

# Pupil premium strategy statement- Heathfield Infant School

This statement details our school's use of pupil premium 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 outcomes for disadvantage pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	35% (EYPPG and PPG)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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	£ 133,200
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£133,200</b>

# 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 disadvantaged pupils has always been a priority. In 2018-2019, 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. In 2022-2023, we were successful in 'closing the gap' between pupils that were in receipt of pupil premium and those who were not in our Year 1 Phonics Screening Check (PSC), when 90% of pupils eligible for pupil premium passed the PSC, whilst 87% of all pupils passed. Positively again, in the 2022-2023 academic year, in our EYFS assessments there was a 10% increase in the number of pupils in receipt of pupil premium achieving GLD in the prime areas, literacy and maths than in the previous year. Once again, in the 2023-2024 academic year, we were successful in 'closing the gap' between pupils that were in receipt of pupil premium and their peers in our EYFS assessments, as there was only a 4% attainment gap between pupil premium pupils who achieved GLD in the prime areas, literacy and maths, and all pupils. Similarly, in 2023-2024 in KS1 results in writing and maths there was only a 4% attainment gap between pupil premium pupils who achieved the expected standard and all pupils, whilst in reading 84% of pupils who received pupil premium achieved the expected standard compared to 82% of all pupils.

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. Our approach to learning promotes oral language, planned vocabulary choices, and the use of concrete resources and first hand experiences which support children's early development. We also ensure that children have access to texts, music, resources, activities and opportunities that they might not otherwise encounter.

Targeted academic support by class teachers and teaching assistants, through guided groups and intervention groups, 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 disadvantaged pupils' outcomes and raise expectations of what they can achieve
- constantly monitor the attainment and progress of disadvantaged pupils so interventions can swiftly be put into place if needed.
- Identify closing the gap for vulnerable pupils is a priority for all staff, by monitoring closely and linking to performance management targets.

## 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 and the cost of living crisis 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

	closures and the cost of living crisis. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data over the last 4 years indicates that there is an attendance gap between disadvantaged pupils and their peers. This was 4% at the end of the 2020-2021 academic year, before narrowing in the 2021-2022 academic year to 1.93%. It has widened in the 2022-2023 academic year to 3.1%, before narrowing again in the 2023-2024 academic year to 2.1%
7	Internal data shows that our disadvantaged 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
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.	EYFS English assessments in 2027/2028 show that 75% or more of disadvantage pupils met the expected standard. The Year 1 Phonics Screening Check (PSC) in 2027/2028 show that 85% or more of disadvantaged pupils met the expected standard. KS1 reading outcomes in 2027/28 show that 80% or more of disadvantaged pupils met the expected standard.
Improve writing attainment among disadvantaged pupils.	EYFS English assessments in 2027/2028 show that 75% or more of disadvantage pupils met the expected standard. KS1 writing outcomes in 2027/28 show that 80% or more of disadvantaged pupils met the expected standard.
Improve maths attainment among disadvantaged pupils.	EYFS maths assessments in 2027/2028 show that 75% or more of disadvantage pupils met the expected standard. KS1 maths outcomes in 2027/28 show that 80% or more of disadvantaged pupils met the expected

	standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from end of 2023-2024 to 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a continued increase in participation in enrichment activities (extra-curricular trips and clubs), particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance in 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>• 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 2%.</li> </ul>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £63,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
The highest quality teaching throughout the school developed through well-conceived and successful continual professional development (CPD) on effective pedagogy.	<p><b>Rob Coe and colleagues (2014)</b> 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><b>EEF:</b> Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p><b>EEF:</b> Ensure that professional development effectively builds knowledge,</p>	1, 2, 3 and 4.

	motivates staff, develops teaching techniques, and embeds practice.	
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 time-tabling can be amended quickly to meet these	<p><b>Macleod et al (2015):</b> 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><b>Durrington Research School:</b> 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>	1, 2, 3, 4, 5, 6 and 7
The progress and attainment of disadvantaged pupils to be discussed in YG's weekly PPA meetings and fortnightly SLT meetings.	<p><b>Macleod et al (2015):</b> 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><b>Durrington Research School:</b> 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>	1, 2, 3, 4, 5, 6 and 7

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	<b>EEF:</b> 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.	2

<p>1:1 reading support with non-class based staff provide support 3-5 times a week with reading.</p>	<p><b>EEF:</b> 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><b>Centre for Literacy in Primary Education (CLPE):</b> 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><b>EEF:</b> 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><b>EEF:</b> Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p><b>EEF:</b> 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><b>EEF:</b> Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.</p> <p><b>EEF:</b> 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. In KS1 this is in addition to a daily core maths lesson.</p>	<p><b>EEF:</b> 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a range of interventions (Forest Schools, ELSA Support, nurture groups, Zones of Regulation, and MHST 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><b>EEF:</b> 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.</p> <p>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> <p><b>Forest School: New Economics Foundation (NEF):</b> When children attended Forest School they 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 and 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> <p><b>ELSA: A 2010 study by Grahamslaw</b> 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</p>	<p>1, 2, 3, 4 and 5</p>

	<p>children to develop increased confidence in their ability to regulate their emotions.</p> <p><b>Zones of Regulation: L Romanowycz et al 2021:</b> Four of the six theses found that The Zones improved the ability of primary school students to self-regulate.</p>	
<p>Implementing a range of strategies to ensure regular attendance for all pupils- including:</p> <ul style="list-style-type: none"> <li>• Whole school initiatives- such as attendance bands in which individuals win a special band if they are at school 100% of the time in a week. A different band each week.</li> <li>• Working with the EWO.</li> </ul>	<p><b>DfE (2020):</b> 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>	6
<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><b>National Curriculum and OFSTED handbook (2019):</b> 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>	7
<p>Employing a specialist teacher to teach pupils singing and musical performances in order to boost confidence and improve access to cultural capital.</p>	<p><b>EEF:</b> 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].</p>	7

**Total budgeted cost: £133,200**

## Part B: Review of the previous academic year

### Outcomes for disadvantage pupils

At Heathfield Infant School, we were very successful in narrowing the attainment gap between pupils in receipt of pupil premium and their peers in our 2023-2024 end of KS1 data compared to the previous academic year:

<b>End of KS1 Results 2022-2023</b>			
	<b>Reading ARE+</b>	<b>Writing ARE+</b>	<b>Maths ARE+</b>
<b>All Pupils</b>	63%	53%	66%
<b>PP and non-PP Attainment Gap</b>	19%	31%	18%
<b>Pupil Premium Pupils</b>	42%	22%	48%

<b>End of KS1 Results 2023-2024</b>			
	<b>Reading ARE+</b>	<b>Writing ARE+</b>	<b>Maths ARE+</b>
<b>All Pupils</b>	82%	76%	71%
<b>PP and non-PP Attainment Gap</b>	+2% Attainment Gap reduced by 21%	4% Attainment Gap reduced by 27%	4% Attainment Gap reduced by 16%
<b>Pupil Premium Pupils</b>	84%	72%	67%

During the 2023-2024 academic year, we were successful in 'closing the gap' between pupils that were in receipt of pupil premium and their peers in our EYFS assessments, as there was only a 4% attainment gap between pupil premium pupils who achieved GLD in the prime areas, literacy and maths, and all pupils. However, the % of disadvantage pupils who passed their Year 1 Phonics Screening Check (PSC) in the 2023-24 academic year was lower than all pupils. In Nursery, the % of disadvantaged pupils who achieved ARE in 'Communication and Language' and 'Physical Development' was broadly similar to all pupils, whilst there was attainment gap between those in receipt of pupil premium and their peers within 'Personal, Social and Emotional Development'.

Our assessment of the reasons for these outcomes in our Year 1 Phonics Screening Check (PSC) points primarily to the fact within this cohort, a high percentage of pupils, 46%, that were on the SEN register with significant cognition and learning needs, were also in receipt of PPG funding. Similarly, within our Nursery cohort 45% of pupils that were on the SEN register with significant cognition and learning needs, were also in receipt of PPG funding.

As well as this, it is important to note the impact of the COVID-19 pandemic on these cohorts of children. Although none of the school closures affected these groups of children whilst they were at school, it did have an impact on their pre-school experience, as they had limited access to social interactions, as well as health care

professionals, such as speech and language therapy and occupational health support.

Lastly, it is important to note, that it has been documented by many educational researchers, including the NFER, that the recent cost of living crisis has negatively impacted children's education, especially for those who are most vulnerable, which includes pupils in receipt of pupil premium. *'The vast majority of senior leaders (at least 84 per cent across primary, secondary and special settings) report that cost-of-living pressures have increased both the numbers of pupils requiring additional support and their level of need, especially in the most disadvantaged schools.'* (NFER October 2023)

Following focused work on developing children's vocabulary and extending children's oral sentences for the past three years, the majority of pupils (including disadvantaged) have developed their communication skills significantly during these years. 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 71% of disadvantaged children are communicating at an age appropriate level, whilst in Reception 72% of disadvantaged children achieved the Early Learning Goal for 'Communication and Language'.

In 2022-2023, the attendance of our disadvantaged pupils was 86.8% whilst the attendance of all pupils was 89.9%. This means, there was a gap of 3.1% between pupils in receipt of pupil premium and their peers. Therefore, improving the attendance of disadvantaged pupils was a priority for the 2023-2024 PPG strategy, as well as forming a major objective on the School Action Plan. In 2023-2024, the attendance of our disadvantaged pupils was 90.8% whilst the attendance of all pupils was 92.9%. This means, there was a narrowing of the gap to 2.1% between pupils in receipt of pupil premium and their peers, as well as an improvement of 4% in the attendance of pupils in receipt of pupil premium.

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 disadvantaged pupils. This has meant that disadvantaged 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 2023-2024 academic year, 65% of disadvantaged pupils took part in extra-curricular clubs. This is an increase from the previous year, where only 56% of disadvantaged pupils were attending an extra-curricular club. As well as this, all pupils in receipt of pupil premium attended all trips and visits that were offered by the school. In order to ensure this continues in the 2024-2025 academic year, Personal Development Passports have been created throughout the school with the aim to

ensure all pupils have access to enrichment opportunities within the school as part of their regular school experience.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Reading Buddy	Oxford Reading Press
Mastering Number at Reception and KS1 (Rekenrek)	NCETM (Maths Hubs)