



'Imagine, Believe, Achieve'

Pupil Premium Impact Report

Summer Term 2021

Pupil Premium Report

The following report has been developed in order to ensure that all disadvantaged pupils succeed at Heathfield. It will look at pupil outcomes, attendance, pastoral care, enrichment and will contain an update on the pupil premium strategy.

Outcomes

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' - Pupils 'Exceeding' or at 'Mastery Standard' in current year e.g. Summer Term Year 1 is '1G' or higher

Year Group	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
Reception (15 children)	35%	66%	35%	66%	41%	69%
Year 1 (21 children)	30%	46%	24%	38%	35%	46%
Year 2 (14 children)	67%	74%	34%	48%	53%	63%
Year 3 (23 children)	55%	59%	37%	52%	49%	54%
Year 4 (24 children)	42%	59%	29%	51%	31%	51%
Year 5 (19 children)	59%	78%	47%	64%	47%	67%
Year 6 (26 children)	60%	72%	37%	65%	48%	69%

Modified Curriculum

Over the last two academic years, school has closed twice for the majority of children. This was an unexpected change for our children and teachers, and all members of our school community adapted to a new way of learning very quickly. At Heathfield, leaders worked collaboratively to create a key document, which ensured the gaps that emerged from the Coronavirus pandemic were addressed throughout future planning. We know that we cannot possibly teach everything that has been missed in the usual depth, but we also know that many children will need to cover key aspects of this learning, to have the skills and knowledge to move on. Through this document, staff have had a clear reference point to support them in pitching learning at the appropriate level, and also a clear steer on when and how the missed learning needed to be incorporated into future lessons. We wanted to ensure that no Heathfield child is left behind or left with key learning that is not secure. This was an essential document to use when planning for our Pupil Premium children, to ensure that the gap between our disadvantaged and non-disadvantaged pupils did not widen.



Class Closures

During the summer term, all children were in school, however we did have multiple cases where class 'bubbles' were sent home and remote learning needed to commence immediately. Our remote learning offer incorporated the vast majority of subjects delivered in school. Children had access to maths and writing teaching and tasks, as well as creative and practical tasks. For some subjects, it was not possible to deliver the learning experience in exactly the same way remotely, eg where particular resources were needed for DT and PE. To address any gaps created as a result, weekly challenges were sent home (such as a weekly exercise challenge). If a class was sent home, they had three live teaching sessions each day and two drop-in sessions. These drop-ins could be accessed if further support and guidance was required. We recognised that not all of our families have access to a reliable internet source or a suitable device and so had laptops readily available for them to borrow to help make this style of learning accessible for all. This demonstrates the good offer of education our disadvantaged children received throughout this unusual and challenging time.

Attendance (Year 1 – Year 6)

YEAR 1 – YEAR 6 (September 20 – July 21)

Absence

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

% of sessions missed

	Pupils	% attendance	% sessions missed	2017/18 National %	Diff +/-
School	345	95.4	4.6	4.2	-0.4
Boys	186	95.5	4.5	4.2	-0.3
Girls	159	95.3	4.7	4.1	-0.6
Non Persistent Absentees	299	97.2	2.8	-	-
Persistent Absentees	46	81.8	18.2	15.9	-2.3
Non Disadvantaged *	221	96.7	3.3	3.7	+0.4
Disadvantaged *	124	92.8	7.2	5.7	-1.5
Disadvantaged Boys	65	93.3	6.7	-	-
Disadvantaged Girls	59	92.4	7.6	-	-
Non FSM	228	96.5	3.5	3.8	+0.3
FSM	117	93.1	6.9	6.3	-0.6
No SEN	255	96.3	3.7	3.9	+0.2
EHCP/SEN statement	20	87.1	12.9	6.8	-6.1
SEN Support	70	94.3	5.7	5.5	-0.2

Persistent Absence

% of pupils absent for 10% or more sessions

	Pupils	% of cohort	2017/18 National %	Diff +/-
School	46	13.3	8.7	-4.6
Boys	22	11.8	9.0	-2.8
Girls	24	15.1	8.4	-6.7
Non Disadvantaged *	18	8.1	5.8	-2.3
Disadvantaged *	28	22.6	16.5	-6.1
Disadvantaged Boys	13	20.0	-	-
Disadvantaged Girls	15	25.4	-	-
Non FSM	20	8.8	6.6	-2.2
FSM	26	22.2	19.2	-3.0
No SEN	25	9.8	7.2	-2.6
EHCP/SEN statement	9	45.0	20.0	-25.0
SEN Support	12	17.1	14.8	-2.3

RECEPTION – YEAR 6 (September 20 – July 21)

Absence

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

% of sessions missed

	Pupils	% attendance	% sessions missed	2017/18 National %	Diff +/-
School	392	95.1	4.9	4.2	-0.7
Boys	213	94.9	5.1	4.2	-0.9
Girls	179	95.4	4.6	4.1	-0.5
Non Persistent Absentees	338	97.1	2.9	-	-
Persistent Absentees	54	80.8	19.2	15.9	-3.3
Non Disadvantaged *	252	96.5	3.5	3.7	+0.2
Disadvantaged *	140	92.5	7.5	5.7	-1.8
Disadvantaged Boys	74	92.6	7.4	-	-
Disadvantaged Girls	66	92.3	7.7	-	-
Non FSM	259	96.3	3.7	3.8	+0.1
FSM	133	92.7	7.3	6.3	-1.0
No SEN	294	96.0	4.0	3.9	-0.1
EHCP/SEN statement	21	86.2	13.8	6.8	-7.0
SEN Support	77	93.9	6.1	5.5	-0.6

Persistent Absence

% of pupils absent for 10% or more sessions

	Pupils	% of cohort	2017/18 National %	Diff +/-
School	54	13.8	8.7	-5.1
Boys	29	13.6	9.0	-4.6
Girls	25	14.0	8.4	-5.6
Non Disadvantaged *	21	8.3	5.8	-2.5
Disadvantaged *	33	23.6	16.5	-7.1
Disadvantaged Boys	17	23.0	-	-
Disadvantaged Girls	16	24.2	-	-
Non FSM	23	8.9	6.6	-2.3
FSM	31	23.3	19.2	-4.1
No SEN	30	10.2	7.2	-3.0
EHCP/SEN statement	10	47.6	20.0	-27.6
SEN Support	14	18.2	14.8	-3.4

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. During the summer term, 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.

Heathfield Attendance Champs

Haribo Heroes
&
Choc Ice Champions

★ Congratulations to Nursery with 95% attendance



★ Congratulations to Class 3DS with 97.6% attendance



Enrichment

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.
Summer term	91	23	25.27%

Breakfast
and After
School
Club

Due to Covid restrictions, and children being unable to attend school, we could not offer after school clubs during the summer term. The plan is to start these again in the future, as Covid restrictions begin to lift.

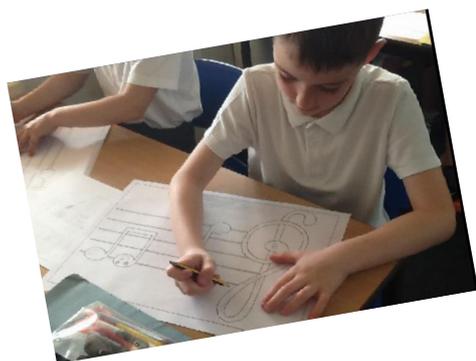
Family Support

We have a home school mentor who provides a range of extensive support to children and their families. Mrs Prettyman works with many of our Pupil Premium families, which demonstrates the good support network we are providing for our disadvantaged children and their families. This support has been provided both remotely and in school. Early Help meetings have continued to take place and we have supported some new families to complete assessments and benefit from additional support from Early Help practitioners. Referrals have been made to the school nursing services to support our children suffering with anxiety. Mrs Prettyman has advised and supported families in developing routines to help with reluctance to attend school or online sessions. In addition, uniform has been provided for families and Mrs Prettyman has helped to source holiday clubs for some of our vulnerable families as well as help them to obtain the support that they need from other services. During the summer term, Learning and Skills training for parents will be took place to support our families.



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 to further their education and give them broader career opportunities. It ensures our children are exposed to many experiences that they may not otherwise have. Throughout the summer term, we have enhanced our curriculum offer by including focus theme weeks to give our children new experiences. These focus weeks have included: Limerick day; outdoor classroom week; The Big Sing; school sports week and picnic week. Exposing our children to a wide range of experiences helps to nurture them into effective citizens and broadens their aspirations for the future.



Pupil Premium Strategy End of Year

Desired Outcomes	Success Criteria	Update
To improve outcomes for disadvantaged children at the end of KS2.	2020 (teacher assessment) – combined percentage at the end of KS2 was 56.5%, this is an increase from 40% in 2019. Target in 2021 – 65%	Disadvantaged RWM combined based on teacher assessment was 37%. This is significantly lower than the target. Outcomes for all children also fell significantly due to Covid.
To improve attainment of disadvantaged pupils, in reading, at the end of KS1	70% of disadvantaged pupils to reach expected standard in 2021.	69.2% of the school's disadvantaged pupils reach the expected standard for reading based on teacher assessment.
To improve attendance of disadvantaged pupils	Disadvantaged pupils to be at 95.8%	Disadvantaged pupils attendance was 92.8%. This was impacted significantly by the Covid pandemic.
To ensure disadvantaged people catch up and feel good mentally about returning to school after lockdown.	Pupil interviews reveal minimum impact when returning to school. Disadvantaged pupils begin to narrow the attainment gap across school.	Recovery Curriculum was implemented when the children returned after lockdown to ensure all children were ready for learning in school again.
To increase parental engagement with our disadvantaged families.		COVID restrictions made physical engagement difficult however we have seen a rise in engagement via our Marvellous Me portal and Facebook page.