



PUPIL PREMIUM GRANT IMPACT EXPENDITURE – ACADEMIC YEAR 2018/19

Summary Information					
School	Heathfield Primary and Nursery School				
Academic Year	2018/19	Pupil Premium (PP) Budget	£209, 540	Date of most recent PP Review	n/a
Total number of pupils	463	Number of pupils eligible for PP	161	Date of next internal review of this strategy	March 2019
Total number of EYFS	165	Number of pupils eligible for Early Years PP	53	Early Years PP Budget	£2290

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%				
Y1 achieving pass mark in Phonics	69%			67%			84%		
Y2 achieving the expected standard	R: 46%	Wr: 38%	Ma: 49%	R: 62%	Wr: 47%	Ma: 59%			
Y2 achieving a greater depth	R: 15%	Wr: 5%	Ma: 5%	R: 19%	Wr: 7%	Ma: 10%			
Y6 achieving the expected standard	R: 67%	Wr: 67%	Ma: 58%	R: 88%	Wr: 88%	Ma: 88%	R: 80%	Wr: 83%	Ma: 81%
Y6 exceeding the expected standard	R: 14%	Wr: 0%	Ma: 0%	R: 25%	Wr: 27%	Ma: 31%	R: 33%	Wr: 24%	Ma: 28%
Y6 achieving expected standard or higher in Read, Write, Maths combined	58%			88%			70%		
Y6 achieving at a higher standard in Read, Write, Maths combined	0%			8%			12%		
Progress measures KS1 – KS2	R: +0.56	Wr: -0.14	Ma: -0.12	R: +3.6	Wr: +2.3	Ma: +3.0	R: +0.31	Wr: +0.24	Ma: +0.31
Attendance 2017 – 2018 (Y1 – Y6)	94%			96.1%			96%		

Barriers to future attainment for children eligible for Pupil Premium (PP) including high ability		
Barriers	Desired outcomes	Measurement
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.	Improve oral language skills for pupils eligible for PP in the EYFS
B	Social and emotional issues for some PP children can provide a barrier to learning at various points in school.	Behaviour issues reduce in frequency
C	Poor retention skills for a number of PP children hinders progress as children move through school.	Higher rates of progress evident in KS1 and KS2 for PP children
D	For some children eligible for PP a lack of enriching experiences caps English progress and attainment.	First hand experiences broaden children's understanding of the world and extends their vocabulary
E	Closing gaps in knowledge becomes increasingly difficult as children get higher up the school due to volume of objectives that need to be covered.	Early intervention to address misconceptions and gaps in knowledge ensures PP children attain at a similar level to no PP children.
External barriers:		
F	High pupil mobility results in disruption and a lack of consistency for some learners impacting negatively on progress.	A transition package for new joiners is established and implemented.
G	Low attendance rates for PP children (Y1-Y6) 94% compared to 96% for non-PP; this results in gaps in learning and pupils falling behind ARE	Increased attendance rates for children eligible for PP

Planned expenditure for the academic year 2018/19						
Quality of teaching for all:						
Desired outcome	Fund allocation	Action	How will impact be assessed?	Staff Lead	Evidence (Summer 2019)	RAG
A. Improve the communication and language skills of PP children in the EYFS	£10,413	Teaching Assistant to deliver speech and language support in the Early Years and Key Stage 1 (0.4 FTE)	A reduction in the number of pupils considered to be a 'clinical severe risk category'	EYFS Lead + EYFS Deputy		

<p>C. Pupils eligible for PP increasingly make as much progress as 'other' pupils in reading, writing and maths so that the gap is closed by Y6</p>	<p>£36,519</p>	<p>Additional teacher working in Y5/6 (0.4FTE), plus additional teacher 3 afternoons a week with a clear focus on providing additional support to disadvantaged pupils ensuring accelerated progress, in relation to their starting points, in English and Maths</p> <p>Read, Write, Inc further embedded across both campuses.</p> <p>Access to a range of CPD to enhance the quality of teaching and learning through a range of partnerships: NST, TSA, P6P</p> <p>Trialling, review and, if appropriate, implement quality assured strategies to develop retention of information through metacognition.</p>	<p>PP pupil progress measures compare favourably at the 3 assessment points within the year</p> <p>PP pupils phonics attainment matches that of other pupils</p> <p>Staff fully aware of quality first teaching pedagogy and most effective interventions e.g. Y2/3 Maths Mastery Pilot, Switch-On, Talk-Boost, Lexia</p> <p>Thorough review of trials including data analysis and pupil dialogues. Attainment of targeted children matches that of other pupils.</p>	<p>Heads of School + Exec HT plus Phase Leaders</p> <p>Reading Leaders: JN + SW</p> <p>Heads of School, Exec HT plus Leaders of Learning</p> <p>Maths Specialist: NH + Heads of School + AHT for VG</p>		
<p>E. Early intervention to address misconceptions and gaps in knowledge ensures PP children attain at a similar level to no PP children.</p>	<p>£30, 400</p> <p>Resources</p>	<p>Two additional teachers, one at each site, working 4 afternoons a week with disadvantaged children to pre teach and address gaps in knowledge.</p>	<p>Progress of targeted children is accelerated, allowing them to close the gap on non PP peers.</p>	<p>Heads of School + AHT VG</p>		

		Peer mentoring programme established to support KS1 PP pupils with their phonics learning	An increase, from original predictions, in the number of children passing the Y1 phonics screening check	Heads of School + AHT VG + Reading Leaders: JL, SW		
F: Closing gaps in knowledge becomes increasingly difficult as children get higher up the school due to volume of objectives that need to be covered.	NA	Through research and consultation with key stakeholders a comprehensive induction/transition package is established for new arrivals.	Progress and attainment for PP children who join school within an academic year remains in line with their peers.	Heads of School+ Learning Mentors + SENCOs		

Targeted support:						
Desired outcome	Fund allocation	Action	How will impact be assessed?	Staff lead	Evidence (Summer 2019)	RAG
A. Improve the communication and language skills of PP children in the EYFS	£4, 080	40% 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	EYFS Lead + EYFS Deputy		
B. The number of behaviour incidents reduce for PP children compared to those in Autumn 1 (baseline)	£44, 534	Designated Learning Mentors x 2.5 FTE (40% of time) to support targeted intervention with vulnerable pupils e.g. special play, 1:1 and small group work developing social skills and emotional literacy as well as supporting their parents/carers 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 including staff and parent questionnaires	Phase Leaders and Phase Deputies		

		<p>Learning Behaviour nurture club for targeted children with complex social, emotional and learning needs.</p> <p>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</p>	<p>Self-help skills improve, self-moderation improves and social skills are further enhanced resulting in limited amount of lunchtime exclusions.</p> <p>Reduction in number of days lost to fixed term exclusions and tangible progress made as a result of provision teaching and intervention.</p> <p>Parental feedback as well as the reduction in numbers of children whose cases are held by Social Care</p>	<p>SENCOs plus Heads of School</p> <p>Heads of School plus Learning Mentors KP + AP</p>		
<p>G. 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.</p>	£11, 926	<p>Designated Learning Mentor time as Attendance Officer (0.27 FTE) tracking, monitoring attendance and punctuality, and offering intervention as appropriate</p>	<p>Punctuality rates improve as well as overall attendance rates by reducing PP persistent absence</p> <p>Tangible gains made in the overall attendance level and therefore attaining target of 96.5%</p>	<p>Heads of School + Exec HT</p>		

Other approaches:						
Desired outcome	Fund allocation	Action	How will impact be assessed?	Staff lead	Evidence (Summer 2019)	RAG
D. By enhancing the conditions for learning, PP progress in the core subjects increases	£22, 285	<p>Support of a wealth of trips, visits and visitors by heavily subsidised transport costs</p> <p>Support for most vulnerable children to access residential trips through heavily subsidised charges in order to support PP pupils to access residential opportunities</p>	<p>Behaviour and attitudes to learning as determined by teacher feedback and attendance levels</p> <p>Termly Pupil Progress Meetings highlight accelerated progress for PP pupils</p> <p>% of PP children accessing residential experiences at least correlates to PP numbers in each cohort</p>	<p>Phase Leaders + EVC</p> <p>Residential Leaders</p>		
G. 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.	£22, 344	<p>Provide a free Early Birds Breakfast Club for pupils from F2 – Y6 at both campuses 30 minutes before the start of the school day</p> <p>Provide travel allowance for parents of PP pupils to remove physical barriers to coming to school</p>	<p>Punctuality rates, subsequently attendance rates too and children's concentration levels improve</p> <p>Tangible weekly gains made in PP attendance rates</p>	<p>SBM MA plus Learning Mentors</p> <p>Learning Mentors KP + AP</p>		