

Pupil premium strategy statement (primary)

1. Summary information					
School	Heathfield				
Academic Year	2019/2020	Total PP budget	£168,960	Date of most recent internal PP Review	17.07.19
Total number of pupils	406	Number of pupils eligible for PP	128	Date for next internal review of this strategy	1.7.20

2. Current attainment		
2018/2019 KS2 Pupil Outcomes	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	40%	
KS2 progress in reading	-0.01	
KS2 making progress in writing	0.17	
KS2 making progress in maths	0.25	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	To percentage of disadvantaged children achieving combined at KS2 and passing the GPS test is below national other.
B.	The progress of disadvantaged children at the end of KS2 for reading is below national.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Disadvantaged pupils have a lower percentage of attendance in comparison to non-PP children.
D.	Many of our disadvantaged children suffer with poor mental health, which significantly impacts on their levels of progress.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	To improve outcomes for disadvantaged children at the end of KS2.	2019 PP 41.7% (up from 34.6% in 2018) of PP chn achieving combined, a 23.2% gap when compared to all pupils and national. 2020 PP target is 65% which would fall in line with the national figure for all pupils and significantly narrow the gap with their peers. 2020 65% of PP chn to achieve expected in GPS test.

B.	To improve the progress of disadvantaged pupils, in reading, at the end of KS2.	90% of PP children to make expected progress in reading across all year groups. 50% of PP children to make greater than expected progress in reading across all year groups. Reading progress at KS2 to be a minimum of 0 (-1.32 in 2019).
C.	To improve the mental health of our disadvantaged children.	Pupil interviews reveal that disadvantaged children feel safe in school and have the resilience to deal with situations that arise.
D.	To improve attendance for disadvantaged pupils.	To improve attendance for PP children from 94.5 (2018/2019) to 95.5 (2019/2020) with the aim at reaching the national figure by the end of 2021.
E.	To increase parental engagement with our disadvantaged families.	A minimum of 80% of disadvantaged families attend such events as: performances and parents evening.

5. Planned expenditure					
Academic year	2019/2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A/B/C/D	CPD for all school staff in order to up skill teaching practice.	Research widely suggests that the quality of teaching and learning has a positive impact on pupil outcomes.	SLT to provide CPD programme to staff in order to maximise the quality of teaching within the classroom.	SLT	Half Termly
A	Maths Mastery, in particular, the roll out in to year 3.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery/ EEF research suggest that by adopting the Maths Mastery programme, children will gain 2 months progress per academic year. This will equate to over a year gain during their time at Heathfield.	DHT/RC (maths lead), to monitor impact. GB to provide support.	DHT HW	Half termly, plus external review by Maths Mastery consultant twice per year
B	Whole Class Reading	AHT to take lead role in rolling out the whole class teaching model across the whole school	DHT(assessment lead)/AHT (English lead) to monitor impact	AHT/DHT	Half termly tests
A	Spelling Programme, this is a continuation from last year. There has been positive impact, however this needs to continue.	Spelling has been an issue for many disadvantaged pupils at Heathfield. The programme used in school is having a positive impact, and will continue to be monitored to ensure its effectiveness.	AHT to monitor impact based on baseline.	CF	Termly

A	School focus on improving technical and grammatical vocabulary.	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/performance-pay/ EEF research suggests a gain of 1 month when linked to performance pay. All staff will have a vocabulary target in their appraisal.	AHT to monitor impact.	CF	Half Termly
A	Sharing of good practice so that our disadvantaged children, so that teachers are upskilled to provide the best education they can.		Attendance at: MAT moderations, network meeting and MAT leadership meetings.	MD/HT	Termly
Total budgeted cost					£29,500
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A/B	Breakfast club where over 40% of the children are pupil premium	https://educationendowmentfoundation.org.uk/research/sources/teaching-learning-toolkit/small-group-tuition/ EEF research suggests a gain of 4 months when pupils are involved in small group tuition.	DHT to analyse data and set/amend targets if necessary	MD	Half Termly
A/B	Staff to provide quality intervention to PP children when required. Staff to receive CPD	https://educationendowmentfoundation.org.uk/research/sources/teaching-learning-toolkit/small-group-tuition/ EEF research suggests a gain of 4 months when pupils are involved in small group tuition.	SLT to analyse progress of PP children.	HT DHT	Half Termly

D	Mental Health Lead (MHL) 1.5 days to specifically target chn with poor mental health	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/ EEF research suggests a gain of 7 months when pupils are involved in projects that encourage self-regulation.	Track progress of chn working with MHL	HT/MD	Termly
A/B	AHT plus 1 teacher to organise reading drop-in sessions for those chn not reading at home	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/ EEF research suggests a gain of 4 months when pupils are involved in small group tuition.	Track the chn attending and how many are disadvantaged	CF/MD	Half Termly
A/B	Reading 'hit list'	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/ EEF research suggests a gain of 6 months when pupils are involved in reading strategy intervention.	Track chn not reading at home and find times to help them keep up	CF/MD	Half Termly

Total budgeted cost £82,000

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E	Home School Mentor to spend specific time with PP children who require emotional support. Home School Mentor to purchase resources and have funds to support parental engagement activities.	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/ EEF research suggests a gain of 4 months when emotional support is given to pupils.	LP to receive CPD to ensure time spent with children has a positive impact.	LP (HSM) MD (to monitor)	Half Termly
C	DHT to spend 1/2 day per week to co-ordinate support for PP children who are showing	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/	DHT to conduct behaviour checks regularly.	MD	Termly

	negative learning behaviours that are not conducive to high quality learning.	EEF research suggests a gain of 3 months when behavioural support is given to pupils.	AHT to report back to SLT. AHT to audit one week per term. Teacher will be given sheet to mark off incident of poor behaviour. Term 2 and 3 targets to be set based on Term 1 audit.		
C	PP children to receive discount of trips and residential.	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/ EEF research suggests a gain of 4 months when pupils are involved in outdoor adventurous activities.	DHT to analyse which children have attended	MD/LP	Termly
E	DHT to run parent drop-in session for 1.5hrs per week	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/ EEF research suggests a gain of 3 months when parents are more involved with school.	DHT to analyse how many disadvantaged parents take up offer and find ways to engage these parents	MD HT	Half Termly
E	School Counsellor	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/ EEF research suggests a gain of 4 months when emotional support is given to pupils.	AHT to monitor impact to PP children.	SW	Termly
E	Wellbeing Week	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ EEF research suggests a gain of 4 months when emotional support is given to pupils.	AHT to organise wellbeing week for whole school	SW	Pupil voice after wellbeing week
C, D, E	World of Work Week	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/ EEF research suggests a gain of 3 months when parents are more involved with school.	DHT to organise World of Work Week, to encourage chn to attend school that week and keep attendance levels high; encourage parents to learn about jobs and	MD	Pupil voice after World of Work Week

			come in to school; and increase aspirations.		
A, B	Peer Tutoring	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/peer-tutoring/ EEF research suggests a gain of 5 months when peer tutoring is used effectively	RC (Maths lead) to coordinate peer tutoring project with year 5 and 6 children	RC MD	Termly
D	Attendance tracker		DHT to set up an attendance tracker for disadvantaged chn who were PA in the last academic year. DHT to monitor and provide support to attendance lead for these chn.	MD CF	Weekly
D	Attendance officer		AHT and attendance officer to monitor attendance of PP children.	MD/CF/JL	Fortnightly
Total budgeted cost					£56, 300