



*'Imagine, Believe, Achieve'*

**Pupil Premium Impact Report**

**Spring Term 2021 - 2022**

## 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.

### **Overview of Pupil Premium at Heathfield Primary School**

|                                  |     |
|----------------------------------|-----|
| Number of Pupil Premium children | 132 |
| % of Pupil Premium children      | 34% |

## Outcomes

### Attainment – Spring 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. Spring Term Year 1 ‘At’ is ‘1=’  
‘Exc / Mastery’

| Year Group | Reading |        | Writing |        | Maths |        |
|------------|---------|--------|---------|--------|-------|--------|
|            | PP      | Non PP | PP      | Non PP | PP    | Non PP |
| Reception  | 31%     | 41%    | 50%     | 51%    | 69%   | 68%    |
| Year 1     | 56%     | 68%    | 39%     | 61%    | 61%   | 79%    |
| Year 2     | 42%     | 55%    | 21%     | 42%    | 37%   | 61%    |
| Year 3     | 69%     | 75%    | 31%     | 68%    | 50%   | 64%    |
| Year 4     | 52%     | 54%    | 33%     | 31%    | 33%   | 38%    |
| Year 5     | 60%     | 69%    | 40%     | 56%    | 50%   | 38%    |
| Year 6     | 53%     | 78%    | 35%     | 67%    | 47%   | 72%    |

Comparing the spring term data to the autumn term, there is a very clear increase in the percentage of Pupil Premium children that are achieving age related expectations in reading, writing and maths in almost all year groups. The progress that our disadvantaged children have made up to this point in the year is mostly good and outstanding. This demonstrates the good curriculum offer our children receive at Heathfield Primary School and the progress we are making towards closing the gap between Pupil Premium and their Non- Pupil Premium peers.

# Attendance

## Spring Term, Y1-Y6

### Absence

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

#### % of sessions missed

|  | Pupils | % attendance | % sessions missed | 2018/19* National %                                | Diff +/- |
|--|--------|--------------|-------------------|--|----------|
|  |        |              |                   | <b>Autumn 2020 Absence 4.7% (Attendance 95.3%)</b> |          |
| * National: 2018/2019 most recent published comparative data |        |              |                   |  |          |
| School   | 325    | 93.4         | 6.6               | 4.0  | -2.6     |
| Boys   | 178    | 93.7         | 6.3               | 4.1  | -2.2     |
| Girls  | 147    | 93.1         | 6.9               | 3.9  | -3.0     |
| Non Persistent Absentees                                     | 238    | 96.9         | 3.1               | -  | -        |
| Persistent Absentees   | 87     | 83.6         | 16.4              | -  | -        |
| Non Disadvantaged *  | 211    | 94.4         | 5.6               | 3.5  | -2.1     |
| Disadvantaged *  | 114    | 91.6         | 8.4               | 5.6  | -2.8     |
| Disadvantaged Boys   | 59     | 92.0         | 8.0               | -  | -        |
| Disadvantaged Girls  | 55     | 91.1         | 8.9               | -  | -        |
| Non FSM  | 213    | 94.4         | 5.6               | 3.6  | -2.0     |
| FSM  | 112    | 91.5         | 8.5               | 6.0  | -2.5     |
| No SEN   | 272    | 93.7         | 6.3               | 3.7  | -2.6     |
| EHCP/SEN statement   | 13     | 89.7         | 10.3              | 7.0  | -3.3     |
| SEN Support  | 40     | 92.8         | 7.2               | 5.4  | -1.8     |

### Persistent Absence

#### % of pupils absent for 10% or more sessions

|                     | Pupils | % of cohort | 2018/19* National % | Diff +/- |
|---------------------|--------|-------------|---------------------|----------|
| School              | 87     | 26.8        | 8.2                 | -18.6    |
| Boys                | 45     | 25.3        | 8.6                 | -16.7    |
| Girls               | 42     | 28.6        | 7.9                 | -20.7    |
| Non Disadvantaged * | 46     | 21.8        | 5.4                 | -16.4    |
| Disadvantaged *     | 41     | 36.0        | 16.1                | -19.9    |
| Disadvantaged Boys  | 20     | 33.9        | -                   | -        |
| Disadvantaged Girls | 21     | 38.2        | -                   | -        |
| Non FSM             | 46     | 21.6        | 6.0                 | -15.6    |
| FSM                 | 41     | 36.6        | 18.1                | -18.5    |
| No SEN              | 70     | 25.7        | 6.8                 | -18.9    |
| EHCP/SEN statement  | 7      | 53.8        | 19.8                | -34.0    |
| SEN Support         | 10     | 25.0        | 14.2                | -10.8    |

For this period, 12% of disadvantaged persistent absentee children had a holiday.

## Spring Term, Y1-Y6 (Holidays disaggregated)

### Absence

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

#### % of sessions missed

|  | Pupils | % attendance | % sessions missed | 2018/19* National %                                | Diff +/- |
|--|--------|--------------|-------------------|--|----------|
|  |        |              |                   | <b>Autumn 2020 Absence 4.7% (Attendance 95.3%)</b> |          |
| * National: 2018/2019 most recent published comparative data |        |              |                   |  |          |
| School   | 315    | 93.8         | 6.2               | 4.0  | -2.2     |
| Boys   | 174    | 94.0         | 6.0               | 4.1  | -1.9     |
| Girls  | 141    | 93.6         | 6.4               | 3.9  | -2.5     |
| Non Persistent Absentees                                     | 236    | 96.9         | 3.1               | -  | -        |
| Persistent Absentees   | 79     | 84.0         | 16.0              | -  | -        |
| Non Disadvantaged *  | 207    | 94.6         | 5.4               | 3.5  | -1.9     |
| Disadvantaged *  | 108    | 92.1         | 7.9               | 5.6  | -2.3     |
| Disadvantaged Boys   | 55     | 92.7         | 7.3               | -  | -        |
| Disadvantaged Girls  | 53     | 91.6         | 8.4               | -  | -        |
| Non FSM  | 209    | 94.6         | 5.4               | 3.6  | -1.8     |
| FSM  | 106    | 92.1         | 7.9               | 6.0  | -1.9     |
| No SEN   | 267    | 93.9         | 6.1               | 3.7  | -2.4     |
| EHCP/SEN statement   | 12     | 90.2         | 9.8               | 7.0  | -2.8     |
| SEN Support  | 36     | 93.8         | 6.2               | 5.4  | -0.8     |

### Persistent Absence

#### % of pupils absent for 10% or more sessions

|                     | Pupils | % of cohort | 2018/19* National % | Diff +/- |
|---------------------|--------|-------------|---------------------|----------|
| School              | 79     | 25.1        | 8.2                 | -16.9    |
| Boys                | 42     | 24.1        | 8.6                 | -15.5    |
| Girls               | 37     | 26.2        | 7.9                 | -18.3    |
| Non Disadvantaged * | 43     | 20.8        | 5.4                 | -15.4    |
| Disadvantaged *     | 36     | 33.3        | 16.1                | -17.2    |
| Disadvantaged Boys  | 17     | 30.9        | -                   | -        |
| Disadvantaged Girls | 19     | 35.8        | -                   | -        |
| Non FSM             | 43     | 20.6        | 6.0                 | -14.6    |
| FSM                 | 36     | 34.0        | 18.1                | -15.9    |
| No SEN              | 66     | 24.7        | 6.8                 | -17.9    |
| EHCP/SEN statement  | 6      | 50.0        | 19.8                | -30.2    |
| SEN Support         | 7      | 19.4        | 14.2                | -5.2     |

Compared with the autumn term data, there has been a slight increase in overall attendance of disadvantaged pupils. Our home school mentor provides direct support for families with low attendance or other needs that impact on attendance. Over 50% of these families are Pupil Premium. During the autumn term, there were 44 disadvantaged persistent absentees and in the spring term this has dropped to 41.

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. 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.

| Breakfast Club<br>Term | Number of children<br>who attended<br>Breakfast Club | Number of PP<br>children who<br>attended Breakfast<br>Club | % of PP children<br>that attend<br>Breakfast Club. |
|------------------------|--|--|--|
| Spring Term            | 63   | 22   | 35%  |

### After School Clubs

A range of after school clubs and sports events took place in the spring term 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 compare to those that are Pupil Premium is outlined below.

| After School Club | Number of children<br>who attended | Number of PP<br>children | % of PP children<br>that attended. |
|-------------------|------------------------------------|--------------------------|------------------------------------|
| Art Club          | 27                                 | 8                        | 30%                                |
| Outdoor Games     | 14                                 | 6                        | 43%                                |
| Choir             | 18                                 | 6                        | 33%                                |

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

| Sports Event             | Number of children<br>who attended | Number of PP<br>children | % of PP children<br>that attended. |
|--------------------------|------------------------------------|--------------------------|------------------------------------|
| Y3 Tennis<br>Competition | 8                                  | 5                        | 63%                                |
| Aquasplash Festival      | 15                                 | 4                        | 27%                                |
| Table Tennis Cup         | 8                                  | 5                        | 63%                                |
| Football Cup             | 9                                  | 3                        | 33%                                |
| Girls Football           | 9                                  | 4                        | 44%                                |

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 year 6 children have also 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.

| Term     | Number of children who attended | Number of PP children | % of PP children that attended. |
|----------|---------------------------------|-----------------------|---------------------------------|
| Spring 1 | 16                              | 6                     | 38%                             |
| Spring 2 | 25                              | 9                     | 36%                             |

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. |
|----------|---------------------------------|-----------------------|---------------------------------|
| Spring 1 | 14                              | 5                     | 36%                             |
| Spring 2 | 14                              | 5                     | 36%                             |

## 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. 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. 75% of the children who receive 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;
- Parents' Forum which provides wellbeing support in conjunction with the Darlington Mental Health team.



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.

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.



# 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: Big Garden Birdwatch, National Storytelling Week, Children’s Mental Health Week, World Book Day, Cultivation Week, British Science Week and Big Walk and Wheel. 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: NSPCC Number Day, Comic Relief and Wear a Hat Day for Brain Tumour Research.



Copper coin challenge for NSPCC Number Day.



Bird Watching



Children's Mental Health 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 the 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

Sean Henry



## School Trips and Experiences

We want to give our children stimulating, exciting experiences that inspire them to have high aspirations and these were plentiful throughout the Spring term... 'Histrionics' came into school to lead Year 3 in an engaging Greek-themed day, which linked to their topic. It gave the children an insight into the life of the Greeks and the differences between life then and life today. The Reception classes enjoyed a visit to Head of Steam railway museum. This gave our youngest children the opportunity to experience travelling on a bus to a local public attraction, while also complementing their topic and giving the children first hand experiences to handle train artefacts from the past. Year 1 children enjoyed a trip to Preston Park Museum to look at toys from the past and even had the time to play in the park! The children had opportunities to develop team skills, communication and independence. Our Nursery children also loved watching ducklings hatch and taking care of them for a short time. This supported their learning about life cycles as they were able to witness some of the stages first-hand, and also developed their observational, personal and social and language skills. The cost of these visits and experiences has been subsidised by school to ensure the trip was affordable for all of our children.



Reception Trip



Y1 Trip



Y3 Greek Day



## Progress towards Pupil Premium Strategy

| <b>Pupil Premium Strategy End of Year</b>  |  |   |
|--|--|---|
| <b>Desired Outcomes</b>  | <b>Success Criteria</b>  | <b>Update</b>   |
| 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            | Throughout this year our curriculum is being developed, reviewed and improved in all subject areas.   |
| To improve quality first teaching.   | Teaching over time demonstrates children's progress improves, as a result of quality first teaching.                               | A monitoring and evaluating document is used to support teachers and monitor teaching and learning. Lesson observations have taken place and staff meetings are used for CPD opportunities. |
| Disadvantaged pupils attend school regularly and punctually.   | The number of persistently absent PP children decreases, in line with national average.  | There has been a slight increase in attendance for disadvantaged pupils compared with the autumn term and the number of persistent absentees has dropped.                                   |
| 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. | Extra-curricular lead has been appointed in order to monitor after school clubs more closely. OPAL (outdoor play and learning) has begun at lunchtimes and play times.                      |
| 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            | There is evidence of a rise in the percentage of Pupil Premium children that are achieving age related expectations in almost all Key Stage 2 year groups.                                  |