



PUPIL PREMIUM GRANT IMPACT EXPENDITURE – ACADEMIC YEAR 2017/18

Summary Information					
School	Heathfield Primary and Nursery School				
Academic Year	2017/18	Pupil Premium (PP) Budget	£207,240	Date of most recent External PP Review	n/a
Total number of pupils	500	Number of pupils eligible for PP	157	Date of next internal review of this strategy	March 2018
Total number of EYFS	77	Number of pupils eligible for Early Years PP	24	Early Years PP Budget	£6,010

Current attainment									
	Pupils eligible for PP (Heathfield)			Pupils not eligible for PP (Heathfield)			National Average for Non PP		
GLD in F2	51.7%			63.6%			72%		
Y1 achieving pass mark in Phonics	69%			67%			84%		
Y2 achieving the expected standard	R: 50%	Wr: 46%	Ma: 63%	R: 61%	Wr: 52%	Ma: 57%	R: 79%	Wr: 72%	Ma: 79%
Y2 achieving a greater depth	R: 17%	Wr: 13%	Ma: 13%	R: 14%	Wr: 7%	Ma: 9%	R: 28%	Wr: 18%	Ma: 23%
Y6 achieving the expected standard	R: 71%	Wr: 50%	Ma: 57%	R: 79%	Wr: 79%	Ma: 79%	R: 77%	Wr: 81%	Ma: 80%
Y6 exceeding the expected standard	R: 14%	Wr: 7%	Ma: 7%	R: 25%	Wr: 7%	Ma: 14%	R: 29%	Wr: 21%	Ma: 27%
Y6 achieving expected standard or higher in Read, Write, Maths combined	50%			64%			67%		
Y6 achieving at a higher standard in Read, Write, Maths combined	2%			4%			11%		
Progress measures KS1 – KS2	R: +1.17	Wr: -2.57	Ma: -0.48	R: +3.25	Wr: +0.2	Ma: +0.9	R: +0.33	Wr: +0.17	Ma: +0.28
Attendance 2016 – 2017 (Y1 – Y6)	94.31%			96.58%			96%		

Barriers to future attainment for children eligible for Pupil Premium (PP) including high ability	
In-school barriers:	
A	Communication and language skills are lower in the EYFS for pupils eligible for PP. This slows progress in both reading and writing.
B	Social and emotional issues for some PP children can provide a barrier to learning at various points in school.
C	Poor retention skills for a number of PP children hinders progress as children move through school.
D	For some children eligible for PP a lack of enriching experiences caps English progress and attainment particularly in writing
External barriers:	
E	Low attendance rates for PP children (Y1-Y6) 94.31% compared to 96.58% for non-PP; this results in gaps in learning and pupils falling behind ARE

Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Improve oral language skills for pupils eligible for PP in the EYFS	Pupils eligible for PP in the EYFS make accelerated progress in Literacy so that the number of PP children reaching GLD is closer to that of non-PP children
B	Behaviour issues reduce in frequency	Fewer behaviour incidents recorded for PP pupils on the school system from Autumn 1 (used as a baseline)
C	Higher rates of progress evident in KS1 and KS2 for PP children	Pupils eligible for PP increasingly make accelerated progress in reading, writing and maths so that the gap is diminished by Y6
D	First hand experiences broaden children's understanding of the world and extends their vocabulary	By enhancing the conditions for learning, PP progress in the core subjects is at least in line with non-PP peers and is reflected in increased writing scores at end of Y2 and Y6
E	Increased attendance rates for those children eligible for PP	Overall PP attendance improves from 94.31% to 96% in line with 'other' pupils.

Quality of teaching for all						
Desired outcome	Chosen action/approach	How will impact be assessed?	What is the evidence/rationale for this choice?	Staff Lead	Evidence (Summer 2018)	RAG
A. Improve the communication and language skills of PP children in the EYFS Cost: £16,658	Teaching Assistant to deliver speech and language support in the Early Years and Key Stage 1 (0.6 FTE)	A reduction in the number of pupils considered to be a 'clinical severe risk category'	Impact of SALT is limited if only weekly or fortnightly	EYFS Lead + EYFS Deputy		

Cost: £2,500	10 EYFS staff trained and resourced to deliver Early Talk Boost	Progress as determined by Talk Boost Tracker at the end of each 9 week intervention	EYFS P6P colleagues have recommended this intervention	EYFS Lead + EYFS Deputy		
C. Pupils eligible for PP make accelerated progress in reading, writing and maths so that the gap is closed by Y6 Cost: £44,013	Additional teacher working in Y5/6 (0.5FTE), plus additional teacher in Y3/4 3 afternoons a week with a focus on providing additional support to disadvantaged pupils, through 1:1 feedback and booster/intervention sessions. Heads of School provide targeted support for vulnerable groups.	ensuring accelerated progress in relation to their starting points, in English and Maths. PP pupil progress measures compare favourably at the 3 assessment points within the year	Ring fenced additional teacher model proved effective re Y6 outcomes last year	Heads of School + Exec HT plus Phase Leaders		
No cost	Y5/6 staff amend afternoon organisation to provide high quality verbal feedback	Tangible gains made in Maths progress and attainment	Pupils, staff and EEF recognise value of quality 1:1 feedback on outcomes	AHT		
Cost: £26,570	N2 pupils offered full time in the Summer	Term to accelerate progress and enhance GLD + school readiness	Full time pupils perform better in EYFS profile with f/t provision	EYFS Leader JL		
Cost: £4,000	Read, Write, Inc further embedded across both campuses with pedagogy enhanced by 2 x Reading Leaders'	PP pupils' phonics attainment matches that of other pupils	Following research and visits to other similar schools this scheme has a proven record of impact	Reading Leaders: JL + SW		

Cost: £19,500	Access to a range of CPD to enhance the quality of teaching and learning through a range of partnerships: NST, TSA, P6P	Staff fully aware of quality first teaching pedagogy and most effective interventions eg. Y2/3 Maths Mastery Pilot, Switch-On, Talk-Boost, Lexia, Toe-by-toe	Strategic School Improvement Fund programme used to cascade best practice	Heads of School plus SENCOs plus Phase Leaders and Deputies		
	Leaders of Learning effectively deployed to raise the quality of teaching and learning.	Improved judgements re the overall quality of teaching for those targeted teachers and therefore pupil outcomes increase	Coaching programme was very successful last academic year in supporting NQTs	Heads of School, Exec HT plus Leaders of Learning		
Cost: £6,408						
Targeted support						
Desired outcome	Chosen action/approach	How will impact be assessed?	What is the evidence/rationale for this choice?	Staff lead	Evidence (Summer 2018)	RAG
A. Improve the communication and language skills of PP children in the EYFS Cost: £10,200	20% costs of employment of a Speech and Language Therapist (0.2 FTE)	Pupil progress from starting points in Language Profiles and EYFS Communication and Literacy assessment areas	Access to community SALT is limited and attendance unreliable; large nos enter EYFS well below	EYFS Lead + EYFS Deputy		
B. The number of behaviour incidents reduce for PP children compared to those in Autumn 1 (baseline) Cost: £13,900	Designated Learning Mentors x 2.5 FTE (20% of time) to support targeted intervention with vulnerable pupils eg. special play, 1:1 and small group work developing social skills and emotional literacy as well as supporting their parents/carers	Pupil progress measures within an academic year, comparisons made to other groups in school, behaviour analysis of those identified pupils including staff/parent questionnaires	SEBDs can impact on learning and cap outcomes; Learning Mentors have proven track record of effective intervention	Phase Leaders and Phase Deputies		

Cost: £7,181	Provision of a lunchtime Nurture Club each day at both campuses for PP targeted pupils with low self- esteem.	Pupil progress measures within an academic year, comparisons made to other groups in school plus behaviour analysis of those identified pupils	History of highly positive impact at Scotland Road Campus, with reduced number of dinner time incidents and exclusion rates			
Cost: £10,772	Learning Behaviour nurture club for targeted children with complex social, emotional and learning needs.	Self-help skills improve, self-moderation improves and social skills are further enhanced resulting in limited amount of lunchtime exclusions. Reduction in number of days lost to fixed term exclusions and tangible progress made as a result of provision teaching and intervention.	History of highly positive impact at Scotland Road Campus, with reduced number of dinner time incidents and exclusion rates	SENCOs plus Heads of School		
Cost: £5,777	Employment of a Family Support Worker (0.2FTE) to provide focused support to families, including: sign-posting, referrals to Social Care, initiating CAFs and providing parenting classes and one-to-one sessions as appropriate	Parental feedback as well as the reduction in numbers of children whose cases are held by Social Care	The increased number of safeguarding cases highlights considerable need for targeted support from FSW as well as sign-posting before crisis occurs	Heads of School plus Learning Mentors KP + AP		

E. Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves from 94.31% to 96% in line with 'other' pupils. Cost: £13,900	Designated Learning Mentor time as Attendance Officer tracking, monitoring attendance and punctuality, and offering intervention as appropriate	Punctuality rates improve as well as overall attendance rates by reducing PP persistent absence Tangible gains made in the overall attendance level and therefore attaining target of 96.5%		Heads of School + Exec HT		
Other approaches:						
Desired outcome	Action	How will impact be assessed?	What is the evidence/rationale for this choice?	Staff lead	Evidence (Summer 2018)	RAG
D. By enhancing the conditions for learning, PP progress in the core subjects increases, and is reflected in increased writing scores at Y2 and Y6 Cost: £15,990	Support of a wealth of trips, visits and visitors by heavily subsidised transport costs	Behaviour and attitudes to learning as determined by teacher feedback and attendance levels	Positive conditions for learning are an imperative; many children have a dearth of experiences beyond school	Phase Leaders + EVC		
	Support for transport costs in order to access a wide range of extra-curricular activities to engage pupils during and after school (sports clubs)	As above and statistics reflecting participation in such opportunities compared to other groups Termly Pupil Progress Meetings highlight accelerated progress for PP pupils	Positive conditions for learning are an imperative; many children have a dearth of experiences beyond the school offer	Phase Leaders + Sports Coach		

Cost: £4,600	Support for most vulnerable children to access residential trips through heavily subsidised charges in order to support PP pupils to access residential opportunities	% of PP children accessing residential experiences at least correlates to PP numbers in each cohort	The range of experiences can enhance confidence as well as language and vocabulary development through first hand experiences	Residential Leaders		
E. Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves from 94.31% to 96% in line with 'other' pupils. Cost: £9,500 + £2,000	Provide a free Early Birds Breakfast Club for pupils from F2 – Y6 at both campuses 30 minutes before the start of the school day	Punctuality rates, subsequently attendance rates too and children's concentration levels improve	Proven to enhance punctuality at William Booth Primary	SBM MA plus Learning Mentors		
	Provide travel allowance for parents of PP pupils to remove physical barriers to coming to school	Tangible weekly gains made in PP attendance rates	Many families are in crisis and at times find themselves in temporary housing that is 2 bus journeys away from school	Learning Mentors KP + AP		