

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 Junior School
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	37%
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> David Colenso <i>Junior 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 (2022-2023)	£224,370
Recovery premium funding allocation this academic year	£24,720.81
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	£249,090.81

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, work hard and do their very best. This is our school motto. 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 end of KS2 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 maths, 96% of pupil premium pupils and 94% of pupils who were not eligible for pupil premium achieved the expected standard.

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	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils' language skills are not always within Age Related Expectations (ARE). A vocabulary gap among many disadvantaged pupils and their peers is evident in KS2.</p> <p>This is reflected in end of KS2 greater depth reading and writing results, where, pupils in receipt of PPG did not achieve as well as pupils not in receipt of PPG.</p>
2	<p>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. Currently, within Year 3, more of the pupils receiving 1:1 and small group phonics interventions, as they did not pass their Phonics Screening Check (PSC), are eligible for pupil premium.</p>
3	<p>Internal data assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p>
4	<p>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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in key curriculum areas.</p>
5	<p>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.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 63 pupils (39 of whom are disadvantaged) currently receive 1:1 or small group interventions because of social and emotional needs.</p>
6	<p>Our attendance data over the last 3 years indicates that the attendance gap between disadvantaged pupils and their peers has widen from 0.9% in 2018-2019 to 2.76% in the 2021-2022 academic year.</p>

	In 2021-2022, all three of our persistent non-attendees were disadvantaged pupils. Currently, one of our persistent non-attendees is a disadvantaged pupil. Our assessments and observations indicate that absenteeism is negatively impacting these disadvantaged pupils' academic progress and attainment.
7	Internal data shows that our disadvantage pupils have less access to wider learning and recreational opportunities. Currently, 21% of the pupils not attending clubs at school are in receipt of pupil premium.

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. KS2 reading outcomes in 2023/24 show that the gap has narrowed between the % of disadvantaged pupils and non-disadvantage pupils achieving greater depth in reading and writing.
Continue to improve reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that 80% or more of disadvantaged pupils met the expected standard.
Improve writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2023/24 show that 75% or more of disadvantaged pupils met the expected standard and 10% 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 0.5%. the percentage of disadvantage pupils who are persistently absent from school to be reduced by 50%.
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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: £139,090.81

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-with a particular focus on, reading, writing and meeting the needs of SEN across the curriculum.	<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>	1, 2, 3 and 4.
Additional experienced teachers for English and maths groups in each year group.	<p>Sutton Trust (2011) found that, The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year. These pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>EEF: Good teaching is the most important lever schools have to improve</p>	1, 2, 3 and 4.

	outcomes for disadvantaged pupils.	
Termly, data-driven progress meetings between Headteacher, Assessment Lead and YGL, as well as termly data-driven progress meeting between class teachers, Headteacher and Assessment Lead, 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>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>	1, 2, 3, 4, 5, 6 and 7
Appointment of a disadvantage lead to focus on pupils' social and emotionally wellbeing at school- particularly at playtimes and lunchtimes.	<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>	1, 2, 3, 4, 5, 6 and 7

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

Budgeted cost: £50,000

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	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.	2

<p>order to be able to decode accurately. This will be delivered using RWI phonics (a DfE validated Systematic Synthetic Phonics programme).</p>	<p>John Dabell from Teach Primary magazine reviewed the Read Write Inc. He commented: 'Literacy and Language is eloquent, convincing and full of rigour. This is what a proper literacy programme should look like. It is meticulously organised, clearly structured and something on which to rely. There is every reason to believe that if your school habitually follows this clever programme with gusto and commitment, and you have an ambitious literacy coordinator, then literacy standards will rocket.'</p>	
<p>School-led tutoring 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, 3 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 collaborative learning across the curriculum. Continual professional development (CPD) to be provided to all staff to support the development of this.</p>	<p>EEF: The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. There is some evidence that collaborative learning approaches may benefit those with low prior attainment by providing</p>	<p>1,3 and 4.</p>

	<p>opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.</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>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Summer reading challenge- teachers to choose a high-quality decodable book for all pupils to encourage pupils to read during the summer holidays. This is particular important for pupil premium children, who may have less access to reading material at home.</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>	1, 2 and 4.
<p>Implement a range of interventions (Forest Schools, ELSA Support, Zones of Regulation, Lego Therapy and Mental Health Trailblazer initiative) that focus on pupils social and emotional 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 manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p>	1, 2, 3, 4 and 5

<p>(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>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> <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>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>Each YG to have a 'Thrive group', which will be run by the</p>	<p>EEF: The average impact of the engaging in physical activity interven-</p>	<p>1, 2, 3, 4, 5 and 6</p>

<p>school's PE specialist. The pupils in each 'Thrive Group' will participate in more physical activity each week than is required in the National Curriculum to help develop key skills such as self-belief, self-motivation, communication and concentration.</p>	<p>tions and approaches is about an additional one month's progress over the course of a year.</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>A Framework for Character Education (2014), Jubilee Centre, University of Birmingham: Good character is educable; it is not fixed... It is the foundation of improved attainment, better behaviour and increased employability but, most importantly, healthier societies.</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 a class winning each week BAP (Best Attendance and Punctuality) Bear and MIA (Most Improved Attendance) Bear. • Employing a part-time attendance officer. • Working with the EWO • Working with Educational Psychologist and families to support children suffering from ERSA. 	<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</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</p>	7

visits and trips, residential school journeys, swimming lessons and music lessons.	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.	
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 piano lessons [during the period of the pandemic].	7
Six-day summer school, organised and run by school-based teachers and TAs, provided to support transition to Year 6.	EEF: On average, evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school. Summer schools that use teachers that are known to the pupils have a higher impact.	1, 2, 3 and 4

Total budgeted cost: £249,090.81

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.

In many year groups, disadvantage pupils are making better progress than non-disadvantage pupils, which indicates that, over time, the attainment gap between these groups of pupils will narrow. This narrowing of the attainment gap can already be identified in our Year 5 cohort's data. Within this year group, at the end of the 2021-2022 academic year, the % of pupils in receipt of pupil premium who were working within age-related expectations (ARE) in reading, writing and maths was broadly similar to pupils who were not eligible for pupil premium funding:

	Reading ARE+	Writing ARE+	Maths ARE+
Pupil Premium Pupils	78%	67%	72%
Pupils not eligible for pupil premium	74%	73%	80%

In order to continue with this aim of narrowing the attainment gap between disadvantage and non-disadvantage pupils, supporting the academic and emotional needs of disadvantage pupils will again form part of our current PPG strategy, as well as being a major objective on our School Action Plan (SAP) in the 2022-2023 academic year.

External assessments during 2021-22 academic year indicate that the attainment of disadvantaged pupils was lower than non-disadvantage pupils in the key areas of the curriculum. The value added (VA) scores for disadvantage pupils in reading, writing and maths in the 2021-22 academic year were broadly similar to national average in all subjects.

Our assessment of the reasons for these attainment 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. As well as this, within our Year 6 cohort in 2021-2022, a high percentage of pupils (68%) that were on the SEN register, with significant cognition and learning needs, were also in receipt of PPG funding.

In 2021-2022, the attendance of our disadvantage pupils was 92.44%. However, there is a widening gap (2.76%) between disadvantage pupils and non-disadvantage pupils. This is partly because all of our persistent non-attendees were also PPG. Nevertheless, 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 within the classroom environment 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. As a school, we also want to continue to work on supporting disadvantage pupils with their social and emotional needs at playtimes and lunchtimes so all pupils feel as successful outside the classroom as they are inside the classroom.

In the 2021-2022 academic year, 81% of disadvantage pupils took part in extra-curricular clubs. This is a significant increase from the previous year, where only 65% of disadvantage pupils were attending an extra-curricular club. As well as this, 97% of our disadvantage pupils attended our Year 6 residential trip, and although throughout the years this percentage has been consistently high (87-92%), this particular year shows exceptional attendance for our disadvantage pupils.

Externally provided programmes

Programme	Provider
Reading Buddy	Oxford Reading Press
Times Table Rockstars	Maths Circle Ltd