

# 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)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	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>B.</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.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Disadvantaged pupils have a lower percentage of attendance in comparison to non-PP children.
<b>D.</b>	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	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
<b>A.</b>	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.
<b>B.</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.
<b>C.</b>	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%
<b>D.</b>	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.
<b>E.</b>	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.

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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A/B	Mixed ability teaching	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/setting-or-streaming/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/setting-or-streaming/</a>  EEF research suggests that the system used previously (streaming) has a negative impact (-1 month) on pupil outcomes. Therefore, the SLT has decided to move to mixed ability teaching to ensure all children have the chance to succeed.	DHT to provide CPD to staff. HT/DHT to monitor impact and teaching quality.	HT DHT	Half Termly
A/B/C/D/E	CPD for all school staff in order to up skill teaching practice.	Research widely suggests that the quality of teaching and learning has a positive impact on pupil outcomes.	SLT to provide CPD programme to staff in order to maximise the quality of teaching within the classroom.	SLT	Half Termly
A/B/C	New homework structure to be implemented.	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/homework-primary/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/homework-primary/</a>  EEF research suggests a gain of 2 months when pupils are given homework.	SLT to develop a new and engaging homework structure for the school. The outcomes of this will be monitored closely.	SLT	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.	This will ensure a consistent approach across school and enhance quality-first teaching.	HT to continue to reflect on staff handbook and add to it where necessary.	HT	Termly

A	Spelling Programme	Spelling has been an issue for many disadvantaged pupils at Heathfield. This new spelling programme will give teachers the resources they need to ensure the teaching of spelling is of good quality.	AHT to monitor impact based on baseline.	CF	Termly
<b>Total budgeted cost</b>					£33,760
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A/B	AHT to work during afternoons to support PP children in Year 5 and 6 with English.	<a href="https://educationendowmentfoundation.org.uk/research/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/research/teaching-learning-toolkit/small-group-tuition/</a>  EEF research suggests a gain of 4 months when pupils are involved in small group tuition.	AHT to analyse in school data to determine the impact	CF	Termly
A/B/E	AHT to be given one afternoon per week to co-ordinate support for LAC children	<a href="https://educationendowmentfoundation.org.uk/research/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/research/teaching-learning-toolkit/small-group-tuition/</a>  EEF research suggests a gain of 4 months when pupils are involved in small group tuition.	AHT to analyse in school data to determine the impact	SW	Half Termly AHT to analyse in school data to determine the impact.
A/B	TA for three afternoons per week to provide intervention to PP children.	<a href="https://educationendowmentfoundation.org.uk/research/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/research/teaching-learning-toolkit/small-group-tuition/</a>  EEF research suggests a gain of 4 months when pupils are involved in small group tuition.	DHT to analyse data to determine impact.	MD	Half Termly

A/B	TA apprentice to be used to implement interventions.	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</a> EEF research suggests a gain of 4 months when pupils are involved in small group tuition.	DHT to analyse data to determine impact.	MD	Half Termly
A/B	TA to be deployed for three mornings per week	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</a> EEF research suggests a gain of 4 months when pupils are involved in small group tuition.	DHT to analyse data and set/amend targets if necessary	MD	Half Termly
E	Three TA's to be deployed in Rainbow	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</a> EEF research suggests a gain of 4 months when pupils are involved in small group tuition.	AHT to report impact to children. Case studies to be developed.	SW MD	Half Termly
A/B	TA to be deployed for three mornings per week TA to be deployed for three afternoons per week	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</a> EEF research suggests a gain of 4 months when pupils are involved in small group tuition.	DHT to analyse data and set/amend targets if necessary	MD	Half Termly
A/B	Staff to provide quality intervention to PP children when required. Staff to receive CPD	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</a> EEF research suggests a gain of 4 months when pupils are involved in small group tuition.	SLT to analyse progress of PP children.	HT DHT	Half Termly

E	Staff to become mentors to individual children	<a href="https://educationendowmentfoundation.org.uk/research/teaching-learning-toolkit/mentoring/">https://educationendowmentfoundation.org.uk/research/teaching-learning-toolkit/mentoring/</a>  EEF research suggests a gain of 1 months when pupils are involved in mentoring.	SLT to monitor impact.	HT DHT	Half Termly
<b>Total budgeted cost</b>					£81,340
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
E	Home School Mentor to spend specific time with PP children who require emotional support.  Home School Mentor to purchase resources and have funds to support parental engagement activities.	<a href="https://educationendowmentfoundation.org.uk/research/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/research/teaching-learning-toolkit/social-and-emotional-learning/</a>  EEF research suggests a gain of 4 months when emotional support is given to pupils.	LP to receive CPD to ensure time spent with children has a positive impact.	<b>LP (HSM) MD (to monitor)</b>	Half Termly
A/B/C/E	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. CPD for staff will be provided and resources will be bought in to support children with their resilience.	<a href="https://educationendowmentfoundation.org.uk/research/teaching-learning-toolkit/setting-or-streaming/">https://educationendowmentfoundation.org.uk/research/teaching-learning-toolkit/setting-or-streaming/</a>  EEF research suggests that the system used previously (streaming) has a negative impact (-1 month) on pupil outcomes. Therefore, the SLT has decided to move to mixed ability teaching to ensure all children have the chance to succeed.	DHT to monitor impact on pupil outcomes. DHT to monitor how children are coping emotionally with the self-select model of teaching.	<b>MD LP (HSM)</b>	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	<a href="https://educationendowmentfoundation.org.uk/research/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/research/teaching-learning-toolkit/behaviour-interventions/</a>	AHT to conduct behaviour checks regularly.	CF	Termly

	conducive to high quality learning.	EEF research suggests a gain of 3 months when behavioural support is given to pupils.	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.		
C	PP children to receive discount of trips and residential.	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/</a>  EEF research suggests a gain of 4 months when pupils are involved in outdoor adventurous activities.	DHT to analyse which children have attended	MD	Termly
C	PP children to be given copies of KS2 revision guide to use at home.		DHT to analyse data for PP children.	MD	Half Termly
C/E	PP to be given opportunity to access guitar, violin and woodwind percussion lessons.	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/arts-participation/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/arts-participation/</a>  EEF research suggests a gain of 2 months when pupils are involved in the arts.	DHT to monitor impact to PP children	MD	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	MD HT	Half Termly

E	School Counsellor	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</a> EEF research suggests a gain of 4 months when emotional support is given to pupils.	AHT to monitor impact to PP children.		Termly
D	Attendance officer		AHT and attendance officer to monitor attendance of PP children.		Fortnightly
<b>Total budgeted cost</b>					£61,127