



Pupil Premium Strategy 2019-20: Heathfield Infant School

1. Summary information					
School	Heathfield Infant School				
Academic Year	2019-2020	Total PPG budget (April 2019-March 2020)	£79,300	Date of most recent PPG Review	September 2019 (internal)
Total number of pupils	381	Number of pupils eligible for PPG	61 (16%)	Date for next internal review of this strategy	September 2020

2. Current attainment (July 2019)	PPG without AEN vs PPG with AEN		ALL PPG
	PPG with <u>no</u> Additional Educational Needs (32 pupils)	PPG with Additional Educational Needs (5 pupils)	
% achieving secure or higher in R, W and M	63%	20%	57%
% achieving secure or higher in reading	85%	40%	79%
% achieving secure or higher in writing	78%	20%	70%
% achieving secure or higher in maths	72%	40%	67%

3. Barriers to learning
A number of children have a lower level of support from home.
Less access to wider learning and recreational opportunities.
Social and emotional difficulties which may be due to complex family situations.
Lower attendance and punctuality.

Each child in receipt of PPG is unique in their situation and our response to their needs must reflect this. Our key objective in using PPG is to narrow the attainment gap between those entitled to pupil premium and those not.

4. Key Areas for Development	
Priority 1	Increase the percentage of PPG/vulnerable pupils working at age related expectations across the school and so narrow the gap between this group and those pupils not in receipt of pupil premium funding.
Priority 2	Improve attendance and punctuality for PPG pupils.
Priority 3	Provide appropriate social and emotional support to identified individuals and their families.
Priority 4	Ensure that PPG/vulnerable pupils have equal access to enrichment opportunities (e.g. trips and clubs).

Due to the COVID-19 pandemic, there are no end of KS1 SATs data and data for all year groups is calculated from the children's last assessment point before Lockdown, which was March 2020.

Strategic Objective	Actions	Cost	Success Criteria	Evaluation July 2020
Increase the percentage of PPG/vulnerable pupils working at age related expectations across the school and so narrow the gap between this group and those pupils not in receipt of pupil premium funding.	<p>PPG champion to identify PPG/vulnerable children who are underachieving in reading, writing or maths. Five of these children to become focus children for each teacher.</p> <p>PPG champion to attend each YG's PPA regularly to discuss interventions and strategies being used to support focus children.</p> <p>One of the teacher's performance management targets to be linked to the progress of PPG/vulnerable children.</p>	£15,000	<p>The percentage of PPG pupils in each cohort making expected or better progress each term in reading, writing and maths is higher than for the same cohort last year.</p> <p>Teacher's PM target success criteria: At least 80% of PPG/vulnerable pupils will make 4 leaps of progress. Those pupils who start the year secure or beyond will maintain their trajectory.</p>	<p>This evaluation is based on data from March 2020:</p> <p><u>Attainment Year 2</u> In Year 2 the percentage of PPG/vulnerable pupils working within ARE was broadly similar for the same pupils at the end of the Spring term last year in reading, writing and maths.</p> <p><u>Attainment Year 1</u> In Year 1 the percentage of PPG/vulnerable pupils working within ARE was broadly similar in reading and maths to previous cohorts at the end of the Spring term. The exception was writing.</p> <p><u>Progress Years 1-2</u> Most PPG pupils across the Federation made 2 leaps or more in reading, writing and maths.</p> <p>Due to the COVID-19 pandemic, we are unable to fully evaluate teacher's PM targets linked to PPG/vulnerable children. However, data in March 2020 showed that 61% of the PPG/vulnerable children that had been identified by teachers had made</p>

				<p>expected or better expected progress at that point in the year. This is a good indication that 80% or more of the PPG/vulnerable pupils would have made 4 leaps of progress or maintain their trajectory if they started the year at secure or beyond.</p>
	<p>In Year 2 daily additional English and maths groups taken by EL from September 2019. Majority of pupils to be selected from PPG.</p>	<p>£5,000</p>	<p>PPG pupils in these groups make expected or better progress and end of year attainment projection at the end of each term is higher than outcomes in July 2020.</p>	<p>This evaluation is based teacher assessments from March 2020.</p> <p>Year 2 Attainment-additional provision EL English group:</p> <ul style="list-style-type: none"> 89% of PPG pupils within ARE <p>Year 2 Progress- additional provision EL English group:</p> <ul style="list-style-type: none"> 77% of PPG pupils made expected or better progress <p>Year 2 Attainment-additional provision EL Maths group:</p> <ul style="list-style-type: none"> 100% of PPG pupils within ARE <p>Year 2 Progress- additional provision EL Maths group:</p> <ul style="list-style-type: none"> 100% of PPG pupils made expected or better progress
	<p>Responsive fund for individual PPG/vulnerable children. PPG Champion to identify 5 PPG/vulnerable children for each teacher to have as focus children. Then through discussion with class teacher, decide strategies/resources that could support these children to make expected or better than expected progress e.g. sending books and</p>	<p>£5,000</p>	<p>Each teacher's 5 identified PPG/vulnerable children to make expected or better than expected progress by the end of the year in reading, writing or maths.</p>	<p>Due to the COVID-19 pandemic, we are unable to fully evaluate teacher's PM targets linked to PPG/vulnerable children.</p> <p>However, data in March 2020 showed that 61% of the PPG/vulnerable children that had been identified by teachers had made expected or better expected progress at that point in the year.</p> <p>It is also important to note that some of the money was used to buy high quality books (with an accompanying summer reading challenge booklet) for every PPG child to take home to read during the summer holidays to maintain children's 'love' of reading between</p>

	stationary home during the holidays			July and September.
	Specialised teachers (KT and EL) to deliver 1:1 reading recovery style interventions to low attainers (the majority to be PPG).	£5,000	80% of children supported to make better than expected progress in reading.	<p>This evaluation is based teacher assessments from March 2020.</p> <p>Year 1: The majority of the selected children made better than predicted progress in reading and are now broadly within ARE for reading.</p> <p>Year 2: 55% of the selected children made better than expected progress (3 leaps) in reading. 22% of children made expected progress (3 leaps) in reading. All other children made better than predicted progress in reading.</p> <p>NB: The majority of the children chosen in Year 1 did not make GLD and therefore it is difficult to accurately measure progress from an Early Years curriculum to a KS1 curriculum.</p>
	Volunteer readers from the national Beanstalk scheme provide twice weekly visits to support pupils with their reading. Majority of pupils to be selected from PPG.	£10,000	80% of supported pupils make expected progress in their reading each term.	<p>This evaluation is based teacher assessments from March 2020.</p> <p>Overall 80% of PPG pupils made expected or better progress in reading.</p>
Strategic Objective	Actions	Cost	Success Criteria	Evaluation July 2020
Continue to improve attendance and punctuality of PPG pupils.	<p>ND to continue to monitor PPG children's attendance and punctuality.</p> <p>School incentives used to encourage children to attend as much as possible (e.g. 100% attendance weeks-medals and wristbands)</p>	£3000	Gap between PPG and non-PPG attendance continues to narrow.	The PPG attendance gap has widen from 1% (2018-2019) to 1.5% (2019-2020).

	<p>ND to liaise with parents, EWO and social workers if a PPG child has poor attendance.</p> <p>ND to report half termly to AH on PPG/non-PPG attendance figures.</p>			
Strategic Objective	Actions	Cost	Success Criteria	Evaluation July 2020
Provide appropriate social and emotional support to identified individuals.	Art and play therapy delivered by experienced therapists: 2 days a week	£10,000	Pupils' emotional needs are better met, therefore enabling them to access learning and make expected progress.	<p>This evaluation is based teacher assessments from March 2020.</p> <p>Reading 100% of PPG pupils made expected progress.</p> <p>Writing 100% of PPG pupils made expected progress.</p> <p>Maths 100% of PPG pupils made expected progress.</p>

Strategic Objective	Actions	Cost	Success Criteria	Evaluation July 2020
Improve children's mental health.	All staff will be trained to use the GREAT DREAM resources to support children's mental health.	£1300	<p>Staff and pupils understand the characteristics of good mental wellbeing.</p> <p>All staff to have the knowledge to promote good mental health and intervene early to help to prevent mental health problems.</p>	Great Dream work reviewed in February 2020 by talking to children from different classes in each year group. All children demonstrated understanding of The Great Dream and that it helps to make them happy. Children's understanding developed as they progressed up the school.
	Two specialist TAs deliver Forest Schools.	£3000	<p>Pupils' emotional needs are better met, therefore enabling them to access learning and make expected progress.</p> <p>Most pupils receiving support to show an improvement in their scores on the</p>	<p>This evaluation is based teacher assessments from March 2020.</p> <p>68% of PPG pupils who were supported regularly by the ELSA TAs made expected or better than expected progress in reading.</p>

			<p>'Coping in Schools Scale' assessment.</p>	<p>52% of PPG pupils who were supported regularly by the ELSA TAs made expected or better than expected progress in writing.</p> <p>78% of PPG pupils who were supported regularly by the ELSA TAs made expected or better than expected progress in maths.</p> <p>All children who took part in Forest Schools have shown an improvement in their 'Coping in Schools Scale' assessments.</p>
	TA to be trained and to deliver ELSA support to identified children.	£2000	<p>Pupils' emotional needs are better met, therefore enabling them to access learning and make expected progress.</p>	<p>This evaluation is based teacher assessments from March 2020.</p> <p>68% of PPG pupils who were supported regularly by the ELSA TAs made expected or better than expected progress in reading.</p> <p>52% of PPG pupils who were supported regularly by the ELSA TAs made expected or better than expected progress in writing.</p> <p>78% of PPG pupils who were supported regularly by the ELSA TAs made expected or better than expected progress in maths.</p>

Strategic Objective	Actions	Cost	Success Criteria	Evaluation July 2020
<p>Ensure that PPG/vulnerable children have equal access to enrichment opportunities</p>	<p>Extended School's Coordinator to liaise with PPG/vulnerable pupils and their families and monitor their involvement with extra-curricular activities.</p>	<p>£10,000</p>	<p>90% of PPG pupils access at least one after school enrichment activity.</p>	<p>This evaluation is based from club data March 2020.</p> <p>All PPG pupils have been given access to at least one after school enrichment activity.</p> <p>This take-up from each year group is as follows: Year 1: 65% Year 2: 71%</p> <p>Overall take-up is: 68%</p>
	<p>Specialist Arts teacher (CS) to teach children singing and other creative skills (e.g school band and recorder club) in order to boost confidence. Majority of pupils to be selected from PPG.</p>	<p>£5,000</p>	<p>An increased % of PPG pupils have access to a creative/musical activity that previously.</p>	<p>This evaluation is based teacher assessments from March 2020.</p> <p>58% of children who participated in the school band or recorder lessons with CS made expected or better than expected progress in reading.</p> <p>52% of children who participated in the school band or recorder lessons with CS made expected or better than expected progress in writing.</p> <p>75% of children who participated in the school band or recorder lessons with CS made expected or better than expected progress in maths.</p>
	<p>Subsidised provision for school trips as agreed between families and the school</p>	<p>£5,000</p>	<p>All pupils take part in curriculum focused trips and activities.</p>	<p>All children took part in curriculum focused trips and activities.</p>