



## PUPIL PREMIUM GRANT IMPACT REPORT – ACADEMIC YEAR 2015/16

Actions	Fund allocation	Use of fund	How will impact be assessed?	Evidence (Summer 2016)																																																																																									
<p>Actions focused on Teaching and Learning within the curriculum</p>	<p>£83,860</p>	<ul style="list-style-type: none"> <li>3 additional teachers working in: Key Stage 1 (0.8FTE); Y3/4 (0.4FTE); Y5/6 (0.4FTE) with a focus on providing additional support to disadvantaged pupils ensuring good progress, in relation to their starting points, in English and Maths</li> </ul>	<p>Pupil progress measures within an academic year compared to predicted grades</p>	<p><i>Table showing percentage of children making good progress over the year (meeting or exceeding predicted grades)</i></p> <p><i>Heathfield considers expected or better progress to be good progress this year with the raise in expectation</i></p> <table border="1" data-bbox="1261 579 2029 914"> <thead> <tr> <th rowspan="2">Cohort size</th> <th rowspan="2">No. of PP</th> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>All %</th> <th>PP %</th> <th>All %</th> <th>PP %</th> <th>All %</th> <th>PP %</th> </tr> </thead> <tbody> <tr> <td>71</td> <td>22</td> <td>Y1</td> <td>85</td> <td>82</td> <td>76</td> <td>59</td> <td>90</td> <td>77</td> </tr> <tr> <td>66</td> <td>21</td> <td>Y2</td> <td>79</td> <td>75</td> <td>86</td> <td>80</td> <td>90</td> <td>80</td> </tr> <tr> <td>46</td> <td>10</td> <td>Y3</td> <td>98</td> <td>100</td> <td>94</td> <td>80</td> <td>93</td> <td>80</td> </tr> <tr> <td>40</td> <td>12</td> <td>Y4</td> <td>95</td> <td>92</td> <td>93</td> <td>88</td> <td>98</td> <td>100</td> </tr> <tr> <td>40</td> <td>14</td> <td>Y5</td> <td>91</td> <td>86</td> <td>93</td> <td>86</td> <td>91</td> <td>86</td> </tr> <tr> <td>39</td> <td>22</td> <td>Y6</td> <td>90</td> <td>95</td> <td>95</td> <td>95</td> <td>93</td> <td>90</td> </tr> </tbody> </table> <p><i>End of Key Stage attainment for Pupil Premium children</i></p> <p><b>Year 2 SATs: (FSM calculated in DAISI – awaiting PP data)</b></p> <table border="1" data-bbox="1328 1038 1921 1157"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>All</th> <th>FSM</th> <th>All</th> <th>FSM</th> <th>All</th> <th>FSM</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>58</td> <td>71</td> <td>47</td> <td>43</td> <td>55</td> <td>50</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Lower results than previous years which is a trend across the city/country.</li> <li>Reading: FSM children outperformed All pupils and LA (59%)</li> <li>Writing: FSM Boys outperformed FSM girls (+12.5%)</li> <li>Writing: FSM +14.3% on 2015</li> <li>Maths: FSM +7.1% on 2015</li> </ul>	Cohort size	No. of PP		Reading		Writing		Maths		All %	PP %	All %	PP %	All %	PP %	71	22	Y1	85	82	76	59	90	77	66	21	Y2	79	75	86	80	90	80	46	10	Y3	98	100	94	80	93	80	40	12	Y4	95	92	93	88	98	100	40	14	Y5	91	86	93	86	91	86	39	22	Y6	90	95	95	95	93	90		Reading		Writing		Maths		All	FSM	All	FSM	All	FSM	Y2	58	71	47	43	55	50
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		<ul style="list-style-type: none"> <li>Membership of Transform Teaching School Alliance and therefore access to: <ul style="list-style-type: none"> <li>✓ Outstanding Teacher Programme</li> <li>✓ Improving Teacher Programme</li> <li>✓ Middle Leadership development Programme</li> <li>✓ Health Check Peer Review</li> </ul> </li> </ul>		<p><b>Year 6 SATs:</b></p> <table border="1" data-bbox="1330 146 1921 263"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Y6</td> <td>74%</td> <td>62%</td> <td>85%</td> <td>76%</td> <td>62%</td> <td>43%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Children who are currently Free School Meals narrowed the gap between all pupils: Reading 71%, Writing 71%, Maths 50%</li> </ul> <p><b>Transform Teaching Alliance:</b></p> <ul style="list-style-type: none"> <li>EYFS leader accessed and completed the Middle Leaders programme. Project for developing links with local community around Kersall Drive Campus. Established Getting ready for Nursery group which will be rolled out to SR.</li> <li>Y2 teacher accessed OTP following observations of strong teaching and provision. School Partnership Programme colleagues from the P6P also picked up on strength in her teaching during our review day. This teacher will be used to support the teaching and learning across school next academic year.</li> <li>2 teachers have accessed a 'Coaching' course to support their engagement in the peer observation cycle in school.</li> <li>The Healthcheck Peer Review was accessed in May 2016 with positive outcomes for the school from the 2 visiting Heads</li> </ul>		Reading		Writing		Maths		All	PP	All	PP	All	PP	Y6	74%	62%	85%	76%	62%	43%
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<p>Actions focused on social, emotional and behavioural issues</p>	<p>£33,553</p>	<ul style="list-style-type: none"> <li>Designated Learning Mentor to support targeted intervention with vulnerable pupils eg. special play, 1:1 and small group work developing social skills and emotional literacy</li> </ul>	<p>Pupil progress measures within an academic year, comparisons made to other groups in school plus behaviour analysis of those identified pupils including staff and parent questionnaires</p>	<p><b>Learning Mentors:</b></p> <ul style="list-style-type: none"> <li>Around 36% of Learning Mentor workload is for PP children at Scotland Road Campus (SR)</li> <li>8/10 children working 1:1 with our Learning Mentor at Kersall Drive (KD) are PP.</li> <li>There are a number of children who are open to social care accessing in-school direct work for emotional support, bridging the gap before agencies are able to begin their programme of support. These vulnerable children are discussed through monthly Safeguarding Reviews with the DSLs.</li> <li>Impact from their work can be seen in pupil's behaviour, relationships built with children and parental engagement.</li> </ul>																				

		<ul style="list-style-type: none"> <li>Provision of a Nurture Club each day, for PPG targeted pupils with low self-esteem</li> </ul>		<p><b>Nurture:</b></p> <ul style="list-style-type: none"> <li>Nurture is in place at SR campus: providing daily support for identified children including at lunch times and at the end of the day.</li> <li>Nurture provision is yet to be fully established at KD. Deferred to 2016/17.</li> <li>Pupil Progress meetings have identified pupils to target for September 2016, ensuring it will be in place.</li> </ul>																																				
Actions focused on enrichment beyond the curriculum	£12,650	<ul style="list-style-type: none"> <li>Support of a wealth of trips, visits and visitors by heavily subsidised transport costs</li> <li>Wide range of extra-curricular activities to engage pupils during lunch and after school (sports clubs, academic clubs)</li> <li>Support for most vulnerable children to access residential trips through heavily subsidised charges - 80% reduction to access the 3 residential opportunities</li> </ul>	<p>Behaviour and attitudes to learning as determined by teacher feedback and attendance levels</p> <p>As above and statistics reflecting participation in such opportunities compared to other groups</p>	<p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>We continue to provide a varied range of enrichment opportunities – visits, visitors, experiences, extra-curricular clubs, specialist teachers and residential visits.</li> <li>All trips were subsidised to enhance the in-class curriculum; impact has been seen in the quality of writing and engagement</li> </ul> <p><b>Residentials:</b></p> <p><i>Table showing the percentage of Pupil Premium (PP) participating in the residential opportunities on offer.</i></p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Residential</th> <th>2013 /14</th> <th>2014 /15</th> <th>2015 /16</th> <th>Diff.</th> </tr> </thead> <tbody> <tr> <td>5/6</td> <td>sleepover</td> <td>n/a</td> <td>55%</td> <td>60%</td> <td>+5%</td> </tr> <tr> <td>5/6</td> <td>Madrid</td> <td>n/a</td> <td>47%</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>4/5</td> <td>PGL</td> <td>9%</td> <td>39%</td> <td>44%</td> <td>+5%</td> </tr> <tr> <td>2/3</td> <td>Hathersage</td> <td>47%</td> <td>18%</td> <td>64%</td> <td>+46%</td> </tr> <tr> <td>6</td> <td>York</td> <td>52%</td> <td>68%</td> <td>64%</td> <td>-4%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Having 2 trips for the popular Hathersage residential enabled more children to access the trip.</li> <li>Places for PP children were high priority and THH ensured they were targeted to secure a place.</li> <li>If any spaces became available – PP children were invited as first reserves.</li> <li>Discussions with Parents regarding the PP eligibility ensured some more children were identified as being able to receive PP funding – cutting the cost for the residential.</li> <li>Some children joined residential for the very first time this year – including 3 Y6 pupils.</li> </ul>	Year Group	Residential	2013 /14	2014 /15	2015 /16	Diff.	5/6	sleepover	n/a	55%	60%	+5%	5/6	Madrid	n/a	47%	n/a	n/a	4/5	PGL	9%	39%	44%	+5%	2/3	Hathersage	47%	18%	64%	+46%	6	York	52%	68%	64%	-4%
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<p>Actions focused on families and communities</p>	<p>£19,277</p>	<ul style="list-style-type: none"> <li>• Employment of a Family Support Worker (0.2FTE) in partnership with the LA to provide focused support to families as appropriate, including: sign-posting, referrals to Social Care, initiating CAFs and providing parenting classes and one-to-one sessions as appropriate</li> <li>• Employment of an Attendance Officer (0.2FTE) to support attendance, punctuality and persistent absence rates especially with the hard to reach families</li> <li>• Provide a free Early Birds Breakfast Club for pupils from F2 – Y6</li> </ul>	<p>Parental feedback as well as the reduction in numbers of children whose cases are held by Social Care</p> <p>Tangible gains made in the overall attendance level and therefore attaining target of 96.5% Punctuality rates and children's concentration levels improve</p>	<p><b>Family Support Worker (FSW):</b></p> <ul style="list-style-type: none"> <li>• We have had another unsettled year of access to a FSW.</li> <li>• Our current FSW has established good links with a number of our families and is supporting where needed.</li> <li>• All families currently accessing her support are PP children.</li> <li>• New intake to KD has seen a large increase in the number of confidential files and those active in the previous 6 months.</li> <li>• FSW is also providing support for the DSLs to ensure close links with social care for our active cases.</li> </ul> <p><b>Attendance Officers:</b></p> <ul style="list-style-type: none"> <li>• The attendance officers work across both sites and are used to challenge non-attendance and lateness.</li> <li>• Their recent focus has been on the high number of persistent absentees (below 90%)</li> <li>• Home visits are carried out to parents: <ul style="list-style-type: none"> <li>○ have not contacted school with a reason of absence</li> <li>○ have not given in supporting documentation for absence,</li> <li>○ when pupils are absent for 3 or more days</li> <li>○ when pupils are persistently late</li> </ul> </li> <li>• Scotland Road: 40 families visited at least once which includes 33 PP pupils.</li> <li>• Kersall Drive: 56% of home visits have been for PP children.</li> <li>• Impact seen: <ul style="list-style-type: none"> <li>○ 3 visits resulted in police doing a 'safe and well' check</li> <li>○ 10 referrals to Children missing in Education</li> <li>○ 28/36 (78%) PP pupils have shown improvement in their overall attendance</li> <li>○ Parents of PP pupils who are below 90% are consistently challenged about absence.</li> </ul> </li> </ul> <p><b>Early Birds Breakfast Club</b></p> <ul style="list-style-type: none"> <li>• Early Birds runs on both campuses every morning.</li> <li>• Each club has a member of staff who prepares the toast and a rota of Teaching Assistants to supervise and plan activities for before school.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Allowance for PP Parents to remove physical barriers to coming to school</li> </ul>		<ul style="list-style-type: none"> <li>• Children are taken to class on time for the start of the school day.</li> <li>• Analysis of attendees in Autumn showed only a small percentage being PP children – this was addressed with targeted mail shot to those parents, incentives to attend and monitoring the provision in place.</li> <li>• Currently around 60% of the children attending Early Birds at KD each day are PP. The numbers have increased from around 9 per day to an average of 25 per day which is around 1/5 of the campus' population</li> <li>• At SR approximately 30% of the Early Bird attendees are PP.</li> <li>• On average there are 50 children who attend Early Birds at SR which is around 18% of the campus' population.</li> </ul> <p><b>Removing Physical Barriers:</b></p> <ul style="list-style-type: none"> <li>• 3 families have benefitted from support for transport costs whilst facing difficulties beyond their control (attendance therefore being compromised).</li> <li>• This has been monitored for impact on attendance for these families. This improved over the time supported.</li> </ul>
Activities focused on providing alternative learning pathways and specialist tuition	£14,082	<ul style="list-style-type: none"> <li>• Provision of free lessons from 3 musical experts including: ensemble, small group and 1:1 tuition, including strings, guitar and keyboard</li> <li>• Music teacher (0.1FTE) in class to support the delivery of the music curriculum from Y1 to Y6</li> <li>• Subsidy to cover cost of Music Exams for PP pupils</li> <li>• Artist in Residence to support development of Art throughout school and provide creative links to curriculum topics</li> </ul>	<p>School attainment and progress overall, along with stakeholder feedback about events and performances.</p> <p>Reflected in the numbers of pupils passing music exams.</p>	<p><b>Music Tuition:</b></p> <ul style="list-style-type: none"> <li>• All Year 4 pupils access Whole Class Ensemble tuition weekly.</li> <li>• 71% of Y5 children carried on learning their instrument through small group tuition.</li> <li>• 44 pupils in Y5/6 have small group tuition for strings each week.</li> <li>• 3 children have been entered in to Grade 1 strings exams.</li> <li>• Angela Dickson (Y3/4 teacher) continues to teach Music across the school 1 afternoon a week.</li> <li>• Each phase has a term of specialist teaching.</li> <li>• Curriculum is being covered and reaching a number of children in KS1 who may want to join the choir/learn an instrument as they move to KS2.</li> <li>• Teachers are being upskilled in how to teach music if not very musically talented themselves.</li> </ul> <p><b>Artist in Residence:</b></p> <ul style="list-style-type: none"> <li>• Jane Stockley has worked across the school and was involved in th Dream 16 project, producing dream catchers, wire sculptures and clay work with the children.</li> </ul>

			<p>Arts Mark achieved, and higher numbers of PPG pupils attending Art Club</p>	<ul style="list-style-type: none"> <li>• Topic work was stimulus for pieces of work such as the dinosaur fossils with KS1 using plaster of paris.</li> <li>• Children are therefore having access to a wider range of media and materials.</li> <li>• Teachers are seeing how to approach different art techniques to enable these to be planned at a later date.</li> <li>• A Nottingham Contemporary Artist has also worked with upper KS2 for a project which was exhibited in the Contemporary.</li> </ul>
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**School receives £156,920**

**School spends £163,422**