

Pupil premium strategy statement (primary)

1. Summary information					
School	Heathfield				
Academic Year	2017/2018	Total PP budget	£169,220	Date of most recent internal PP Review	13.9.17
Total number of pupils	429	Number of pupils eligible for PP	125	Date for next internal review of this strategy	1.5.18

2. Current attainment		
2016/2017 KS2 Pupil Outcomes	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	32%	60%
KS2 progress in reading	-4.08	0.33
KS2 making progress in writing	-7.12	0.1
KS2 making progress in maths	-2.25	0.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Disadvantaged children across school are not making enough progress in writing. Disadvantaged pupils are significantly below their peers in school and also when compared against the outcomes for the national 'other' comparator group. The gap is particularly wide for low prior attaining pupils. Spelling is an area of difficulty for all our children including those know to be eligible for PP funding and is something that will need to be addressed.
B.	Disadvantaged children across school are not making enough progress in reading. Disadvantaged pupil are significantly below their peers and also when compared against national data. The gap is particularly wide for low and middle prior attaining pupils. Understanding the text that is being read is a fundamental barrier to making good progress for our pupils. Encouraging and equipping parents to support reading at home is a priority to help bring about rapid improvement. Reading is an area of difficulty for many of our children including those know to be eligible for PP funding and is something that will need to be addressed.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Disadvantaged pupils have a lower percentage of attendance in comparison to non-PP children.
D.	Many of our disadvantaged pupils require significant emotional support. If not addressed, emotional needs have a negative impact on pupils learning and progress.

4. Desired outcomes						
Desired outcomes and how they will be measured	Success criteria	Half Termly Progress				
		A1	A2	Sp1	Sp2	Su1

A.	To improve outcomes for disadvantaged children in writing across all year groups and in particular, at statutory assessment.	90% of PP children to make expected progress in writing across all year groups. 50% of PP children to make greater than expected progress in writing across all year groups. KS2 progress to improve from -7.12 to the national expectation of 0.	Writing progress is good across school. Each year group has 1, 2 or 3 pupils who have not yet made expected progress. DHT to look at the books of these children and analyse next steps.	Writing progress is varied across all year groups. Some year groups have narrowed the gap, whereas others have widened. There is no clear pattern. List of PP chn with concerns have been sent to all team leaders to follow up with their team.	Writing progress continues to be varied, however in outcomes are becoming more stable. This was a short half term, so we will see bigger picture at the end of the team.	Progress in writing is getting increasingly better throughout the year. 4 out of 6 year groups narrowed the gap to national expectations, with one staying the same and one getting marginally wider. Very few PP chn didn't make expected progress during Spring Term.	No data to use for this half term, however a brief look over writing standard across a range of subjects would suggest that there is minimal difference between our PP and non-PP chn in general, although some PP chn are still significantly behind.	91.5% of PP chn made good or better progress in EY – Y6. 37.3% of PP chn made accelerated progress in EY – Y6.
B.	To improve outcomes for disadvantaged children in reading	90% of PP children to make expected progress in reading across all year groups. 50% of PP children to make greater than expected progress in reading across all year groups. KS2 progress to improve from -4.08 to -1 This is prediction is based on KS1 prior attainment and the in-school tracking system.	Reading progress is good across school. Each year group has 1, 2 or 3 pupils who have not yet made expected progress. DHT to look at the books of these children and analyse next steps.	Reading progress is good across school for most PP chn. The gap in each year group is still variable with some year groups narrowing the gap and others have widened.	Reading progress continues to be good. PP children are reading more often at home, which is having a positive impact to outcomes.	Reading progress continues to be good or better. 5 out of 6 year groups narrowed the gap to national expectations. Reading week and reading miles are clearly having a positive impact.	No data to use for this half term.	94.9% of PP chn made good or better progress in EY – Y6. 41.5% of PP chn made accelerated progress in EY – Y6.
C.	To raise aspirations and improve attitudes to learning.	95% of PP children to 'be green' every day. To 'be green' is part of our school's behaviour scheme. Children stay on green by following the school rules. If a child does not display actions that follow these rules then they will move to a yellow warning card. If this poor behaviour continues, the child will receive a red card and have to stay in during break time. Decrease number of detentions for disadvantaged pupils by 50%	The number of detentions has stayed stable compared to last year. This has been down to individual cases where detentions have been frequent. HSM has been involved in looking at new ways to	The number of detentions is beginning to slightly decrease, although many children are still receiving numerous red cards during a term. A new red card letter and behaviour structure has been developed by	Detentions are decreasing rapidly in most year groups. Red card letters are having a positive impact on hard to reach families.	Detentions are continuing to decrease.	Red cards have been on the increase recently, the majority of this is down to a couple of key children who are currently going through challenging circumstances. On the whole, behaviour around school has improved	In summary, behaviour around school has improved and lunchtime behaviour has improved.

			combat this behaviour.	the SLT, and will be rolled out during Spring 1.			and lunchtime behaviour has improved dramatically.	
D.	To improve attendance for disadvantaged pupils	To improve attendance for PP children from 93.2% (2016/2017) to 95% (2017/2018) with aim of reaching the national expectation (96.1) by the end of the 2019 academic year.	Attendance of PP chn is greater than this point in the last academic year. The gap is not yet diminishing between pp and non-pp. Attendance lead and officer are actively pursuing families where attendance does not meet require standard.	The gap between PP and non-PP is beginning to narrow. The attendance team have PP chn at the top of their priority list which seems to be having an impact.	The gap is continuing to narrow but still not at a quick enough rate. AHT and AO are working tirelessly to improve these percentages.	The gap is continuing to narrow, although the gap is still significant.	The gap between PP and non-PP are stayed at a similar level.	Attendance for PP chn increase to 94.5%, this greater than last year but doesn't meet the target set.
E.	To develop new and continue current initiatives that have a positive impact on children's well-being	New initiatives to be developed and impact analysed.	Restorative justice is a key part of the school's strategy to improve behaviour and children's well-being. This is in its early stages so no definitive impact is evidence, yet. Children requiring further emotional support have been referred to relevant person.	Restorative chats are becoming a regular occurrence. Chn are beginning to take responsibility for their own actions, which is a positive sign. Year 6 mentoring scheme has been set up to begin in Spring 1.	Mentoring scheme is up and running for a small number of children and is having a positive impact. Maths Mastery application has been successful.	Mentoring scheme is showing positive signs although the system still needs developing. Chn involved seem to be displaying better attitudes to behaviour and learning.	Mentoring scheme has run its course for this year. Healthy school agenda is the next major project that will impact PP chn.	Healthy school project is up and running. A team has been put together. Daily mile has been set up to begin at the start of the academic year.

5. Planned expenditure										
Academic year	2017/2018									
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.										
i. Quality of teaching for all										
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?		When will you review implementation?						
					A1	A2	Sp1	Sp2	Su1	Su2
A/B	Mixed ability teaching	DHT to provide CPD to staff. HT/DHT to monitor impact and teaching quality.		Half Termly						
A/B/C/D/E	CPD for all school staff in order to up skill teaching practice.	SLT to provide CPD programme to staff in order to maximise the quality of teaching within the classroom.		Half Termly						
A/B/C	New homework structure to be implemented.	SLT to develop a new and engaging homework structure for the school. The outcomes of this will be monitored closely.		Half Termly						
A/B/C/D/E	New induction programme for staff. This involves a new staff handbook that will ensure all staff understand the expectations of the school.	HT to continue to reflect on staff handbook and add to it where necessary.		Termly						
A	Spelling Programme	AHT to monitor impact based on baseline.		Termly						

Total budgeted cost £33,760

ii. Targeted support

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?		When will you review implementation?	Half term RAG rating					
A/B	AHT to work during afternoons to support PP children in Year 5 and 6 with English.	AHT to analyse in school data to determine the impact		Termly	Yellow	Green	Green	Green	Green	Green
A/B/E	AHT to be given one afternoon per week to co-ordinate support for LAC children	AHT to analyse in school data to determine the impact		Half Termly AHT to analyse in school data to determine the impact.	Green	Green	Green	Green	Green	Green
A/B	TA for three afternoons per week to provide intervention to PP children.	DHT to analyse data to determine impact.		Half Termly	Yellow	Yellow	Green	Green	Green	Green
A/B	TA apprentice to be used to implement interventions.	DHT to analyse data to determine impact.		Half Termly	Yellow	Yellow	Green	Green	Green	Green

A/B	TA to be deployed for three mornings per week	DHT to analyse data and set/amend targets if necessary		Half Termly						
E	Three TA's to be deployed in Rainbow	AHT to report impact to children. Case studies to be developed.		Half Termly						
A/B	TA to be deployed for three mornings per week TA to be deployed for three afternoons per week	DHT to analyse data and set/amend targets if necessary		Half Termly						
A/B	Staff to provide quality intervention to PP children when required. Staff to receive CPD	SLT to analyse progress of PP children.		Half Termly						
E	Staff to become mentors to individual children	SLT to monitor impact.		Half Termly						
Total budgeted cost					£81,340					

iii. Other approaches

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?		When will you review implementation?	Half term RAG rating					
E	<p>Home School Mentor to spend specific time with PP children who require emotional support.</p> <p>Home School Mentor to purchase resources and have funds to support parental engagement activities.</p>	LP to receive CPD to ensure time spent with children has a positive impact.		Half Termly						
A/B/C/E	<p>Self-select model of teaching. This approach will be implemented across the whole school. In lessons, children will now select the level of difficulty that they think will challenge them to make good progress. This move, is based around the idea that streaming/setting children has a negative impact on pupil outcomes and self-esteem.</p> <p>CPD for staff will be provided and resources will be bought in to support children with their resilience.</p>	DHT to monitor impact on pupil outcomes. DHT to monitor how children are coping emotionally with the self-select model of teaching.		Half Termly						
c	AHT to spend 1 day per week to co-ordinate support for PP children who are showing behaviour attributes that are not conducive to high quality learning.	AHT to conduct behaviour checks regularly. AHT to report back to SLT. AHT to audit one week per term. Teacher will be given sheet to mark off incident of poor behaviour. Term 2 and 3 targets to be set based on Term 1 audit.		Termly						
C	PP children to receive discount of trips and residential.	DHT to analyse which children have attended		Termly						

C	PP children to be given copies of KS2 revision guide to use at home.	DHT to analyse data for PP children.		Half Termly						
C/E	PP to be given opportunity to access guitar, violin and woodwind percussion lessons.	DHT to monitor impact to PP children		Yearly						
A/B/C/D/E	Non – teaching deputy head teacher to spend 1 day per week to ensure funding is being used to its full potential. Alongside this the DHT will research new strategies to ensure the school is up to date with current initiatives surrounding the improvement of education for disadvantaged pupils. Write supporting resources to support staff within the classroom. Organise for staff to visit/observe high quality practice in other settings.	DHT to analyse data and report to HT		Half Termly						
E	School Counsellor	AHT to monitor impact to PP children.		Termly						
D	Attendance officer	AHT and attendance officer to monitor attendance of PP children.		Fortnightly						
Total budgeted cost					£61,127					