

Heathfield Action Plan 2017/2018					
<b>School</b>	Heathfield				
<b>Headteacher</b>	Helen Tarokh				
<b>Pupil Premium Lead</b>	Mark Dipple				
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£	<b>Date of most recent PP Review</b>	11.9.18
<b>Total number of pupils</b>		<b>Number of pupils eligible for PP</b>		<b>Date for next internal review of this strategy</b>	1.7.19

Summary
<p><u>Context:</u></p> <ul style="list-style-type: none"> <li>- Heathfield is a larger than average sized primary school in Darlington.</li> <li>- The school is part of the Lingfield Academy Trust along with 5 other schools.</li> <li>- The proportion of children eligible for pupil premium is 30% which is slightly above the national average (26%)</li> <li>- The proportion of children who are on EHCs or SEND (25%) is above national average (14%).</li> <li>- Heathfield has two resource bases (The Ark and Rainbow) which support pupils with significant needs. These classes have a disproportionately high number of disadvantaged students compared with other classes in school.</li> <li>- The school currently meets government floor standards.</li> </ul>

The use of pupil premium funding at Heathfield has primarily supported the following:

- Increased number of disadvantaged pupils receiving EHCs by paying for EP reports.
- A high percentage of children with emotional and mental health or specific social and home circumstances who require counselling, were able to access this service through an outside agency. This service provided support for both disadvantaged and non-disadvantaged pupils. Some pupil premium children have also had access to in-school mental health session with the school's specialist HLTA.
- The recruitment of a home school mentor (October 2016). This has led to an increase in positive relationships between home and school.
- A thriving breakfast club where, over the course of the year, 165 pupils attended at least once. (Daily average approximately 60 with around 30 of these being pupil premium children in 2016/2017 which has risen to 75 children with 40 being pupil premium in 2017/2018).
- The implementation of forest school to enhance children's life experiences. The money so far has been used to buy in specialist staff to run sessions.
- A high proportion of disadvantaged pupils having the opportunity to go on the school's residential. 16 out of the 21 (76%) disadvantaged pupils in Year 5 attended Marrick Priory 2016/2017 and 20 out of the 23 (87%) disadvantaged pupils in Year 5 attended Kingswood in 2017/2018.
- Disadvantaged children having the opportunity to attend extra-curricular activities. In the academic year 2016/2017, 20% of disadvantaged pupils attend one or more activities outside of teaching hours, which rose to 32% in 2017/2018.

- Continue to support children in their academic achievements.

The pupil premium strategy so far has been driven by the following desired outcomes:

- Provide the support needed for pupils to catch up if/when they fall behind.
- Improve pupil premium students' outcomes in English and mathematics.
- Ensure the attendance of pupil premium pupils improves so that it is above that of pupil premium pupils nationally.
- All disadvantaged students leave Heathfield with high aspirations for their future learning.
- The outcomes of the most able disadvantaged students continues to improve; diminishing the difference to their peers and to the national average.
- Parents of disadvantaged students participate fully in their child's education and their attendance at parent teacher consultation evenings continues to improve.

How successful has the pupil premium strategy has been to date.

What has worked well and resulted in improvements (2016/2017)?

- The deployment of funding in 2016/17 has had a positive impact in many respects.
- Links between Heathfield and home have been strengthened and parental engagement is increasing.
- While some differences in the outcomes between pupil premium pupils and their non-pupil premium peers at Heathfield remain in statutory assessments, there are clear signs that in all year groups the gap is narrowing.
- There have been improvements in the quality of teaching and learning.

- Highly sensitive and personalised care and support.
- The Ark and Rainbow class - which is Heathfield's own on-site alternative provision - has ensured that the students presenting with the most challenging behaviour or needs have stayed safe within school; these students have been effectively supported and engaged.

What has worked well and resulted in improvements (2017/2018)?

- Although there continue to be gaps in attainment between disadvantaged pupils and non-disadvantaged pupils, there is evidence that this gap has continued to narrow when analysing in-school data. Statutory data would show that, in general, the school is in a better position than last year in terms of the gap disadvantaged pupils and non-disadvantaged pupils.
- There has been a clear improvement in the quality of teaching.
- There is clear evidence to prove that school staff are now very much aware of the barriers that disadvantaged pupils face. Staff can speak clearly about disadvantaged pupils and have been involved in specific pupil premium monitoring and challenge.
- The Ark and Rainbow classes continue to flourish and provide support for children who present challenging behaviour and learning needs.
- Reading has seen one of the biggest areas of improvement. The introduction of Reading Miles and other various special days and weekly events has led to the gap narrowing across all age ranges (apart from Y2) and at statutory assessment.

- Attendance for disadvantaged pupils has improved, although it is still below national figures and will continue to be a main focus.

Clear indicators of improvements in attainment and progress are highlighted below:

2016/2017

- In Year 1, the difference between pupil premium pupil and their non-pupil premium peers diminished by 13% in reading, 11% in writing and 21% in maths.
- In Year 3, the difference between pupil premium pupil and their non-pupil premium peers diminished by 2% in maths.
- In Year 4, the difference between pupil premium pupil and their non-pupil premium peers diminished by 3% in reading and 15% in maths.
- In Year 5, the difference between pupil premium pupil and their non-pupil premium peers diminished by 9% in maths.
- In Year 6, 16% of pupil premium children achieved the greater depth standard in maths.

2017/2018

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	-1.2 (-1.3)	-1.3 (-1.2)	-0.5 (-0.9)	-0.6 (-0.6)	-1.3 (-1.4)	-1.3 (-1.5)
Writing	-1 (-1.6)	-1.7 (-1.5)	-1 (-0.8)	-1.3 (-1.3)	-2.2 (-1.9)	-1.8 (-2.1)
Maths	-0.8 (-1.1)	1.3 (-1.4)	-1.1 (-1.4)	-1.9 (-1.7)	-2.1 (-1.7)	-1.8 (-2.2)

- The table indicates that in many year groups and across different subjects, the gap between disadvantage pupils and national expectations has narrowed. Although the gap is still there, it is positive to see that it has narrowed further in comparison to last year and will continue to be a school focus this year.
- Reading 94.9% of pupil premium children made good or better progress with 41.5% making accelerated progress.
- Writing 91.5% of pupil premium children made good or better progress with 37.1% making accelerated progress.
- Maths 93.3% of pupil premium children made good or better progress with 44.1% making accelerated progress.

What has not worked so well or had the desired outcomes?

- The outcomes for all pupil premium children is not yet good enough. Despite much effort, the gap was too wide to narrow in time for statutory assessments.
- Some pupil premium children are still not displaying acceptable learning behaviours. This presents barriers to their own learning and to those around them.

### Heathfield's approach to pupil premium 2018/2019

- The core approaches now implemented ensure students' needs are met and outcomes improve
- Timely and accurate identification and assessment of individual need; rapid intervention and support.
- Rigorous monitoring and regular reviews of individual student performance at all levels.
- Further work to improve curriculum offer for every child.
- Through mixed ability/self-select teaching, aspirations and expectations have increased over the past 12 months, but work will need to continue to ensure it reaches every pupil premium child. This is particularly relevant for pupil premium children where all stakeholders now have a clear vision of how the outcomes for pupil premium children will improve.
- Quality First Teaching approaches, sharply focused CPD and sharing best practice effectively; induction, support and coaching for teachers new to the school and to all staff as a reminder.
- New system to monitor pupil premium funding has been successful in its first year. These documents will continue to be reviewed and developed in order for them to have maximum impact.
- Increase opportunities for pupils to access targeted support after school.
- Homework arrangements had a positive impact across school. To improve this further, this year, attendance of pupil premium parents will be tracked and monitored at the homework events.
- Continue to provide support through The Ark and Rainbow classes.
- Continue with transition arrangements with secondary schools

- Funding and support to access music tuition, extra-curricular events and activities. This is on the increase but will need to continue to be monitored.
- Ad-hoc support for equipment, clothing and other personal needs
- Breakfast Club
- Forest school
- School counsellor
- Educational psychologist support
- Support for residential and trips
- Home School Mentor
- To monitor and provided targeted interventions for children who are not yet reaching their potential.
- Ensure that when a disadvantaged pupil/family join the school, they have meeting with DHT.

The overall aims of the plan:

- To improve outcomes for disadvantaged children in writing across all year groups and in particular at statutory assessment.
- To improve outcomes for disadvantaged children in reading.
- To improve outcomes for disadvantaged children in maths.
- To raise aspirations and improve attitudes to learning.
- To improve attendance for disadvantaged pupils

- To develop new and continue those initiatives from the previous year(s) that have demonstrably had a positive impact of children's well-being and learning.

Agreed timeline for internal reviews through the LGB and TLPWP

November 2018

January 2019

June 2019