

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Heathfield Infant School
Number of pupils in school	350
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Paul Clayton <i>Executive Headteacher</i> Helen Child <i>Infant Headteacher</i>
Pupil premium lead	Amy Homer
Governor / Trustee lead	Jacqui Kelly John Coombs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 95,565
Recovery premium funding allocation this academic year	£ 14,865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 110,430
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Part A: Pupil premium strategy plan

Statement of intent

At Heathfield, our intentions are that all pupils, irrespective of their background or the challenges they face, develop a 'can do' attitude towards learning, make good progress and achieve their personal best across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals.

We also consider the challenges faced by all vulnerable pupils within this strategy, regardless of whether they are eligible for pupil premium or not. This includes vulnerable pupils who have Special Education Needs, a social worker and young carers. The interventions we have outlined in this statement are also intended to support their needs.

At Heathfield, the progress and attainment of disadvantage pupils has always been a priority. In the 2018-2019 academic year, we were very successful in 'closing the gap' between pupils that were in receipt of pupil premium and those who were not. In our EYFS assessments, there was only a 4% attainment gap between pupil premium pupils who achieved GLD in the prime areas, literacy and maths, and pupils who were not eligible for pupil premium. Similarly, in our Year 1 Phonics Screening Check (PSC), 84% of all pupils passed the test whilst 82% of pupils in receipt of pupil premium passed the test. In our end of KS1 SATs results in reading and writing there was less than a 5% gap between our pupil premium pupils and our pupils who were not in receipt of pupil premium.

High-quality teaching is at the heart of our approach, with a focus on aspects of the curriculum in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap.

Targeted academic support by class teachers and teaching assistants, through guided groups, intervention groups and conferencing across the curriculum, as well as 1:1 tutoring by well-established tutors, is also an integral part of our pupil premium strategy. These targeted academic approaches have been proven to positively affect the progress and attainment of our disadvantaged pupils.

At Heathfield, we also understand that in order for all pupils to be successful they need to attend regularly, display appropriate behaviour, have access to wider learning and recreational opportunities, and be able to access suitable social, emotional and mental health support, when needed. The strategies outlined in this statement will assist all pupils, including those in receipt of pupil premium, to achieve these objectives and have access to this support.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disad-

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils' language skills are not always within Age Related Expectations (ARE).
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal data assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data over the last 3 years indicates that there is an attendance gap between disadvantaged pupils and their peers. This was 1% in 2018-2019. It then widen to 4% at the end of the 2020-2021 academic year. Before narrowing in the 2022-2023 academic year to 1.93%.
7	Internal data shows that our disadvantage pupils have less access to wider learning and recreational opportunities.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including paired/group and whole class discussions in lessons, book scrutinies and ongoing formative assessment.
Continue to improve reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2023/24 show that 80% or more of disadvantaged pupils met the expected standard. The Year 1 Phonics Screening Check (PSC) in 2023/2024 show that 85% or more of disadvantaged pupils met the expected standard.
Improve writing attainment among disadvantaged pupils.	KS1 writing outcomes in 2023/24 show that 75% or more of disadvantaged pupils met the expected standard and 10% achieved greater depth.
Improve maths attainment among disadvantaged pupils.	KS1 maths outcomes in 2023/24 show that 80% or more of disadvantaged pupils met the expected standard and 15% achieved greater depth.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from end of 2021-2022 to 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities (extra-curricular trips and clubs), particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance in 2023/24 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The highest quality teaching throughout the school developed through well-conceived and successful continual professional development (CPD) on effective pedagogy.</p>	<p>Rob Coe and colleagues (2014) identify six components of teaching that lead to improved student outcomes. Amongst them is quality of instruction, which includes elements such as effective questioning, and use of assessment by teachers, along with specific practices such as reviewing previous learning, retrieval, low stakes testing, spaced learning, providing model responses for students and giving adequate time for practice to embed skills securely.</p> <p>EEF: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>EEF: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p>	<p>1, 2, 3 and 4.</p>

<p>Termly, data-driven progress meetings between Headteacher, Assessment Lead and YGL to identify the specific needs of children who are not progressing as expected so staffing, intervention and timetabling can be amended quickly to meet these</p>	<p>Macleod et al (2015): Meeting individual learning needs, with differentiated responses for individuals versus 'one size fits all' is more successful in raising the attainment of disadvantaged pupils.</p> <p>Durrington Research School: It is essential that any intervention starts with identifying the specific problems for individual students before putting potential solutions in place. Heterogeneous understanding must overrule a homogenous approach.</p>	<p>1, 2, 3, 4, 5, 6 and 7</p>
<p>The progress and attainment of disadvantaged pupils to be discussed in YG's weekly PPA meetings and bi-weekly at SLT meetings.</p>	<p>Macleod et al (2015): Meeting individual learning needs, with differentiated responses for individuals versus 'one size fits all' is more successful in raising the attainment of disadvantaged pupils.</p> <p>Durrington Research School: It is essential that any intervention starts with identifying the specific problems for individual students before putting potential solutions in place. Heterogeneous understanding must overrule a homogenous approach.</p>	<p>1, 2, 3, 4, 5, 6 and 7</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Additional phonics sessions (both 1:1 and small group support) targeted at pupils, a high % being pupil premium, who require further phonics support in order to be able to decode accurately.</p>	<p>EEF: Phonics has a positive impact overall (+ 5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>2</p>
<p>School-led tutoring, with a focus on phonics and maths, led by well-established tutors for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>EEF: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p>	<p>1, 2 and 4.</p>
<p>Volunteer readers from the national Beanstalk scheme provide twice weekly visits to support pupils with their reading. Majority of pupils selected are pupil premium.</p>	<p>EEF: On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>Centre for Literacy in Primary Education (CLPE): Research shows us, that being literate changes your life. The research also shows us that if you are a literate child who reads for pleasure then this has more impact on your future life chances than any other factor.</p> <p>Encouraging reading for pleasure is a social justice issue.</p>	<p>1, 2 and 4.</p>

<p>Whole school focus on developing children's language through carefully identifying key vocabulary across the curriculum. Continual professional development (CPD) to be provided for all staff (teachers and TAs) to support the development of this.</p>	<p>EEF: The average impact of oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>EEF: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>EEF: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p>	<p>1,3 and 4</p>
<p>Concentre, pictorial and abstract (CPA) approach to be adopted to all maths teaching. This will include an audit and replenishing of maths resources. As well as, CPD to develop this approach.</p>	<p>EEF: Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.</p> <p>EEF: On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes</p>	<p>1,3 and 4.</p>
<p>Daily Rekenrek sessions to be delivered in Reception and KS1 to develop children's early maths skills.</p>	<p>EEF: On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes</p>	<p>1,3 and 4.</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a range of interventions (Forest Schools, ELSA Support, Zones of Regulation, and Mental Health Trailblazer initiative) that focus on pupils social and emotional learning (SEL). These interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>EEF: Social and emotional learning approaches have a positive impact, on average of 4 months' additional progress in academic outcomes over the course of an academic year. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <ul style="list-style-type: none"> • Forest School: New Economics Foundation (NEF): When children attended Forest School children had the freedom, time and space to learn and demonstrate independence Children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play, Children's language development was prompted by the children's sensory experiences. The woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time. <p>ELSA: A 2010 study by Gramslaw found that children who had received ELSA support held higher beliefs in their own emotional self-efficacy than children who had not. This suggests that the ELSA programme supports children to develop increased confidence in their ability to regulate their emotions.</p> <p>Zones of Regulation: L Romanowycz et al 2021: Four of the six theses found that The Zones improved the ability of primary school students to self-regulate.</p>	<p>1, 2, 3, 4 and 5</p>

<p>Implementing a range of strategies to ensure regular attendance for all pupils- including:</p> <ul style="list-style-type: none"> • Whole school initiatives- such as HERO (Here, Every day, Ready and On time) reward system in which classes win accessories for a superhero, as well as individual prizes when their attendance reaches different levels. • Employing a part-time attendance officer. • Working with the EWO. 	<p>DfE (2020): Central to raising standards in education and all pupils can fill their potential is an assumption that is so widely understood that it is insufficiently stated: pupils need to attend school regularly to benefit from their education. Children with poor attendance tend to achieve less in both primary and secondary school.</p>	<p>6</p>
<p>Participating in the Attachment Aware Schools Award so we can fully support the needs of our pupils, including our most disadvantaged and LAC, who may be experiencing attachment difficulties. (AfC Virtual Schools)</p>	<p>Bath Spa University - Attachment Aware Schools: The nature of a child's attachment experiences determine not just their ability to form relationships but their capacity to learn. Secure attachment relationships correlate strongly with higher academic attainment, better self-regulation and social competence.</p> <p>Oxford University- Attachment Aware Schools Evaluation: Research shows that attachment training has a positive impact on pupil well-being.</p>	<p>4 and 5</p>
<p>To provide disadvantaged children with subsidised access (at least a 50% discount) to extra-curricular clubs, holiday clubs, school visits and trips.</p>	<p>National Curriculum and OFSTED handbook (2019): Those parents equipped with cultural capital are able to drill their children in the cultural forms that predispose them to perform well in the educational system. It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</p>	<p>7</p>

Employing a specialist teacher to teach pupils singing and musical performances in order to boost confidence and improve access to cultural capital.	EEF: Only 2% of children eligible for FSM, compared to 11% of those not eligible for FSM, have participated in a private lesson for extra- curricular activities, such as a piano lessons [during the period of the pandemic].	7
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Total budgeted cost: £110,430

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Both external and internal assessments during 2021-22 academic year indicate that the attainment of disadvantaged pupils was lower than non-disadvantage pupils in reading, writing and maths in KS1. In Reception last year, 67% of disadvantage pupils achieved a good level of development (GLD). This was in line with the national average of non-disadvantage pupils (66%). In Nursery, the % of disadvantage pupils who achieved ARE in all prime areas was higher than non-disadvantage pupils.

Our assessment of the reasons for these outcomes points primarily to the impact of COVID-19, which has disrupted all our subject areas to varying degrees for the past 3 years. As evidenced in schools across the country, school closures in the 2019-2020 and 2020-2021 academic years, were most detrimental to our disadvantaged pupils, as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Although we recognise that in 2021-2022 there were no school closures due to COVID-19, teaching and learning was still disrupted by staff and pupils needing to isolate if they tested positive.

Following focused work on developing children's vocabulary and extending children's oral sentences in 2021-2022, the majority of pupils (including disadvantaged) have developed their communication skills significantly during the year. This was particularly evident within Early Years, with notable improvements in children's ability to express themselves in words and sustain simple conversations with adults and their peers. End of term assessments in Nursery indicate that 88% of disadvantaged children are communicating at an age appropriate level (compared with 80% of all children) and in Reception 79% of disadvantaged children achieved the Early Learning Goal for communication and language (compared with 76% of all children).

In 2021-2022, the attendance of our disadvantage pupils was 88.97%. However, there is still a gap (1.93%) between disadvantage pupils and non-disadvantage pupils. Therefore, improving the attendance of disadvantage pupils will continue to be part of the 2022-2023 PPG strategy.

Our assessments, observations and discussions with pupils and families show that our approach to supporting pupils and families social and emotional needs has been successful for the majority of disadvantage pupils. This has meant that disadvantage pupils have been able to attend and access the learning successfully. There are still some pupils and families that need further support from the school and outside agencies with their social and emotional needs in order to ensure that every learning opportunity is taken.

In the 2021-2022 academic year, 59% of disadvantage pupils took part in extra-curricular clubs. This is a significant increase from the previous year, where only 41% of disadvantage pupils were attending an extra-curricular club. It also was broadly similar to the % of pupils who are not in receipt of PPG that participated in an extra-curricular club in the 2021-2022 academic year. As well as this, all pupils in receipt of pupil premium attended all trips and visits that were offered by the school.

Externally provided programmes

Programme	Provider
Reading Buddy	Oxford Reading Press