

Pupil Premium Strategy Statement 2022-2023



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	408
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	Termly
Statement authorised by	Mrs Zoe Beach
Pupil premium lead	Miss Rebecca Dunn & Mrs Jenna Negus
Governor / Trustee lead	Rita Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174, 885
Recovery premium funding allocation this academic year	£18,718
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£193,603
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: £81,490 (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.	<p>The EEF evidence shows that where targeted support and intervention is given, gains are higher.</p> <p>NFER – quality interventions support progress and attainment.</p> <p>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.</p>	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.	<p>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.’</p>	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.	<p>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.</p> <p>DfE reading framework.</p> <p>EEF based on extensive evidence that reading comprehension strategies can improve progress.</p> <p>DfE – Unlocking Talent, Fulfilling Potential.</p> <p>Oxford University Press – why closing the word gap matters.</p>	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.	<p>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</p>	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>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.'</p> <p>NER – quality interventions support progress and attainment.</p> <p>Dfe – Teacher recruitment and retention strategy.</p> <p>Maximising the impact of Teaching Assistants. NFER research – effective ways to support disadvantaged pupils to achieve.</p> <p>TAs – a guide to good practice (Oxford Primary)</p> <p>Making the best use of Teaching Assistants – EEF</p>	
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Priority 2 – Quality First Teach

Budgeted cost: £45,000 (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.	<p>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.'</p>	1,2,3,4
Regular monitoring of teaching to ensure that the CPD provided is having the desired impact.	<p>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'.</p>	1,2,3,4
Monitoring schedule, with a specific focus on the provision for pupil	<p>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</p>	1,2,3,4

premium children, to ensure equity of offer.	supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions’.	
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%.	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.	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.’ DfE ‘Working Together to Improve School Attendance.’ September 2022. 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.’	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.	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	4
To provide quality out of hours provision and clubs which further enhance and		

support pupil premium children's learning and development.	found a link between enrichment and higher attainment in reading and maths.	
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, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.'	4
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.'	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.	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.	4

Priority 5 – Key Stage 2

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

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 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.	1,2,5

<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>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’.</p>	<p>1,2,5</p>
<p>Continued development & implementation of our system to monitor ‘additionality’ provided to pupil premium children</p>	<p>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’.</p> <p>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’.</p>	<p>1,2,5</p>
<p>Additional teaching sessions to boost children’s performance in key skills across English and maths.</p>	<p>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’.</p>	<p>1,2,5</p>

Total budgeted cost: £196,603

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2021-2022

Overview of Pupil Premium at Heathfield Primary School	
Number of Pupil Premium children	132
% of Pupil Premium children	34%

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.

% at or better

'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	56%	71%	56%	68%	69%	74%
Year 1	67%	68%	61%	61%	56%	68%
Year 2	47%	66%	47%	68%	58%	71%
Year 3	65%	70%	29%	67%	41%	70%
Year 4	73%	58%	50%	53%	64%	58%
Year 5	57%	62%	43%	51%	57%	54%
Year 6	53%	86%	47%	76%	65%	84%

In comparison with data from July 2021, there is clear evidence that the attainment gap between PP and Non PP is decreasing. This is particularly evident in Key Stage Two and, in Year 4, PP children have outperformed their peers in reading and maths. In Year 1, there is no gap evident in writing and it is very slight in reading. Our attainment data demonstrates the good quality first teaching that our disadvantaged children are receiving.

Attendance

Year 1 – Year 6 (September 2021 – July 2022)

*All leavers up to October half-term removed

Absence Click button to include/exclude Reception pupils **EXCLUDED**

% of sessions missed

* National: 2018/2019 most recent published comparative data

	Pupils	% attendance	% sessions missed	2018/19* National %	Diff +/-
Autumn 2020 Absence 4.7% (Attendance 95.3%)					
School	333	92.8	7.2	4.0	-3.2
Boys	181	92.9	7.1	4.1	-3.0
Girls	152	92.8	7.2	3.9	-3.3
Non Persistent Absentees	254	95.4	4.6	-	-
Persistent Absentees	79	84.2	15.8	-	-
Non Disadvantaged *	213	93.9	6.1	3.5	-2.6
Disadvantaged *	120	90.8	9.2	5.6	-3.6
Disadvantaged Boys	60	91.4	8.6	-	-
Disadvantaged Girls	60	90.3	9.7	-	-
Non FSM	215	93.9	6.1	3.6	-2.5
FSM	118	90.8	9.2	6.0	-3.2
No SEN	277	93.3	6.7	3.7	-3.0
EHCP/SEN statement	15	88.7	11.3	7.0	-4.3
SEN Support	41	91.3	8.7	5.4	-3.3

Persistent Absence

% of pupils absent for 10% or more sessions

	Pupils	% of cohort	2018/19* National %	Diff +/-
School	79	23.7	8.2	-15.5
Boys	46	25.4	8.6	-16.8
Girls	33	21.7	7.9	-13.8
Non Disadvantaged *	38	17.8	5.4	-12.4
Disadvantaged *	41	34.2	16.1	-18.1
Disadvantaged Boys	23	38.3	-	-
Disadvantaged Girls	18	30.0	-	-
Non FSM	38	17.7	6.0	-11.7
FSM	41	34.7	18.1	-16.6
No SEN	57	20.6	6.8	-13.8
EHCP/SEN statement	8	53.3	19.8	-33.5
SEN Support	14	34.1	14.2	-19.9

Reception – Year 6 (September 2021 – July 2022)

*All leavers up to October half-term removed

Absence Click button to include/exclude Reception pupils **INCLUDED**

% of sessions missed

* National: 2018/2019 most recent published comparative data

	Pupils	% attendance	% sessions missed	2018/19* National %	Diff +/-
Autumn 2020 Absence 4.7% (Attendance 95.3%)					
School	388	92.6	7.4	4.0	-3.4
Boys	220	92.8	7.2	4.1	-3.1
Girls	168	92.4	7.6	3.9	-3.7
Non Persistent Absentees	293	95.4	4.6	-	-
Persistent Absentees	95	83.7	16.3	-	-
Non Disadvantaged *	253	93.7	6.3	3.5	-2.8
Disadvantaged *	135	90.5	9.5	5.6	-3.9
Disadvantaged Boys	70	91.0	9.0	-	-
Disadvantaged Girls	65	89.9	10.1	-	-
Non FSM	255	93.7	6.3	3.6	-2.7
FSM	133	90.4	9.6	6.0	-3.6
No SEN	327	93.0	7.0	3.7	-3.3
EHCP/SEN statement	15	88.7	11.3	7.0	-4.3
SEN Support	46	91.3	8.7	5.4	-3.3

Persistent Absence

% of pupils absent for 10% or more sessions

	Pupils	% of cohort	2018/19* National %	Diff +/-
School	95	24.5	8.2	-16.3
Boys	56	25.5	8.6	-16.9
Girls	39	23.2	7.9	-15.3
Non Disadvantaged *	47	18.6	5.4	-13.2
Disadvantaged *	48	35.6	16.1	-19.5
Disadvantaged Boys	27	38.6	-	-
Disadvantaged Girls	21	32.3	-	-
Non FSM	47	18.4	6.0	-12.4
FSM	48	36.1	18.1	-18.0
No SEN	70	21.4	6.8	-14.6
EHCP/SEN statement	8	53.3	19.8	-33.5
SEN Support	17	37.0	14.2	-22.8

Analysis (Based on Year 1 – Year 6 Data)

Attendance

- Attendance for the whole school (92.8%) decreased by 2.6%, compared with 2020-21 (95.4%)
- In 2020-21, the gap between non-disadvantaged children's attendance (96.7%) and disadvantaged children's attendance (92.8%) was -3.9%
- In 2021-22, the gap between non-disadvantaged children's attendance (93.9%) and disadvantaged children's attendance (90.8%) was reduced to -3.1%
- In 2020-21, the gap between non-FSM children's attendance (96.5%) and disadvantaged children's attendance (93.1%) was -3.4%
- In 2021-22, the gap between non-FSM children's attendance (93.9%) and disadvantaged children's attendance (90.8%) was reduced to -3.1%

Persistent Absence

- The percentage of persistent absentee pupils for the whole school (23.7%) increased by 10.4%, compared with 2020-21 (13.3%)
- In 2020-21, the gap between non-disadvantaged persistent absentee pupils (8.1%) and disadvantaged PA pupils (22.6%) was +14.5%
- In 2021-22, the gap between non-disadvantaged persistent absentee pupils (17.8%) and disadvantaged PA pupils (34.2%) increased to +16.4%
- In 2020-21, the gap between non-FSM persistent absentee pupils (8.8%) and disadvantaged PA pupils (22.2%) was +13.4%
- In 2021-22, the gap between non-FSM persistent absentee pupils (17.7%) and disadvantaged PA pupils (34.7%) increased to +17.0%

Disaggregation of PP Children

- 12/41 PP persistent absentees had a holiday of 1 week or more
- 4/41 PP persistent absentees left following prolonged periods of absence linked to a change in schooling (3 changed to EHE and 1 won an appeal to transfer)
- 1/41 PP persistent absentees was on-roll for 52 sessions and was absent for 6 sessions with illness

Disaggregating those 17 PP persistent absentees means that:

- Disadvantaged attendance increases to 92.3%
- FSM attendance increases to 92.3%
- Disadvantaged persistent absentees reduce to 23.3%
- FSM persistent absentees reduce to 23.8%

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

Breakfast club continues to provide our children with a healthy breakfast and an enjoyable start to the day. Children have access to a wide range of resources to enable them to socialise with their friends before going to their class. Over the year, there has been an increase in the percentage of disadvantaged children accessing breakfast club. Pupil voice is regularly used to gather views on the menu and the activities they enjoy. Resources are then sourced support these likes and interests. Recently, we have also started holding competitions for the children related to our theme of the week.

Breakfast Club Term	Number of children who attended Breakfast Club	Number of PP children who attended Breakfast Club	% of PP children that attend Breakfast Club
Autumn Term	57	14	25%
Spring Term	63	22	35%
Summer Term	59	23	39%



After School Clubs

A range of after school clubs and sports events have taken place throughout this academic year to enable our children to develop a range of skills and explore a range of different interests. These clubs and the number of children who attended compared to those who are Pupil Premium is outlined below.

After School Club	Number of children who attended	Number of PP children	% of PP children that attended
Baking Club	20	4	20%
Sing & Sign	39	16	41%
Football	28	11	35%
Art Club	27	8	30%
Outdoor Games	14	6	43%
Choir	18	6	33%
Science Club	16	6	38%
Cricket	13	3	23%
Sewing	9	4	44%
Games Club	28	5	18%

Games Club



Art Club

At Heathfield, we value the importance of our children experiencing a range of different sports events to help impact future aspirations and interests. This year, our children have participated in sports events for swimming, tennis, football, table tennis, athletics, balance and agility.



Y5 athletics



Quadkids

As you can see in the table below, which outlines the events from the summer term, we do also have some Pupil Premium children accessing a range of different sports events.

Sports Event	Number of children who attended	Number of PP children	% of PP children that attended
Y1 Cricket Festival	60	18	30%
EY Balance and Agility Festival	53	16	30%
Y5 Quadkids	28	10	36%
Heathfield vs Hurworth football competition	18	7	39%
Heathfield vs St Teresa's football competition	10	2	20%
Y3 Cricket Festival	23	10	43%

Enrichment Activities

Some of our children are receiving violin lessons from an expert teacher from the music service. All of the children who access these lessons are Pupil Premium children. This evidences the range of experiences our disadvantaged children are receiving.

Our choir took part in a local Jazz festival and experienced a new genre of music that was not very familiar to them.



Wellbeing



We have a Home School Mentor who provides a range of extensive support to children and their families. Ms Prettyman works with many of our Pupil Premium families, which is illustrative of the good support network we are providing for our disadvantaged children and their families. Families have been supported to complete forms in order to seek support from other professionals, such as CAMHS and St Teresa's Hospice. Through home visits, we have been able to support with routines in the home and to improve attendance. Weekly support is provided for children who need support with managing their emotions. These sessions include games and activities from the ELSA programme, using art and drawings and using the 'Mighty Moe' workbook, and the opportunity to access quieter surroundings at lunchtimes with personalised activities. 75% of the children who received this support are Pupil Premium children. Children who have parents that are separated are being supported and support was 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 who have received support from Building Stronger Families Practitioners (previously Early Help Practitioners), also received information and support within school, which is arranged by our Home School Mentor. Families meet with Ms Prettyman to discuss any issues affecting their families, to ensure the correct support is available promptly.

Ms Prettyman has continued to organise free sessions for families hosted at Heathfield, including:

- After-school seasonal crafts for parents and children to work together - 75% who accessed these are PP;

- The 'Supporting Learning in Schools' training (Level 2 Qualification) - 100% of the children whose parents attend are PP;
- Internet safety sessions;
- Parents' Forum which provides wellbeing support in conjunction with the Darlington Mental Health team;
- Parents Partnership Forum, which allows families who have children with additional needs to come together and share their experiences.



In addition, during the autumn term, the Home School Mentor co-ordinated the distribution of Christmas gifts for our disadvantaged families to ensure all of our children had a positive experience at Christmas, as well as arranging for Year 4 disadvantaged children and their peers to watch a travelling pantomime. The production team 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.



As a school, we also provide small group sessions for targeted children, based on the Theraplay principles. This is focused on building and enhancing attachment, self-esteem, trust in others and joyful engagement and is based on the natural patterns of playful, healthy interactions between adult and child. 16 children attend these sessions and 50% of these children are from disadvantaged backgrounds.

Ms Prettyman has also sourced support with the transition to secondary school for our Year 6 children, through a series of weekly sessions provided by the Mental Health Support team. She has also facilitated personalised transition packages for those children identified as needing extra support. 50% of these children are from disadvantaged backgrounds.

In preparation for the summer holiday, Ms Prettyman has provided regular up-to-date information regarding free activities that children can attend over the duration of the holiday.

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 engagement days to give our children new experiences and develop their cultural capital. These focus weeks have included: Anti-Bullying Week, Recycling Week, National Storytelling Week, Children's Mental Health Week, World Book Day, Oxfam Water Week, National Smile Month, International Dance Day and Walk to School Week. 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 for charities. This includes: Harvest Festival, Remembrance Day, Children in Need, NSPCC Number Day, Comic Relief and Wear a Hat Day for Brain Tumour Research.



National Insect
Week



Walk/bike to school
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. These photos evidence some of the work produced by our children throughout their studies



Ben Nicholson



Emily Carr inspired artwork

School Trips and Experiences

We want to give our children stimulating, exciting experiences that inspire them to have high aspirations. Throughout the year, our children have had an access to a range of new, engaging experiences both in school and outside of school. These were plentiful throughout the Summer term...Guy Tansley from 'Bugs n Stuff' came into school to lead Reception in a bug-themed afternoon, where the children got to have close contact and learn about a range of insects, amphibians and reptiles, which linked to their topic. The Year 3 classes enjoyed a visit to a local Gurdwara. This gave our children an insight into the lives and beliefs of religious communities in our local area. Reception children enjoyed a trip to Raby Castle where they consolidated all of their learning about castles in the past. Our Nursery children loved having the fire fighters and fire engine come to visit our school. This supported their learning around people who help us in our local area and the jobs and roles of people in our community. Year 1 children had a lovely day walking to South Park and Year 2 visited Saltburn. The cost of these visits and experiences has been subsidised by school to ensure the trip was affordable for all of our children.



Nursery Fire Fighter Visit.



Reception Visit from 'Bugs n Stuff'.

Y2 Saltburn Trip

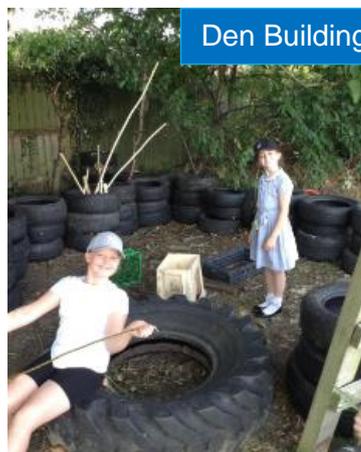


OPAL

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 ensures that children are ready for learning and develop transferrable skills such as: leadership, risk taking, turn taking, collaboration and compromise. This year, 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 our children 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 now able to analyse risk more independently, they communicate more effectively with each other to problem solve and they have more opportunities to be creative and use their imagination. Our student council found that the children really enjoy the tyre area, football, the mud kitchen, den building and gardening. Student council members have also gathered pupil views around ways that OPAL play times can be improved next year.



Harvesting carrots from the allotment



Den Building

Catch-up Premium

At Heathfield, we used the catch-up premium to provide school-led tutoring as part of the National Tutoring Programme. Initially, the focus of this was to help support our children in statutory assessment year groups and then provide extra support for other key year groups that have been identified.

Our year 6 children have had the opportunity to attend after-school booster classes to help to prepare them for statutory assessments in May. The number of children who attended is outlined in the table below.

Our class teachers in year 6 were also able to provide support for a group of children targeted to achieve greater depth. Some of these children were of disadvantaged backgrounds, which demonstrates the high aspirations we have for all of our pupils at Heathfield.

Our year 5 children have also had the opportunity to attend after-school booster classes to give early support towards the transition to year 6. The number of children who attended is outlined in the table below.

Term	Number of children who attended	Number of PP children	% of PP children that attended.
Autumn	10	4	40%
Spring	9	3	33%
Summer	9	3	33%

In year 2, booster sessions were provided to help towards statutory assessments. We also identified that Pupil Premium children in year 2 needed some extra support in writing, therefore, extra tutoring that supported writing skills was provided by the class teacher. The number of children who attended is outlined in the table below.

Term	Number of children who attended	Number of PP children	% of PP children that attended.
Spring	26	13	50%
Summer	26	13	50%

In year 1, children were invited to phonics booster sessions to provide extra support towards the Phonics Screening Check. Twelve children benefited from these and 67% of these children were Pupil Premium.

Analysis of our statutory data shows the impact of the extra tutoring that has been provided. In the phonics screening test and the year 4 multiplication test, disadvantaged pupils outperformed non-disadvantaged. In Key Stage Two, we have 29.4% of Pupil Premium children have achieved greater depth standard in the Grammar, Punctuation and Spelling assessment and 23.5% of Pupil Premium children have achieved greater depth standard in maths.

Progress towards Pupil Premium Strategy

Pupil Premium Strategy End of Year																	
Desired Outcomes	Success Criteria	Update															
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	Attainment data shows that the gap is narrowing, particularly in Key Stage Two.															
To improve quality first teaching.	Teaching over time demonstrates children's progress improves, as a result of quality first teaching.	Attainment data shows that the gap between disadvantaged and non-disadvantaged peers is narrowing, particularly in Key Stage Two.															
Disadvantaged pupils attend school regularly and punctually.	The number of persistently absent PP children decreases, in line with national average.	The gap between non-disadvantaged children's attendance and disadvantaged children's attendance has reduced to -3.1% (from -3.9% in 2020-21). The difference between the % of disadvantaged PA children (disaggregated data) in school and nationally has reduced to -7.2%.															
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.	This report shows the vast range of after-school clubs and sports events our children have had access to throughout the year and across all year groups. OPAL has also been implemented to widen our children's experiences at playtimes.															
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	<p>Since 2019 (the last time SATs took place) the percentage of children reading expected standard has risen. See table below:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>2019</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>GPS</td> <td>36%</td> <td>71%</td> </tr> <tr> <td>Reading</td> <td>44%</td> <td>65%</td> </tr> <tr> <td>Maths</td> <td>56%</td> <td>65%</td> </tr> <tr> <td>Combined</td> <td>40%</td> <td>47%</td> </tr> </tbody> </table> <p>29.4% of Pupil Premium children have achieved greater depth standard in the Grammar, Punctuation and Spelling assessment and 23.5% of Pupil Premium children have achieved greater depth standard in maths.</p>		2019	2022	GPS	36%	71%	Reading	44%	65%	Maths	56%	65%	Combined	40%	47%
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