

# Pupil premium strategy statement (primary)

1. Summary information					
School	Heathfield				
Academic Year	2018/2019	Total PP budget	£169,220	Date of most recent internal PP Review	26.9.18
Total number of pupils	434	Number of pupils eligible for PP	137	Date for next internal review of this strategy	1.7.19

2. Current attainment		
2016/2017 KS2 Pupil Outcomes	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	34.6%	67%
KS2 progress in reading	-0.05	0.33
KS2 making progress in writing	0.63	0.1
KS2 making progress in maths	-2.77	0.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Disadvantaged children across school are not making enough progress in writing. Disadvantaged pupils are significantly below their peers in school and also when compared against the outcomes for the national 'other' comparator group. The gap is particularly wide for low prior attaining pupils. Spelling is an area of difficulty for all our children including those know to be eligible for PP funding and is something that will need to be addressed.
B.	Disadvantaged children across school are not making enough progress in reading. Disadvantaged pupil are significantly below their peers and also when compared against national data. The gap is particularly wide for low and middle prior attaining pupils. Understanding the text that is being read is a fundamental barrier to making good progress for our pupils. Encouraging and equipping parents to support reading at home is a priority to help bring about rapid improvement. Reading is an area of difficulty for many of our children including those know to be eligible for PP funding and is something that will need to be addressed.
<b>External barriers</b> <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 pupils require significant emotional support. If not addressed, emotional needs have a negative impact on pupils learning and progress.

4. Desired outcomes							
	Desired outcomes and how they will be measured	Success criteria	Progress				
			A1	A2	Sp1	Sp2	Su1

<b>A.</b>	To improve outcomes for disadvantaged children in GPS, so that it is closer to national other.	70% of PP chn to get expected standard in KS2 GPS test.						
<b>B.</b>	To improve outcomes for disadvantaged children in maths	90% of PP children to make expected progress in maths across all year groups. 50% of PP children to make greater than expected progress in maths across all year groups. 60% (42.3% 2017/2018) of PP chn to meet expected standard in KS2 maths. KS1 65% (57.9% 2017/2018) of PP chn to meet expected standard in KS1 assessment EYFS Num – 97% (94.7% 2017/2018) of PP chn to make good or better progress on in-school tracker. To analyse the impact of Maths Mastery.		EYFS – 100% of PP chn have made good or better progress. Some issues in 3, 4 5.		EYFS – 100% of PP chn have made good or better progress. Y4 has picked up. Still concerns in 3 and 5.		Year 2 SAT – PP 76% which is better than ALL pupils and a significant increase on last year. Year 6 SATs – PP 58.3 achieve EXS+ in maths. Significant improvement on previous year, although there is still a gap compared to other pupils.
<b>C.</b>	To raise aspirations and improve attitudes to learning.	Productivity in books and lesson increases.	Book scrutiny indicates that there is very little difference between the books of pp and non-pp chn.			Book scrutiny indicates that there is very little difference between the books of pp and non-pp chn.		
<b>D.</b>	To improve attendance for disadvantaged pupils	To improve attendance for PP children from 94.5 (2017/2018) to 96.1 (national average).	94.8% is an increase on last year, however it is still significantly behind the national average.		94.8% is an increase on last year, however it is still significantly behind the national average.			
<b>E.</b>	To develop new and continue current initiatives that have a positive impact on children's well-being	To analyse the impact of Restorative Justice.						

5. Planned expenditure										
Academic year	2018/2019									
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	How will you ensure it is implemented well?	Staff lead	When will you review implementation?						
					A1	A2	Sp1	Sp2	Su1	Su2
A/B	Mixed ability teaching – continue for 2017/2018 as further training is required.	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/setting-or-streaming/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/setting-or-streaming/</a>  EEF research suggests that the system used previously (streaming) has a negative impact (- 1 month) on pupil outcomes. Therefore, the SLT has decided to move to mixed ability teaching to ensure all children have the chance to succeed.	DHT to provide CPD to staff. HT/DHT to monitor impact and teaching quality.	HT DHT						
A/B/C/D/E	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	SLT						
B	Maths Mastery	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery/</a>  EEF research suggest that by adopting the	DHT/HW (maths lead), to monitor impact.	DHT HW						

A	English planning	AHT to take lead role in planning English work for year 6. This will include GPS.	DHT/AHT to monitor impact to all 4 year 6 classes.	AHT/DHT						
A	Spelling Programme	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						
Total budgeted cost					£33,220					
ii. Targeted support										
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Half term RAG rating					
A/B	DHT/AHT to share a year 6 class during the 2018/2019 academic year.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a>  EEF research suggests	HT/DHT/AHT to monitor impact.	HT/MD/CF						
A/B	2 x TA in year 1 to provide interventions	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</a>  EEF research suggests	DHT to analyse data to determine impact.	MD						

A/B	2 x TA in Rainbow provision where 66.6% of pupils are pupil premium	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</a>  EEF research suggests a gain of 4 months when pupils are involved in small group tuition.	DHT to analyse data to determine impact.	MD/SW						
A/B	TA apprentice to be used to implement interventions in year 1.	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</a>  EEF research suggests a gain of 4 months when pupils are involved in small group tuition.	DHT to analyse data to determine impact.	MD						
A/B	TA to be deployed in breakfast club where over 50% of the children are pupil premium	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</a>  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						
E	2 x TA to be used to support in year 2 with interventions	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</a>  EEF research suggests a gain of 4 months when	AHT to report impact to children. Case studies to be developed.	SW MD						

[illegible]

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Half term RAG rating					
E	<p>Home School Mentor to spend specific time with PP children who require emotional support.</p> <p>Home School Mentor to purchase resources and have funds to support parental engagement activities.</p>	<p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p>EEF research suggests a gain of 4 months when emotional support is given to pupils.</p>	LP to receive CPD to ensure time spent with children has a positive impact.	LP (HSM) MD (to monitor)						
A/B/C/E	<p>Self-select model of teaching. This approach will be implemented across the whole school. In lessons, children will now select the level of difficulty that they think will challenge them to make good progress. This move, is based around the idea that streaming/setting children has a negative impact on pupil outcomes and self-esteem. CPD for staff will be provided and resources will be bought in to support children with their resilience.</p>	<p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/setting-or-streaming/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/setting-or-streaming/</a></p> <p>EEF research suggests that the system used previously (streaming) has a negative impact (-1 month) on pupil outcomes. Therefore, the SLT has decided to move to mixed ability teaching to ensure all children have the chance to succeed.</p>	DHT to monitor impact on pupil outcomes. DHT to monitor how children are coping emotionally with the self-select model of teaching.	MD						
C	DHT to spend 1/2 day per week to co-ordinate support for PP children who are showing behaviour attributes that are not conducive to high quality learning.	<p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</a></p> <p>EEF research suggests a gain of 3 months when behavioural support is given to pupils.</p>	DHT to conduct behaviour checks regularly. AHT to report back to SLT. AHT to audit one week per term. Teacher will be given sheet to mark off incident of	MD						

			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.	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/</a>  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							
C/E	PP to be given opportunity to access guitar, violin and woodwind percussion lessons.	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/arts-participation/</a>  EEF research suggests a gain of 2 months when pupils are involved in the arts.	DHT to monitor impact to PP children	MD							
A/B/C/D/E	DHT will research new strategies to ensure the school is up to date with current initiatives surrounding the improvement of education for disadvantaged pupils. Write supporting resources to support staff within the classroom. Organise for staff to visit/observe high quality practice in other settings.		DHT to analyse data and report to HT	MD HT							
E	School Counsellor	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/arts-participation/</a>	AHT to monitor impact to PP children.	SW							

		<a href="#">learning-toolkit/social-and-emotional-learning/</a>  EEF research suggests a gain of 4 months when emotional support is given to pupils.								
E	Restorative Justice		DHT to monitor impact on behaviour.	MD						
D	Attendance officer		AHT and attendance officer to monitor attendance of PP children.	MD/CF/JL						
<b>Total budgeted cost</b>					£61,127					