



## PUPIL PREMIUM GRANT IMPACT EXPENDITURE – ACADEMIC YEAR 2019/20

Summary Information					
<b>School</b>	Heathfield Primary and Nursery School				
<b>Academic Year</b>	2019/20	<b>Pupil Premium (PP) Budget</b>	£209, 540	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	510	<b>Number of pupils eligible for PP</b>	233	<b>Date of next internal review of this strategy</b>	March 2020
<b>Total number of EYFS</b>	138	<b>Number of pupils eligible for Early Years PP</b>	44	<b>Early Years PP Budget</b>	£2290

Current attainment									
	Pupils eligible for PP (Heathfield)			Pupils not eligible for PP (Heathfield)			National Average for Non PP		
GLD in F2	38.7%			59%			59%		
Y1 achieving pass mark in Phonics	72%			78%			84%		
Y2 achieving the expected standard	R: 47%	Wr: 31%	Ma: 57%	R: 62%	Wr: 59%	Ma: 67%	R: 78%	Wr: 73%	Ma: 79%
Y2 achieving a greater depth	R: 9%	Wr: 3%	Ma: 6%	R: 10%	Wr: 2%	Ma: 14%	R: 28%	Wr: 17%	Ma: 24%
Y6 achieving the expected standard	R: 67%	Wr: 50%	Ma: 58%	R: 88%	Wr: 88%	Ma: 94%	R: 78%	Wr: 83%	Ma: 84%
Y6 exceeding the expected standard	R: 0%	Wr: 0%	Ma: 17%	R: 38%	Wr: 27%	Ma: 31%	R: 31%	Wr: 24%	Ma: 31%
Y6 achieving expected standard or higher in Read, Write, Maths combined	42%			78%			71%		
Y6 achieving at a higher standard in Read, Write, Maths combined	0%			16%			13%		
Progress measures KS1 – KS2	R: 4	Wr: 2.32	Ma: 4.1	R: 4.48	W: 3.05	Ma: 4.55	R: 0.32	W: 0.26	Ma: 0.36
Attendance 2018 – 2019 (Y1 – Y6)	97.39%								

Barriers to future attainment for children eligible for Pupil Premium (PP) including high ability		
Barriers	Desired outcomes	Measurement
<b>In-school barriers:</b>		
<b>A</b>	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>B</b>	Well-being and behaviour issues for some PP children can provide a barrier to learning at various points in school.	Well-being issues are addressed and behaviour issues reduce in frequency so that children are ready to learn.
<b>C</b>	Lower starting points for PPG children upon entry to school impacts attainment of age related expectations.	Higher rates of progress evident in KS1 and KS2 for PP children
<b>D</b>	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
<b>E</b>	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.
<b>External barriers:</b>		
<b>F</b>	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.
<b>G</b>	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
<b>C.</b> Higher rates of progress evident in KS1 and KS2 for PP children	£54, 507.84	Additional teacher working in Y5/6 (0.4FTE) at each campus, plus additional teacher 3 days a week with a clear focus on providing additional support to	PP pupil progress measures compare favourably at the 3 assessment points within the year	Heads of School + Exec HT + AHT (VG) + Phase Leaders		

		<p>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, TTSA, P6P</p> <p>Trialling, review and, if appropriate, implement quality assured strategies to develop retention of information through metacognition.</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>Reading Leaders: HC + LF</p> <p>Heads of School, Exec HT + AHT (VG)</p> <p>Maths Specialist: NH + Heads of School + AHT (VG)</p>		
<p><b>E.</b> Early intervention to address misconceptions and gaps in knowledge ensures PP children attain at a similar level to non PP children.</p>	<p>£35 859</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		
<b>F:</b> 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+ AHT (VG) Learning Mentors + SENCOs		

<b>Targeted support:</b>						
<b>Desired outcome</b>	<b>Fund allocation</b>	<b>Action</b>	<b>How will impact be assessed?</b>	<b>Staff lead</b>	<b>Evidence (Summer 2019)</b>	<b>RAG</b>
<b>A.</b> Improve the communication and language skills of PP children in the EYFS	£9, 038	40% costs of employment of a Teaching Assistant to support children in need of support with speech and language development	Pupil progress from starting points in Language Profiles and EYFS Communication and Literacy assessment areas	EYFS Lead + EYFS Deputy		
<b>B.</b> The number of behaviour incidents reduce for PP children compared to those in Autumn 1 (baseline)	£52677	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>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.</p>	<p>SENCOs plus Heads of School +AHT (VG)</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>Parental feedback as well as the reduction in numbers of children whose cases are held by Social Care</p>	<p>Heads of School plus Learning Mentors KP + AP</p>		
<p><b>G.</b> 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>	<p>£21 708</p>	<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 Tangible gains made in the overall attendance level and therefore attaining target of 96.5%</p>	<p>Heads of School + Exec HT + AHT (VG)</p>		

		Safeguarding and Attendance Officer (40% of time) to address safeguarding needs, support improved attendance and work with vulnerable groups	Improved attendance for PPG children and removal of barriers related to safeguarding issues.	Heads of School + AHT (VG)		
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<b>Other approaches:</b>						
<b>Desired outcome</b>	<b>Fund allocation</b>	<b>Action</b>	<b>How will impact be assessed?</b>	<b>Staff lead</b>	<b>Evidence (Summer 2019)</b>	<b>RAG</b>
<b>D.</b> By enhancing the conditions for learning, PP progress in the core subjects increases	£30 830	Support of a wealth of trips, visits and visitors by heavily subsidised transport costs  Support for most vulnerable children to access residential trips through heavily subsidised charges in order to support PP pupils to access residential opportunities	Behaviour and attitudes to learning as determined by teacher feedback and attendance levels  Termly Pupil Progress Meetings highlight accelerated progress for PP pupils  % of PP children accessing residential experiences at least correlates to PP numbers in each cohort	Phase Leaders + EVC  Residential Leaders		
<b>G.</b> 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	£19 921	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  Tangible weekly gains made in PP attendance rates	SBM MA plus Learning Mentors  Learning Mentors KP + AP		

line with 'other' pupils.

Provide travel allowance for parents of PP pupils to remove physical barriers to coming to school