

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	285
Proportion (%) of pupil premium eligible pupils	18%
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 2021
Date on which it will be reviewed	July 2022
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	£69,905.00
Recovery premium funding allocation this academic year	£10,960 COVID Catch-up Summer 21 £1,959.25 Autumn Recovery £1,959.25 projected for Spring 2022 £5,715.00 School led-Tutoring
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	£90,498.50
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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.

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 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.

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 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 2 years indicates that the attendance gap between disadvantaged pupils and their peers has widen from 1% in 2018-2019 to 4% at the end of the 2020-2021 academic year.
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
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 scrutinise and ongoing formative assessment.

Continue to improve reading attainment among disadvantaged pupils.	<p>KS1 reading outcomes in 2023/24 show that 80% or more of disadvantaged pupils met the expected standard.</p> <p>The Year 1 Phonics Screening Check (PSC) in 2023/2024 show that 85% or more of disadvantaged pupils met the expected standard.</p>
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.	<p>Sustained high levels of wellbeing from end of 2021-2022 to 2023/24 demonstrated by:</p> <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.	<p>Sustained high attendance in 2023/24 demonstrated by:</p> <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: £40,298.50

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- with a particular focus on language skills, reading, writing and maths.</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 homogeneous approach.</p>	<p>1, 2, 3, 4, 5, 6 and 7</p>
<p>In Reception, reduce class sizes in order to increase the daily num-</p>	<p>EEF: International research evidence suggests that reducing class size can have positive impacts on pupil out-</p>	<p>1, 2, 3 and 4.</p>

ber of adult and child interactions.	comes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of NELI programme for Year 1 and Reception-aged pupils</p>	<p>RAND (commissioned to conduct a randomised, controlled trial into the effectiveness of NELI): NELI appeared to have a positive impact on children's language skills:</p> <ul style="list-style-type: none"> • Compared to children who did not receive NELI, children on the programme progressed on average an equivalent of three additional months in language skills and two additional months in early word reading. • Children with English as an additional language (EAL) on the NELI programme made the equivalent of three additional months' progress in language skills. • Teaching assistants, teachers and headteachers agreed that NELI had a positive impact on children's language skills, with teaching assistants commenting that they observed improvements in the vocabulary of children, as well as in their narrative and story-telling skills, their attention and engagement levels, and in their confidence when communicating. <p>EEF: Teaching assistants delivering the programme reported that they found it difficult to devote enough time to it, and that support from senior staff was required to protect the programme time.</p>	<p>1</p>
<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</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>

able to decode accurately.		
School-led tutoring, with a focus on reading comprehension, 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.	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.	1, 2 and 4.
Volunteer readers from the national Beanstalk scheme provide twice weekly visits to support pupils with their reading. Majority of pupils selected are pupil premium.	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. 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. Encouraging reading for pleasure is a social justice issue.	1, 2 and 4.
Daily Rekenrek sessions to be delivered in Reception and KS1 to develop children's early maths skills.	EEF: On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes	1,3 and 4.

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increasing the number and quality of decodable books across the school, with a particular focus on books in Reception.</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>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.</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 to manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>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 devel-</p>	<p>1, 2, 3, 4 and 5</p>

	<p>oped a keenness to participate and the ability to concentrate over longer periods of time.</p> <p>ELSA: A 2010 study by Grahamslaw 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>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 family liaison 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>	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>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>	7

Employing a specialist teacher to teach pupils singing and musical performances in order to boost confidence and improve 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: £ 90,498.50

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 2020 to 2021 academic year.

COVID-19 resulted in school closure from 23/03/2020 until a phased return for all year groups starting in June 2020. Schools then faced a further general closure from January 2021 to 08/03/2021.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

For full evaluation of our PPG strategies for both the 2019-2020 and the 2020-2021 academic year, please visit our school website:

<https://heathfieldschoolspartnership.org/infants/docs/information/ppg/hnis-ppg-strategy-2019-2020-evaluated.pdf>

<https://heathfieldschoolspartnership.org/infants/docs/information/ppg/hnis-ppg-strategy-2020-2021-evaluated-14122021.pdf>

Externally provided programmes

Programme	Provider
Oxford Owl	Oxford Reading Press