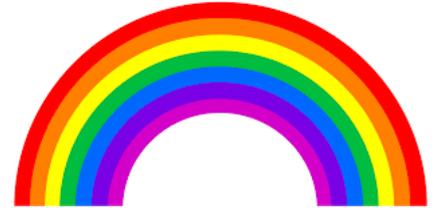
'At' - Pupils who are currently working at new raised expectation e.g. Spring Term Year 1 'At' is '1='
'Exc / Mastery' - Pupils 'Exceeding' or at 'Mastery Standard' in current year e.g. Spring Term Year 1 is '1+' or higher

Year Group	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
Reception (15 children)	13%	40%	0%	30%	33%	63%
Year 1 (21 children)	30%	46%	10%	31%	20%	37%
Year 2 (14 children)	54%	71%	23%	43%	23%	46%
Year 3 (23 children)	29%	32%	43%	51%	48%	54%
Year 4 (24 children)	33%	35%	17%	30%	21%	32%
Year 5 (19 children)	33%	67%	28%	61%	22%	58%
Year 6 (26 children)	35%	66%	31%	74%	39%	77%

Recovery Curriculum

In January 2021, schools closed for the second time. This was another unexpected change for our children and teachers and all members of our school community adapted to a new way of learning very quickly. This disruption affected all of our children and families in many ways so we carefully planned a Recovery Curriculum that would help our children manage their feelings and emotions on their return to school on Monday 8th March. This was delivered in the form of a daily check-in which could be a question or activity that linked to the classes PSHE health and wellbeing learning for that week. The key aims of these check-ins for our children were to:

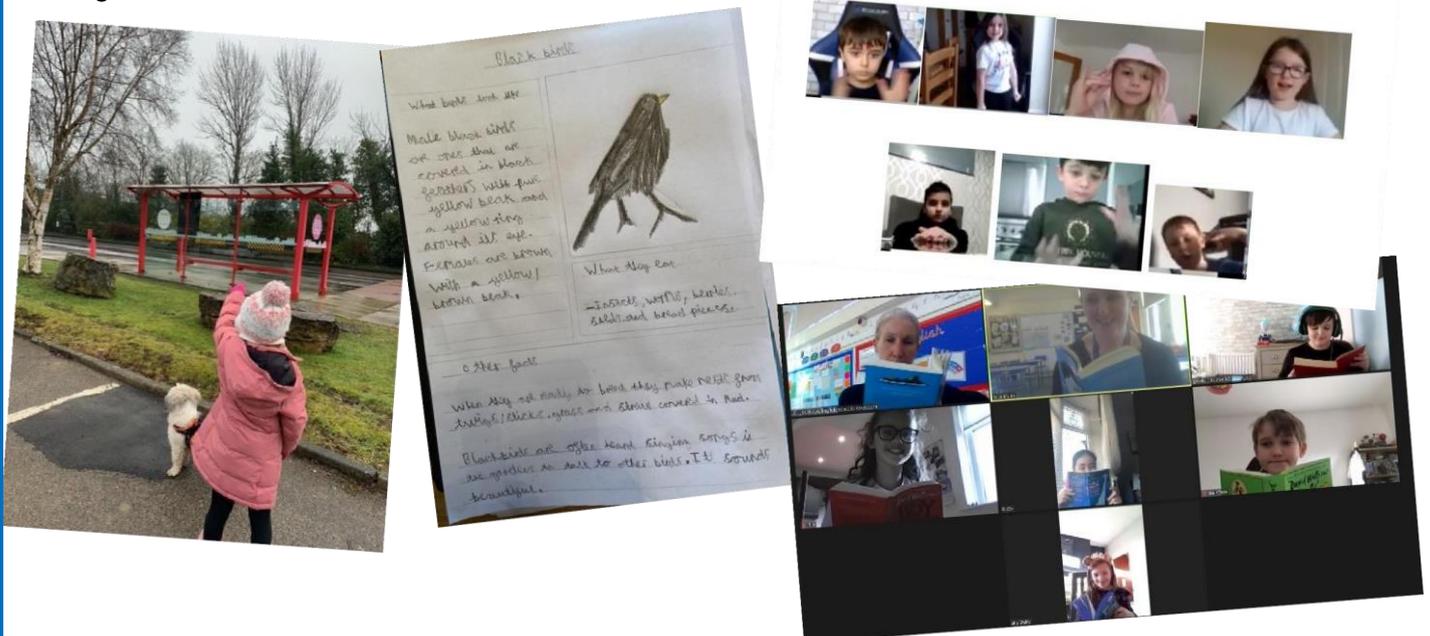
- Feel a sense of being connected and belonging;
- Help them manage, understand and talk about different emotions;
- Develop and show empathy for others;
- Develop self-care techniques.



This was an important implementation for our Pupil Premium children to ensure they were quickly ready for learning in the classroom again and ready to achieve their full potential.

Remote Learning Offer

The majority of children were required to stay at home at the start of the spring term, but their learning did not stop. The remote curriculum for those children closely mirrored the learning that was taking place in the classroom for the key worker and vulnerable pupils who attended. It encompassed the vast majority of subjects delivered at school. Children had access to maths tasks and writing tasks, as well as creative and practical tasks. For some subjects, it was not possible to deliver the learning experience in exactly the same way remotely, eg where particular resources were needed for DT and PE. To address any gaps created as a result, weekly challenges were sent home (such as a weekly exercise challenge) and a recovery curriculum upon return to school was carefully designed. Every year group had three live sessions each day and two drop in sessions which could be accessed if further support and guidance was required. We also had weekly whole-school events such as Sugar Awareness Week and Energy Saving Week to ensure that children at home and school maintained their sense of community. We acknowledged that not all of our families have access to a reliable internet source or a suitable device. We had laptops ready for families to borrow to help make this style of learning accessible for all. Throughout this time, 46% of our Pupil Premium children were in school and 55% of the families who borrowed a device from school were also Pupil Premium. This demonstrates the good offer of education our disadvantaged children received throughout this difficult time.



Attendance (Year 1 – Year 6)

Due to the spring term national lockdown, all children could only attend school for a total of 3 weeks and 1 day out of what should have been an 11-week term. The table below gives figures for attendance based on just the full three weeks that all children were able to be in school. There is a difference of 5.8% between disadvantaged and non-disadvantaged pupil attendance. Disadvantaged boys' attendance is still slightly higher than that of disadvantaged girls (difference of 2.8%).

Absence						Persistent Absence					
Click button to include/exclude Reception pupils EXCLUDED											
% of sessions missed						% of pupils absent for 10% or more sessions					
	Pupils	% attendance	% sessions missed	2017/18 National %	Diff +/-		Pupils	% of cohort	2017/18 National %	Diff +/-	
School	328	95.6	4.4	4.2	-0.2	School	53	16.2	8.7	-7.5	
Boys	176	96.0	4.0	4.2	+0.2	Boys	25	14.2	9.0	-5.2	
Girls	152	95.1	4.9	4.1	-0.8	Girls	28	18.4	8.4	-10.0	
Non Persistent Absentees	275	98.9	1.1	-	-						
Persistent Absentees	53	78.0	22.0	15.9	-6.1						
Non Disadvantaged *	215	97.5	2.5	3.7	+1.2	Non Disadvantaged *	18	8.4	5.8	-2.6	
Disadvantaged *	113	91.7	8.3	5.7	-2.6	Disadvantaged *	35	31.0	16.5	-14.5	
Disadvantaged Boys	58	93.1	6.9	-	-	Disadvantaged Boys	15	25.9	-	-	
Disadvantaged Girls	55	90.3	9.7	-	-	Disadvantaged Girls	20	36.4	-	-	
Non FSM	220	97.5	2.5	3.8	+1.3	Non FSM	20	9.1	6.6	-2.5	
FSM	108	91.6	8.4	6.3	-2.1	FSM	33	30.6	19.2	-11.4	
No SEN	246	97.0	3.0	3.9	+0.9	No SEN	29	11.8	7.2	-4.6	
EHCP/SEN statement	12	81.8	18.2	6.8	-11.4	EHCP/SEN statement	6	50.0	20.0	-30.0	
SEN Support	70	93.6	6.4	5.5	-0.9	SEN Support	18	25.7	14.8	-10.9	

The table below shows attendance from the start of September to the end of the spring term in comparison to the last academic year. For disadvantaged pupils, this shows an improvement in overall attendance (+ 1.8%) and the persistent absentee number which has reduced by 10.5% (from 51 to 32 children).

	Academic Year to Date			Academic Year to Date	
ATTENDANCE Year 1-Year 6	2019-20	Sep 20 – 26 Mar 21	PERSISTENT ABSENCE Year 1-Year 6	2019-20	Sep 20 – 26 Mar 21
School	(389) 91.4	(338) 95.2	School	(116) 29.8	(51) 15.1
Boys	(202) 91.6	(180) 95.4	Boys	(56) 27.7	(21) 11.7
Girls	(187) 91.2	(158) 94.9	Girls	(60) 32.1	(30) 19.0
Non-disadvantaged	(252) 92.0	(287) 97.7	Non-disadvantaged	(65) 25.8	(19) 8.7
Disadvantaged	(137) 90.3	(120) 92.1	Disadvantaged	(51) 37.2	(32) 26.7
Disadvantaged Boys	(70) 91.1	(62) 92.6	Disadvantaged Boys	(23) 32.9	(13) 21.0
Disadvantaged Girls	(67) 89.5	(58) 91.5	Disadvantaged Girls	(28) 41.8	(19) 32.8
Non-FSM	(262) 92.0	(224) 96.7	Non-FSM	(67) 25.6	(21) 9.4
FSM	(127) 90.1	(114) 92.2	FSM	(49) 38.6	(30) 26.3
No SEN	(293) 91.4	(250) 96.4	No SEN	(89) 30.4	(28) 11.2
EHCP/SEN Statement	(19) 91.5	(16) 83.2	EHCP/SEN Statement	(5) 26.3	(8) 50.0
SEN Support	(77) 91.1	(72) 93.8	SEN Support	(22) 28.6	(15) 20.8

At Heathfield, we are committed to improving attendance for all of our children to ensure they receive the best learning experiences and to avoid any gaps developing in their progress. When the children returned to school, we started a weekly reward of Choc Ice Champions and Haribo Heroes. Choc ices are awarded to the class (or classes, in the event of a tie!) with the best attendance in Y1-Y6 and Haribo sweets go to the best attendance across Nursery and Reception. This information is shared with the families on Facebook, which we have found to be a very effective means of communication for our Pupil Premium families.

Welfare Checks	9
Requests for Medical Evidence	1
Attendance Planning Meeting (with parents)	0
CME Referral	0
Fixed Penalty Warning (CAP referral)	0

Heathfield Attendance Champs

Haribo Heroes
&
Choc Ice Champions

Congratulations to Nursery with 98.9% attendance



Congratulations to Class 2RH with 99.5% attendance



Enrichment

Breakfast and After School Club

Breakfast Club Term	Number of children who attended Breakfast Club	Number of PP children who attended Breakfast Club	% of PP children that attend Breakfast Club.
Spring 1 (lockdown)	46	11	24%
Spring 2	68	13	19%

Due to a national lockdown from January – March 2021, and children being unable to attend school, we could not offer after school clubs during the spring term. The plan is to start these again in the future, as Covid restrictions begin to lift.

Wellbeing

Mental Health Support

Targeted children at Heathfield receive 1:1 support from our trained mental health lead which has been delivered remotely or in person. During the spring term, primarily, the focus has been on supporting the children to manage their anxieties around being isolated at home and the impact of the difficulties relating to Covid. Overall, these sessions have had a positive impact on our children's emotional wellbeing and played a vital role in helping them to access learning while also supporting them during unstructured, social times with their peers. There has been evidence of progress in terms of independence, both socially and academically. Our children are showing an increased level of resilience and enthusiasm, as a result of these interventions.

Mental Health Support Term	Total number of children who received mental health support	Total number of PP children who received mental health support	% of children receiving support who are PP
Spring	14	9	64%



Family Support



We have a home school mentor who provides a range of extensive support to children and their families. In the spring term, 86% of families that Mrs Prettyman worked with were Pupil Premium, which demonstrates the good support network we are providing for our disadvantaged children and their families. This support has been provided both remotely and in school. During lockdown, our families have been supported in many ways: through the delivery of laptops; home visits to help with IT access problems; delivery of stationery items; delivery of food vouchers; regular phone and/or Zoom calls to check in with children and their families. Early Help meetings have continued to take place and we have supported some new families to complete assessments and benefit from additional support from Early Help practitioners. Mrs Prettyman has advised and supported families in developing routines to help with reluctance to attend school or online sessions. In addition, referrals have been made to our school counsellor and medical needs have been supported. During the summer term, Learning and Skills training for parents will be taking place. This has been well-advertised to our wider school community and targeted families have also been further encouraged to attend.

Careers, Opportunities and Raising Aspirations

Raising aspirations for all children is vitally important. At Heathfield, we want to inspire our children to be the best that they can be and to achieve their full potential. We want to give them opportunities and experiences with a wide range of professionals, in order to broaden their hopes and dreams for the future. Many children base their early career aspirations on people they know. Children from disadvantaged backgrounds are likely to have fewer opportunities to meet people in a range of jobs and this means that some children's horizons can be narrowed at a very early age. Therefore, the experiences and opportunities we provide are particularly important for our Pupil Premium pupils. In January, we started celebrating focus theme weeks

and days, every week. These have included: Sugar Awareness Week; British Science Week; RSPB Big Schools' Birdwatch, Children's Mental Health Week, National Number Day, World Book Day, Denim for Dementia, National Gardening Week and National Smile Week. We have celebrated these in a range of different ways, from performance to investigations to outdoor learning. We have also incorporated ways in which children can enjoy the themes with their families. Exposing our children to this wide range of learning experiences broadens their hopes and dreams and gives them the motivation to fulfil their potential.



Cultural Capital

At Heathfield, we know that it is vital to expose our disadvantaged children to a wide range of experiences and knowledge that will equip them with good cultural capital. This will give them the building blocks towards furthering their education and careers. It ensures our children are exposed to experiences they may not otherwise have had. All classes throughout school are currently named after an inspirational black figure and will produce their own class assembly about that person. In January, our Reception children celebrated and learned about Chinese New Year and our Year 3 children have all been receiving ukulele lessons. The whole school celebrated World Poetry Day and each class learned a poem by heart. The poems were by a range of different poets and classes made recorded performances so that they could be shared with parents and carers at home. Some year groups have had the opportunity to take part in positive community contributions, for example: our Year 2 children planted trees to improve our local area, children in 1GB created an Easter Egg as part of Darlington Council's egg hunt and Year 6 wrote letters to the mayor to explain what they would do if they were mayor for the day.



The children have also made positive contributions to society through participating in events to raise money for charities. Our remote learning offer has also given our children a valuable insight into the different ways that education and workplaces may function outside of school.



Developing Social Norms

Developing social norms equips our children to become respectful, polite adults who make good decisions and respect all, no matter what their background. At Heathfield, we have a carefully designed PSHE curriculum which includes objectives around areas such as: racism, tackling stereotypes and loving families. In Religious Education, we learn about a wide range of religions and cultures. All classes throughout school are currently named after an inspirational black figure and will produce their own class assembly about that person. A group of our Year 5 and Year 4 children are also participating in the Mini Police scheme, which introduces a positive experience of policing, as well as encouraging involvement within the local community.

Pupil Premium Strategy Update Spring 1

Desired Outcomes	Success Criteria	Update
To improve outcomes for disadvantaged children at the end of KS2.	2020 (teacher assessment) – combined percentage at the end of KS2 was 56.5%, this is an increase from 40% in 2019. Target in 2021 – 65%	Year 6 have undertaken baseline SATs papers since returning from lockdown. These tests will be used to tailor the support needed to groups of children so that every child has the best chance of leaving Heathfield at the required level. We will update the final scores in the summer report.
To improve attainment of disadvantaged pupils, in reading, at the end of KS1	70% of disadvantaged pupils to reach expected standard in 2021.	Year 2 have undertaken baseline SATs papers since returning from lockdown. These tests will be used to tailor the support needed to groups of children so that every child has the best chance of reaching the required standard and be in the best place to start KS2.
To improve attendance of disadvantaged pupils	Disadvantaged pupils, excluding Covid cases, to be at 95.8%	Disadvantaged pupils' attendance at the end of the spring term is 91.7%. Comparing the data to the last academic year there has been an improvement in attendance and persistent absences.
To ensure disadvantaged people catch up and feel good mentally about returning to school after lockdown.	Pupil interviews reveal minimum impact when returning to school. Disadvantaged pupils begin to narrow the attainment gap across school.	Recovery Curriculum was implemented when the children returned after lockdown to ensure all children were ready for learning in school again.
To increase parental engagement with our disadvantaged families.		Current COVID restrictions are making physical engagement difficult however we have seen a rise in engagement via our Marvellous Me portal and Facebook page.