

Heathfield Action Plan 2020/2021					
School	Heathfield				
Headteacher	Helen Tarokh				
Pupil Premium Lead	Mark Dipple				
Academic Year	2020/2021	Total PP budget	£	Date of most recent PP Review	15.09.20
Total number of pupils	382	Number of pupils eligible for PP	115 (30%)	Date for next internal review of this strategy	1.7.21

Summary
<p><u>Context:</u></p> <ul style="list-style-type: none"> - Heathfield is a larger than average sized primary school in Darlington. - Heathfield is rated as 'Good' by Ofsted. - The school is part of the Lingfield Academy Trust along with 6 other schools. - The proportion of children eligible for pupil premium is 30% which is slightly above the national average (26%) - The proportion of children who are on EHCs or SEND (25%) is above national average (14%). - Heathfield has a cognition and learning resource base (The Ark) which supports pupils with significant needs. This class has a disproportionately high number of disadvantaged students compared with other classes in school. - The school currently meets government floor standards.

The use of pupil premium funding at Heathfield has primarily supported the following:

- Increased number of disadvantaged pupils receiving EHCs by paying for EP reports.
- A high percentage of children with emotional and mental health or specific social and home circumstances who require counselling, were able to access this service through an outside agency. This service provided support for both disadvantaged and non-disadvantaged pupils. Some pupil premium children have also had access to in-school mental health session with the school's specialist HLTA, this service has been extended for the 2020/2021 academic year as the school's mental health lead is now full time.
- The recruitment of a home school mentor (October 2016). This has led to an increase in positive relationships between home and school. The school pupil premium lead/DHT is also responsible for parental engagement.
- A thriving breakfast club where, over the course of the year, where around 40% of the children attending are pupil premium.
- The implementation of forest school to enhance children's life experiences. The money so far has been used to buy in specialist staff to run sessions.
- A high proportion of disadvantaged pupils having the opportunity to go on the school's residential. Every effort is made to ensure that all disadvantaged pupils attend the school residential whatever the perceived barrier.
- Disadvantaged children having the opportunity to attend extra-curricular activities. In the academic year 2016/2017, 20% of disadvantaged pupils attend one or more activities outside of teaching hours, which rose to 32% in 2017/2018. This number stayed similar for the academic year 2018/2019 and 2019/2020 (up until lockdown)
- Continue to support children in their academic achievements.

- World of Work Week, reading week and sports week were all successful in helping disadvantaged children raise their aspirations.

The pupil premium strategy so far has been driven by the following desired outcomes:

- Provide the support needed for pupils to catch up if/when they fall behind – in particular the concerns around the impact of lockdown to disadvantaged pupils.
- Improve pupil premium students' outcomes in English and mathematics.
- Ensure the attendance of pupil premium pupils improves so that it is above that of pupil premium pupils', and in line with other pupils, nationally.
- All disadvantaged students leave Heathfield with high aspirations for their future learning.
- The outcomes of the most able disadvantaged students continues to improve; narrowing the difference to their peers and to the national average.
- Parents of disadvantaged students participate fully in their child's education and their attendance at parent teacher consultation evenings continues to improve.
- The wellbeing and mental health of all of our disadvantaged children is paramount.

How successful has the pupil premium strategy has been to date.

What has worked well and resulted in improvements?

- Links between Heathfield and home have been strengthened and parental engagement is increasing.
- While some differences in the outcomes between pupil premium pupils and their non-pupil premium peers at Heathfield remain in statutory assessments, there are clear signs that in all year groups the gap is narrowing. In particular, it is key to recognise that children who have started at Heathfield in reception and year 1 over the past two school years have kept up with their non-disadvantaged peers despite many having lower starting points. The GLD and phonic percentages give us clear evidence of this at the end of the 2018/2019 academic year. Statutory assessments were cancelled in 2019/2020 due to the Covid pandemic.
- There have been significant improvements in the quality of teaching and learning – this was recognised by Ofsted in Dec 2019.
- The Ark class - which is Heathfield's own on-site alternative provision - has ensured that the students presenting with the most challenging behaviour or needs have stayed safe within school; these students have been effectively supported and engaged.
- There has been a clear improvement in the quality of teaching. School staff are now very much aware of the barriers that disadvantaged pupils face.
- Reading has seen one of the biggest areas of improvement. The introduction of Reading Miles and other various special days and weekly events has led to many of the gaps narrowing across school.

- Outcomes for disadvantaged pupils, in maths, has been a big priority for Heathfield over the past few years. Disadvantaged outcomes in maths have improved in KS2 and stabilised in KS1. Progress in maths for disadvantaged children at the end of KS2 has significantly improved (2018/2019).

What has not worked so well or had the desired outcomes?

- The outcomes for all pupil premium children is not yet good enough, in particular at KS2.
- Attendance for disadvantaged children is still too low.

Heathfield's approach to pupil premium 2020/2021

- The core approaches now implemented ensure students' needs are met and outcomes improve.
- Timely and accurate identification and assessment of individual need; rapid intervention and support.
- Rigorous monitoring and regular reviews of individual student performance at all levels.
- Further work to improve curriculum offer for every child.
- Quality First Teaching approaches, sharply focused CPD and sharing best practice effectively; induction, support and coaching for teachers new to the school and to all staff as a reminder.
- Systems to monitor pupil premium funding. These documents will continue to be reviewed and developed in order for them to have maximum impact.
- Increase opportunities for pupils to access targeted support after-school.

- Homework arrangements to be reviewed. The aim is to create more online opportunities for learning at home, with the realisation that this may not be appropriate for all disadvantaged children. Work will need to be done to ensure that all children at Heathfield have access to learning at home.
- Continue to provide support through The Ark class.
- Continue with transition arrangements with secondary schools. School's pupil premium lead/DHT is part of the local authority working party for transition.
- Funding and support to access music tuition, extra-curricular events and activities. This is on the increase but will need to continue to be monitored.
- Ad-hoc support for equipment, clothing and other personal needs. This was key during lockdown where the school ran a weekly food bank for those most in need. This may also be required in such case of a localised lockdown and/or the closing of bubbles.
- Breakfast Club
- Forest school
- School counsellor
- Educational psychologist support
- Support for residential and trips
- Home School Mentor
- Mental Health Lead
- To monitor and provided targeted interventions for children who are not yet reaching their potential.

- Whole class reading to continue to be monitored after it implementation last year.

The overall aims of the plan:

- To improve outcomes for disadvantaged children achieving combined at the end of KS2.
- To improve the mental health of our disadvantaged children.
- To improve attendance for disadvantaged pupils.
- To increase parental engagement with our disadvantaged families.

Agreed timeline for internal reviews through the LGB and TLPWP

October 2020
January 2021
June 2021