

Pupil Premium Strategy Statement 2021-2022

Heathfield Primary School Darlington DL1 1EJ

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Primary School
Number of pupils in school	374 (excluding Nursery) (117 pupil premium)
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	Primary
Date this statement was published	14.12.21
Date on which it will be reviewed	01.09.21
Statement authorised by	
Pupil premium lead	Rebecca Dunn
Governor / Trustee lead	Alison Innerd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,365
Recovery premium funding allocation this academic year	£14,748
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	£172,113

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
 - A higher proportion of disadvantaged pupils at Key Stage 2 achieve expected outcomes and reach their full potential in preparation for secondary school.
 - Children with multiple needs including SEN 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 changes to the delivery of the curriculum due to the pandemic, resulting in a blended approach of remote and face to face teaching, led to the narrowing of the curriculum taught. Using gap analysis, a modified curriculum has been produced to ensure the most essential knowledge, understanding and skills are taught first.
2	37.5% 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 significantly below national averages

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
Implement a modified curriculum to ensure the most essential knowledge, understanding and skills are taught first.	There is evidence of a narrowing gap between disadvantaged pupils and their non-disadvantaged peers across all subjects
To improve quality first teaching.	Teaching over time demonstrates children's progress improves as a result of quality first teaching.
Disadvantaged pupils attend school regularly and punctually.	The number of persistently absent PP children decreases, in line with national average.
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.
To narrow the attainment gap in Key Stage 2 in order to ensure an equity in outcomes	There is evidence of 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: £ 45,300

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. The school will develop a three-phase model across academic year 2021-2022 to ensure that the curriculum can return to the model pre-Covid.	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.	1,2,3,4
A commitment to developing a whole school early reading strategy routed in a consistent synthetic phonics programme right from Nursery. With a particular focus on targeting disadvantaged pupils	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.’	1,2,3,4
Commitment to amend the key stage 2 reading strategy to better equip the children with the essential skills required to be an effective reader	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.	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	The EEF 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.’	1,2,3,4

Regular monitoring of the effective use of support staff in providing additional and high quality intervention (wave 2 and 3) that enables disadvantaged pupils to keep up and catch up.	1,2,3,4
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------

Priority 2 – Quality First Teach

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality and regular CPD for all teaching staff based on research informed practice	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.’	1,2,3,4
Regular monitoring of teaching to ensure that the CPD provided is having the desired impact		1,2,3,4
Monitoring schedule, with a specific focus on the provision for pupil premium children, to ensure equity of offer		1,2,3,4
Teachers create a safe learning environment which is conducive to learning and motivates vulnerable pupils to achieve well	Recent research by the University of Salford shows that well-designed classrooms can increase learning progress in reading, writing and maths by 16%. The	1,2,3,4

Priority 3 – Attendance

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To review the attendance strategy	The DfE’s report ‘The Link between absence and attainment at KS2 and	5

to ensure that disadvantaged children attend school	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.'	
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 Parent Support Advisor in effective strategies to monitor attendance information and develop relationships and communication with parents and families.		5

Priority 4 – Enrichment

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide places for wrap around care through Breakfast Club and After School Club	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.	1,5
To provide quality out of hours provision and clubs which further enhance and support pupil premium children's learning and development		1,5
To provide high quality music tuition	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,	1,5

	with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.'	
Individual subsidy for residential visit	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.'	1,5
Develop a quality play based offer maximising the school grounds		1,5
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.	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.	1,5

Priority 5 – Key Stage 2

Budgeted cost: £ 32,113

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. The school will develop a three-phase model across academic year 2021-2022 to ensure that the curriculum can return to the model pre-Covid.	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	1

	disadvantaged pupils and non-disadvantaged pupils.	
Commitment to amend the key stage 2 reading strategy to better equip the children with the essential skills required to be an effective reader		1
Development of a system to monitor 'additionality' provided to pupil premium children		1
Additional teaching sessions to boost children's performance in key skills across English and maths.		1

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.