

## Pupil Premium Strategy Statement 2023-2024



This statement details our school's use of pupil premium 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 Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	31.67%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	January 2024
Date on which it will be reviewed	Termly
Statement authorised by	Peter Kirby-Bowstead
Pupil premium lead	Peter Kirby-Bowstead
Governor / Trustee lead	Hayley Douglas

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189 332
Recovery premium funding allocation this academic year	£18 718
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£208 050</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: Pupil premium strategy plan

### Statement of intent

At Heathfield Primary school our motto is: IMAGINE - BELIEVE – ACHIEVE. Our vision is to provide a happy, stimulating and respectful environment in which pupils achieve well and make memories which will last throughout their lives. We see our school as being at the centre of the community it serves and providing support to children and families in an ever changing world. We want all children to leave our school as confident, independent, resilient individuals with high aspirations and a positive attitude.

- **What are your ultimate objectives for your disadvantaged pupils?**
  - A higher proportion of both EYFS and KS1 disadvantaged pupils achieve expected outcomes and reach their full potential.
  - For Key Stage 2 disadvantaged pupils to reach their full potential in preparation for secondary school
  - Children with multiple needs, including SEN/EAL, show improved rates of progress.
  - Data analysis for all year groups on a termly basis identifies any PP children falling behind and interventions in place, this is reported through termly Pupil Premium impact reports.
  - To allow children a holistic well rounded curriculum offer that provides them with opportunities to raise aspirations and develop self-assurance.
  
- **How does your current pupil premium strategy plan work towards achieving those objectives?**
  - At Heathfield Primary School we ensure that evidence based research is used to provide the rationale behind all decisions made linked to the Pupil Premium Strategy.
  - There is a huge focus on value for money, and identifying best practice in securing the intended outcomes for disadvantaged pupils.
  
- **What are the key principles of your strategy plan?**
  - Attainment and standards
  - Welfare and safeguarding
  - Curriculum Extension

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The delivery of our curriculum changed due to a return to 'the new normal' after the pandemic. Following this modified curriculum, which ensured the most essential knowledge, understanding and skills were taught first, we now need to review the progression of basic skills & ensure teachers have a strong understanding of this so that they are embedded through revision and consolidation before moving on to a new concept.
2	33% of SEND children are also Pupil Premium
3	Baseline assessments carried out on entry to school (Early Years) are significantly lower than what would be regarded as typical for many children of a similar age.
4	Development of support staff to ensure they are equipped to provide high quality and timely intervention in core skills
5	Disadvantaged pupil attendance is 93.4%. A slight increase on last year but still below the national average. 21.7% of Pupil Premium children are persistently absent, a slight reduction on last year.

## 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
1) Ensure teachers have a full understanding of curriculum progression.	Teachers understand what the children have been learned prior in order to deepen their knowledge as the subject progresses and are able to deploy adaptive teaching in order to scaffold, support or ensure challenge is present in the curriculum offer. As a result, there is evidence of a narrowing gap between disadvantaged pupils and their non-disadvantaged peers across all subjects
2) Continue to improve quality first teaching including adaptive teaching methods	Teaching over time, including adaptive teaching, demonstrates children's progress improves as a result.
3) Disadvantaged pupils attend school regularly and punctually.	The number of persistently absent PP children decreases, in line with national average.
4) Enable all children to have access to enrichment opportunities in and beyond school which generate high aspirations from an early age.	All children will have access to enrichment opportunities in and beyond school which generate high aspirations from an early age. Registers will show what they are there for (talent, interest or invite). Attendance at clubs will be tracked and PPG children will attend.
5) To continue to narrow the attainment gap in KS2 in order to ensure an equity in outcomes.	Evidence will show a narrowing gap between disadvantaged pupils and their non-disadvantaged peers across all subjects

### 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.

#### Priority 1 - Curriculum

Budgeted cost: £97 937 (including Teaching Assistants, specific reading resources, CPD, Educational Psychology provision, leadership time)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Considerations to the curriculum carefully planned to prioritise the most important concepts that need teaching at specific points in the academic year.	<b>The EEF evidence shows that where targeted support and intervention is given, gains are higher.</b> <b>NFER – quality interventions support progress and attainment.</b> <b>The Eef states that ‘School closures are likely to reverse progress made to close the gap in the last decade since 2011. Sustained support will be needed to help disadvantaged pupils catch up.’ The findings suggest that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning. In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils.</b>	1,2,3,4
A commitment to continuing the development of our whole school early reading strategy, routed in a consistent synthetic phonics programme right from Nursery, with a particular focus on targeting disadvantaged pupils.	<b>The EEF states that ‘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.’</b>	1,2,3,4
Commitment to further amending the key stage 2 reading strategy to better equip the children with the essential skills required to be an effective reader.	<b>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</b> <b>DfE reading framework.</b> <b>EEF based on extensive evidence that reading comprehension strategies can improve progress.</b> <b>DfE – Unlocking Talent, Fulfilling Potential.</b> <b>Oxford University Press – why closing the word gap matters.</b>	1,2,3,4
High quality and regular CPD for all teaching staff, but with a key focus on support staff, based on research informed practice.	<b>The EEF states that ‘strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class</b>	1,2,3,4
Regular monitoring of the effective use of support staff in providing		1,2,3,4

<p>additional and high quality intervention (wave 2 and 3) that enables disadvantaged pupils to keep up and catch up.</p>	<p><b>teacher, including providing targeted interventions. The EEF also states that when 'teachers and TAs work together effectively, leading to increases in attainment' 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.'</b></p> <p><b>NFER – quality interventions support progress and attainment.</b></p> <p><b>Dfe – Teacher recruitment and retention strategy.</b></p> <p><b>Maximising the impact of Teaching Assistants. NFER research – effective ways to support disadvantaged pupils to achieve.</b></p> <p><b>TAs – a guide to good practice (Oxford Primary)</b></p> <p><b>Making the best use of Teaching Assistants – EEF</b></p>	
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### Priority 2 – Quality First Teach

Budgeted cost: £43 000 (including leadership time, training opportunities, and additional teacher capacity)

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality and regular CPD for all teaching staff based on research informed practice.	<b>In Professor Rob Coe's Great Teacher Toolkit he states that 'Raising the quality of teaching within schools is likely the single most effective method we have for improving student attainment and equity.'</b>	1,2,3,4
Regular monitoring of teaching to ensure that the CPD provided is having the desired impact.	<b>The EEF states that 'evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment'. They also propose that 'effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice'.</b>	1,2,3,4
Monitoring schedule, with a specific focus on the provision for pupil	<b>The EEF suggest that 'Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and</b>	1,2,3,4

premium children, to ensure equity of offer.	<b>supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions'.</b>	
Teachers create a safe learning environment which is conducive to learning and motivates vulnerable pupils to achieve well.	<b>Recent research by the University of Salford shows that well-designed classrooms can increase learning progress in reading, writing and maths by 16%.</b>	1,2,3,4

### Priority 3 – Attendance

Budgeted cost: £20 000 (including Parent Support Advisor, administration team time and support, rewards)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To review the attendance strategy to ensure that disadvantaged children attend school regularly and punctually.	<b>The DfE's report 'The Link between absence and attainment at KS2 and KS4' recognises the more lessons a child misses their attainment starts to decline. NFER stat 'one of the successful strategies that is most effective is where schools have strong process around collecting and analysing attendance data, this allows them to respond quickly.'</b>  <b>DfE 'Working Together to Improve School Attendance.' September 2022.</b>  <b>Thee EEF suggests that 'some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance'. They also found that 'Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.'</b>	5
Daily monitoring of whole school attendance by the Assistant Head Teacher, with a particular focus on disadvantaged to target those persistently absent.		5
Weekly rewards for children who regularly attend school.		5
To train the Home School Mentor and Attendance Lead in effective strategies to monitor attendance information and develop relationships and communication with parents and families.		5

### Priority 4 – Enrichment

Budgeted cost: £15 000 (including out of hours provision, specialist music tuition, wider experience subsidies, visits and visitors)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide places for wrap around care through Breakfast Club and After School Club.	<b>Ofsted's inspection framework emphasises the importance of personal development and extending the curriculum beyond academic achievement. Research by the Education Endowment Foundation has also</b>	4
To provide quality out of hours provision and clubs which further enhance and		

support pupil premium children's learning and development.	<b>found a link between enrichment and higher attainment in reading and maths.</b>	
To provide high quality music tuition.	<b>The EEF states that 'Overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.'</b>	4
Individual subsidy for residential visit.	<b>The EEF States that 'evidence suggests that the impact is greater for more vulnerable students and older learners and those in a 'wilderness' setting' and 'studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.'</b>	4
Continue to develop our quality play based offer maximising the school grounds.		
Subsidies for enrichment opportunities, including out of school visits and visitors to the school site so that disadvantaged pupils have the opportunity to experience cultural and educational opportunities alongside their peers.	<b>Ofsted's inspection framework emphasises the importance of personal development and extending the curriculum beyond academic achievement. Research by the Education Endowment Foundation has also found a link between enrichment and higher attainment in reading and maths.</b>	4

### Priority 5 – Key Stage 2

Budgeted cost: £ 32 113 (including additional support staff, family support, resources, targeted language interventions, CPD)

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Considerations to the curriculum carefully planned to prioritise the most important concepts that need teaching at specific points in the academic year.	<b>The EEF states that 'School closures are likely to reverse progress made to close the gap in the last decade since 2011. Sustained support will be needed to help disadvantaged pupils catch up.' The findings suggest that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning. In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils.</b>	1,2,5



<p>Commitment to amend the key stage 2 reading strategy to better equip the children with the essential skills required to be an effective reader</p>	<p><b>The EEF describes how ‘Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives’. Their research (of which 24 projects took place in the North East of England) found that ‘children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient’.</b></p>	<p>1,2,5</p>
<p>Continued development &amp; implementation of our system to monitor ‘additionality’ provided to pupil premium children</p>	<p><b>The EEF found that ‘Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils’ access to the curriculum’.</b></p> <p><b>They also suggest that ‘disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology’.</b></p>	<p>1,2,5</p>
<p>Additional teaching sessions to boost children’s performance in key skills across English and maths.</p>	<p><b>The EEF states that ‘intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact’.</b></p>	<p>1,2,5</p>

**Total budgeted cost: £208 050**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2022-2023

Overview of Pupil Premium at Heathfield Primary School	
Number of Pupil Premium children	134
% of Pupil Premium children	31%

## Outcomes

### Attainment – Summer Term

The following table reports on the gap between PP children and their non PP peers, towards achieving end of year expectations.						
<b>% at or better</b>						
'At' - Pupils who are currently working at new raised expectation e.g. Summer Term Year 1 'At' is '1+' 'Exc / Mastery'						
Year Group	Reading		Writing		Maths	
	PP	non PP	PP	non PP	PP	non PP
Reception (15 children)	47%	61%	40%	58%	67%	76%
Year 1 (14 children)	63%	70%	56%	68%	63%	71%
Year 2 (16 children)	42%	55%	32%	45%	53%	59%
Year 3 (23 children)	50%	64%	36%	51%	55%	69%
Year 4 (17 children)	59%	64%	41%	45%	59%	64%
Year 5 (22 children)	79%	70%	50%	52%	58%	60%
Year 6 (20 children)	50%	63%	60%	63%	60%	60%

In comparison with data from July 2022, there is clear evidence that the attainment gap between PP and Non PP is narrowing. In many cases, the gap between PP and Non PP attainment is less than 10% and in Year 5, for reading, disadvantaged children are outperforming their non-disadvantaged peers. Our attainment data demonstrates the good quality first teaching that our disadvantaged children are receiving.

As part of commitment to continuously improve and develop our curriculum at Heathfield, subject leaders continue to monitor and adapt their curriculum to ensure the needs of all of our children

are met. Interventions that are provided for our PP children are monitored using a clipboard system in each classroom. Teachers and teaching assistants can monitor the progress of teaching and adapt to their needs to ensure good progress for all.

## Attendance

### Whole Year (05.09.22-19.07.23)

#### Year 1-Year 6

Absence <span style="float: right; font-size: small;">Click button to include/exclude Reception pupils <span style="border: 1px solid red; padding: 2px;">EXCLUDED</span></span>					
% of sessions missed					
* National: 2018/2019 most recent published comparative data					
* National 2021/2022 Expected Jan 2023					
	Pupils	% attendance	% sessions missed	2018/19* National %	Diff +/-
School	340	93.7	6.3	4.0	-2.3
Boys	196	94.1	5.9	4.1	-1.8
Girls	144	93.2	6.8	3.9	-2.9
Non Persistent Absentees	272	96.0	4.0	-	-
Persistent Absentees	68	84.4	15.6	-	-
Non Disadvantaged *	216	94.9	5.1	3.5	-1.6
Disadvantaged *	124	91.7	8.3	5.6	-2.7
Disadvantaged Boys	65	92.2	7.8	-	-
Disadvantaged Girls	59	91.1	8.9	-	-
Non FSM	216	94.9	5.1	3.6	-1.5
FSM	124	91.7	8.3	6.0	-2.3
No SEN	293	93.9	6.1	3.7	-2.4
EHCP/SEN statement	14	90.9	9.1	7.0	-2.1
SEN Support	33	93.0	7.0	5.4	-1.6

Persistent Absence					
% of pupils absent for 10% or more sessions					
	Pupils	% of cohort	2018/19* National %	Diff +/-	
School	68	20.0	8.2	-11.8	
Boys	37	18.9	8.6	-10.3	
Girls	31	21.5	7.9	-13.6	
Non Disadvantaged *	32	14.8	5.4	-9.4	
Disadvantaged *	36	29.0	16.1	-12.9	
Disadvantaged Boys	19	29.2	-	-	
Disadvantaged Girls	17	28.8	-	-	
Non FSM	32	14.8	6.0	-8.8	
FSM	36	29.0	18.1	-10.9	
No SEN	56	19.1	6.8	-12.3	
EHCP/SEN statement	4	28.6	19.8	-8.8	
SEN Support	8	24.2	14.2	-10.0	

### Whole Year (05.09.22-19.07.23)

#### Year 1-Year 6 *Disaggregated Data (holidays, travellers & leavers (up to October half-term) removed)*

% of sessions missed					
* National: 2018/2019 most recent published comparative data					
* National 2021/2022 Expected Jan 2023					
	Pupils	% attendance	% sessions missed	2018/19* National %	Diff +/-
School	247	94.7	5.3	4.0	-1.3
Boys	145	94.9	5.1	4.1	-1.0
Girls	102	94.4	5.6	3.9	-1.7
Non Persistent Absentees	210	96.6	3.4	-	-
Persistent Absentees	37	84.0	16.0	-	-
Non Disadvantaged *	161	95.8	4.2	3.5	-0.7
Disadvantaged *	86	92.8	7.2	5.6	-1.6
Disadvantaged Boys	46	93.5	6.5	-	-
Disadvantaged Girls	40	92.1	7.9	-	-
Non FSM	161	95.8	4.2	3.6	-0.6
FSM	86	92.8	7.2	6.0	-1.2
No SEN	209	95.0	5.0	3.7	-1.3
EHCP/SEN statement	8	91.6	8.4	7.0	-1.4
SEN Support	30	93.7	6.3	5.4	-0.9

% of pupils absent for 10% or more sessions					
	Pupils	% of cohort	2018/19* National %	Diff +/-	
School	37	15.0	8.2	-6.8	
Boys	21	14.5	8.6	-5.9	
Girls	16	15.7	7.9	-7.8	
Non Disadvantaged *	17	10.6	5.4	-5.2	
Disadvantaged *	20	23.3	16.1	-7.2	
Disadvantaged Boys	10	21.7	-	-	
Disadvantaged Girls	10	25.0	-	-	
Non FSM	17	10.6	6.0	-4.6	
FSM	20	23.3	18.1	-5.2	
No SEN	29	13.9	6.8	-7.1	
EHCP/SEN statement	2	25.0	19.8	-5.2	
SEN Support	6	20.0	14.2	-5.8	

Academic Year 2021-22				Academic Year 2022-23			
Non-disadvantaged PA	17.8%	Disadvantaged PA	34.2%	Non-disadvantaged PA	14.8%	Disadvantaged PA	29.0%
Disadvantaged Boys PA	38.3%	Disadvantaged Girls PA	30.0%	Disadvantaged Boys PA	29.2%	Disadvantaged Girls PA	28.8%
Non-disadvantaged Attendance	93.9%	Disadvantaged Attendance	90.8%	Non-disadvantaged Attendance	94.9%	Disadvantaged Attendance	91.7%
Disadvantaged Boys Attendance	91.4%	Disadvantaged Girls Attendance	90.3%	Disadvantaged Boys Attendance	92.2%	Disadvantaged Girls Attendance	91.1%

### **Key Points**

- The gap between non-disadvantaged PAs (14.8% of cohort) and disadvantaged PAs (29% of cohort) narrowed to 14.2%, compared with 2021-22
- The percentage of the non-disadvantaged cohort who are PA reduced by 3%, compared with 2021-22. For the disadvantaged cohort, this reduction was greater: 5.2%
- The percentage of PA disadvantaged boys (29.2%) is a reduction of 9.1%, compared with 2021-22. It also narrows the gap between disadvantaged boys and disadvantaged girls.
- The gap between non-disadvantaged attendance (94.9%) and disadvantaged attendance (91.7%) in 2022-23 is 3.2%. This is broadly similar to 2021-22 (3.1%).

At Heathfield, we are committed to improving attendance for all of our children to ensure they receive the best learning experiences and to avoid any gaps developing in their progress. We have had a weekly reward of Choc Ice Champions and Haribo Heroes. Choc ices are awarded to the class (or classes, in the event of a tie!) with the best attendance in Y1-Y6 and Haribo sweets go to the best attendance across Nursery and Reception. This information is shared with the families on Facebook, which we have found to be a very effective means of communication for our Pupil Premium families.



## Enrichment

### Breakfast Club

Our Breakfast Club is open to everyone, with a charge of £1 per day to cover costs of breakfast items and staffing, providing a further element of ‘wrap around care’ at a minimum cost. Breakfast club starts at 8.15am each morning until the start of the school day at 8.45am. Breakfast Club has multiple benefits: it ensures our children start school well-fed; it provides children with a settled start to the school day; it helps develop the social skills of children in a quieter environment; and it provides our parents with vital time to organise themselves, for example if they need to begin their own work commitments. The table below denotes Pupil Premium access to Breakfast Club.

<b>Breakfast Club Term</b>	<b>Number of children who attended Breakfast Club</b>	<b>Number of PP children who attended Breakfast Club</b>	<b>% of PP children that attend Breakfast Club.</b>
Autumn Term	91	34	37%
Spring Term	61	30	50%
<b>Summer Term</b>	99	43	43%

### After School Clubs

A range of after-school clubs have taken place throughout the year, to enable our children to develop a range of skills and explore a range of different interests. The table on the next page shows what these clubs were in the summer term and the number of non-disadvantaged children who attended, compared with the number of Pupil Premium children who attended. As you can see, overall, a high percentage of our disadvantaged children are accessing the extra-curricular activities offered. The children attending clubs are a combination of invited/targeted children and those who take them up after it is offered to the year group. The rationale for this is to maximise the engagement of our PP children.



After School Club	Number of children who attended	Number of PP children	% of PP children that attended.
Multiplication	8	3	38%
Boys Football	35	12	34%
Girls Football	18	9	50%
Reception Art	22	5	23%
Sing and Sign	24	8	33%
Y1&2 Craft Club	22	2	9%
Forest School	19	3	16%
Science	20	8	40%
Sewing	6	1	17%
KS2 Athletics	25	8	32%
Gymnastics	14	6	43%
Digital leaders	17	6	35%
Reception games	22	4	18%

**Enrichment Activities.** All of our children in Year 3 learn how to play the ukulele and some of our children in Years 4 and 5 are receiving woodwind and violin lessons from an expert teacher from the music service. There are 8 children participating in these lessons and 50% of them are Pupil Premium children. This evidences the range of experiences our disadvantaged children are being offered and receiving.

Year 4 and 5 children performing for their families.



## Wellbeing



We have a Home School Mentor who provides a range of extensive support to children and their families. Mrs Carvey works with many of our Pupil Premium families, which demonstrates the good support network we are providing for our disadvantaged children and their families. Early Help meetings have continued to take place throughout the year and we have also supported some new families to complete the relevant assessments and, therefore, benefit from the additional support Early Help practitioners provide. Families have been supported to complete forms in order to seek support from other professionals, such as CAMHS and St Teresa's Hospice. Support has been offered to families to help them access additional funding to benefit their children as well as pre-loved uniform distributed to anyone who required it. Families meet with Mrs Carvey to discuss any issues affecting their families, to ensure the correct support is available promptly. Referrals to the school nursing team have been made to provide support where needed. Through home visits, we have been able to support with routines in the home and to improve attendance. Mrs Carvey has also organised for Heathfield to host free sessions for families, including: First Aid for All and the Parents' Forum which provides wellbeing support in conjunction with the Darlington Mental Health team. Within school, many carefully planned sessions are delivered to our children on a one-to-one basis that is tailored to their individual needs. In addition, the Home School Mentor has regularly communicated with our parents leading up to any school holidays, to ensure that they are aware of local play schemes, food bank information and support available during the break from school. Leading up to Christmas, the distribution of Christmas gifts and food hampers was available for our disadvantaged families to ensure all of our children had a positive experience at Christmas, as well as our Year 4 disadvantaged children and their peers to watch a travelling pantomime. The production visited school and all children who attended enjoyed a delicious, hot Christmas lunch and received a goodie bag to take home. This was enjoyed very much by children who attended and afforded them an experience they may not have otherwise had. Mrs Carvey has also sourced support with the transition to secondary school for our Year 6 children, through a series of weekly sessions provided by school nursing team.

## Cultural Capital

At Heathfield, we know that it is vital to expose our disadvantaged children to a wide range of experiences and knowledge that will equip them with good cultural capital. This will give them the building blocks they need towards furthering their education and careers. It ensures our children are exposed to experiences they may not otherwise have had.

### Theme Weeks

We have enhanced our curriculum offer by including focus theme weeks and days to give our children new experiences and develop their cultural capital. These focus weeks have included: Outdoor Classroom Day, Anti-Bullying Week, Black History Month, Big Garden Bird Watch, Energy Saving Week, Children's Mental Health Week, British Science Week and World Book Day. Exposing our children to a wide range of experiences helps to nurture them into effective citizens and broadens their aspirations for the future. Our children have also made positive contributions to society by participating in events to raise money or make collections for charities. This includes: Children in Need, Red Nose Day and Wear a Hat Day for Brain Tumour Research.



Wear a Hat Day

Red Nose Day



Children in Need



Hygiene Week



## Significant People

We are committed to ensuring our curriculum gives our children good cultural capital and have significant people as one of our golden threads – a focus that runs through aspects of the curriculum. Each half-term, children study a range of significant people who have had an impact on the world through science, geography, history and art. They focus on aspects such as their early lives, their route to becoming significant, the key reasons that they are significant and their legacy. This helps our children to see the opportunities that are possible for them in the future and to start to think about the steps towards achieving these. During the summer term, the children across school have linked their biology learning to significant scientist such as: Charles Darwin and Gerald Durrell and our year 2 children did some local History work on the Pease family

## School Trips and Experiences

At Heathfield, we want to give our children stimulating, exciting experiences that inspire them to have high aspirations. We plan valuable experiences for our children in the form of school trips and visitors coming in to school. During the summer term, Reception enjoyed a trip to Raby Castle to consolidate their learning on knights, dragons and castles and Year 2 had a lovely time at Saltburn. As part of their RE topic, Year 3 visited a local Gurdwara and found out more information about the Sikh religion. Our Year 6 children had an adventure day where they got to participate in activities such as: fire craft, high ropes, kayaking, orienteering, archery and raft building. To celebrate all of their achievements at Heathfield, we also held a school prom and BBQ for our year 6 children, These experiences contributed to the many fond memories our children will take with them to their secondary schools.



Gurdwara Visit



Y6 Adventure Day



Plant sale to raise money for the school allotment.



Y6 Prom



Saltburn trip



Raby Castle trip

## OPAL

At Heathfield, we are committed to ensuring that all of our children gain positive, fulfilling experiences that allows them to flourish as individuals and achieve their full potential. We acknowledge that happy, purposeful playtimes ensure that children are ready for learning and develop transferrable skills such as: leadership, risk-taking, turn-taking, collaboration and compromise. We signed up to the Outdoor Play and Learning programme (OPAL) that has supported us through improving the outdoor play experiences that we offer our children. Lots of money has been invested in our outdoor spaces to create focused areas for them to access during playtimes. Our children can choose to go to: den-building, sports in our MUGA, football, tyres, mud kitchen, reading area, small world, playground games, digging area, art area, scooter area and allotment. We have invested in new resources, storage and outdoor footwear storage to ensure that children can have their outdoor play in all weathers. It is evident that our children are better able to analyse risk more independently, communicate more effectively with each other to problem solve and have more opportunities to be creative and use their imagination, as a result.



## Progress towards Pupil Premium Strategy

<b>Pupil Premium Strategy End of Year</b>		
<b>Desired Outcomes</b>	<b>Success Criteria</b>	<b>Update</b>
1) Ensure teachers have a full understanding of curriculum progression.	Teachers understand what the children have learned prior in order to deepen their knowledge as the subject progresses and are able to deploy adaptive teaching in order to scaffold, support or ensure challenge is present in the curriculum offer. As a result, there is evidence of a narrowing gap between disadvantaged pupils and their non-disadvantaged peers across all subjects.	Training has been delivered by SENDCo and some subject leaders. Subject leaders have been monitoring their subject as outlined on their action plan. A school review has taken place which incorporated a deep dive in early reading and maths. Geography and History leads have developed a new LTP. MFL lead is preparing to use a new scheme of work with teachers and the RE lead has adapted our schools LTP to be in line with the new syllabus.
2) Continue to improve quality first teaching including adaptive teaching methods.	Teaching over time, including adaptive teaching, demonstrates children's progress improves as a result.	In comparison with data from July 2022, the gap in attainment data between disadvantaged and non-disadvantaged is broadly narrowing across all subjects. In year 5 reading, disadvantaged children are outperforming their non-disadvantaged peers.
3) Disadvantaged pupils attend school regularly and punctually.	The number of persistently absent PP children decreases, in line with national average.	In comparison with data from the previous academic year the gap between disadvantaged and non-disadvantaged PA's has narrowed to 14.2%. This is a reduction of 5.2%. The % of PA disadvantaged boys has reduced by 9.1% which is also narrowing the gap between disadvantaged boys and girls.

<p>4) Enable all children to have access to enrichment opportunities in and beyond school which generate high aspirations from an early age.</p>	<p>All children will have access to enrichment opportunities in and beyond school which generate high aspirations from an early age. Registers will show what they are there for (talent, interest or invite). Attendance at clubs will be tracked and PP children will attend.</p>	<p>Our after-school club offer has increased significantly this year and there has been a wide range of clubs that have helped our children develop a wide range of skills. Trips and school visitors have been carefully planned to enrich our children's opportunities and experiences.</p>
<p>5) To continue to narrow the attainment gap in KS2 in order to ensure an equity in outcomes.</p>	<p>Evidence will show a narrowing gap between disadvantaged pupils and their non-disadvantaged peers across all subjects.</p>	<p>In comparison with data from July 2022, an increased number of disadvantaged children achieved the RWM combined measure at the end of KS2 – up 6% from the previous year, and thus contributing towards closing the attainment gap.</p>