

Pupil premium strategy statement

School overview:

Detail	Data
School name	Heathfield Community School
Number of pupils in school	376
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	N Patmore
Pupil premium lead	N Patmore
Governor / Trustee lead	Interim Executive Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£24,040
Recovery premium funding allocation this academic year	£96,458
Recovery premium funding carried forward from previous years (enter £0 if not applicable)	£14,841
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	£

Part A: Pupil premium strategy plan

Statement of intent

We aim to ensure every student can succeed within the Pupil Premium Learning Enhancement offering (LEO). Using a clear and transparent framework within academic and pastoral support that develops understanding, builds confidence and resilience for the students at Heathfield. We feel that developing resilient and confident students, supports progress and positive wellbeing on a daily basis.

This strategy has been broken down to support the needs of all PP students to ensure barriers to learning are removed and they are given the same opportunities and life chances as those students that are not PP.

Challenges

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

Challenge number	Detail of challenge
1 PP Attendance	Attendance and persistent absence levels higher than average for PP students
2 Parental engagement	Low levels of parental engagement
3 Low aspirations and motivation	Low levels of low aspiration and motivation for PP cohorts
4 Referral and behaviour	Behavioural issues of PP students effecting ability to access the curriculum . Higher rates of PP students being sent to referral area in departments. Higher rates of PP students being internally and externally excluded.
5 Cultural capital opportunities	A lack of access to cultural capital opportunities
6 Equipment, ICT and Technology	A lack of ICT , resources and equipment to support access to the curriculum
7 Exclusions	A high rate of Internal and external exclusions
8 Learning gaps	Learning gaps for PP students may be greater than their peers
EXTERNAL BARRIERS FOR PP	<p>Absence and persistent absence is higher than average for PP cohorts</p> <p>Lack of access to equipment and ICT technology from home</p> <p>Family support networks</p> <p>Homework and study support</p> <p>Uniform and links to FSM support</p>

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
Significant improvement in reading ages for KS3 PP students as well as increased vocabulary , and confidence in reading skills	Reading data improved for Y7 cohorts across the three reading assessment points across the term via AR programme
Continue to increase the levels of parental engagement across school events in particular parents evening and year group targets information evenings for PP cohorts	% of parents increases to attend parents evenings and community links with the PP cohorts and family engagement
Significant reduction in PP students being referred. Departmental referrals for behavioural issues and Fixed Term Exclusions. Restructuring of support for varying levels of behavioural needs amongst disadvantaged cohorts appropriate to student level of need	Decreased % of students who have been given a first warning in lesson, A R2L referral and Fixed Term Exclusion . Improvement in attainment as a result of improved behaviour in lessons. Positive feedback from teachers as to students behaviour in lesson. Improvements seen across classcharts and behaviour data
Improvement In attendance levels across PP cohorts including reduction in PP students making up school % of persistent absence	Increased % of PP students and a significant reduction in persistent absence amongst PP students
Improvement in Progress 8 for PP students and narrowing of P8 for disadvantaged to non-disadvantaged	Building upon improvement of Progress 8 from 2021-2022 , GCSE results to show improvement in progress 8 for PP cohort in Summer 2023
Increased number of PP students electing to study a language at GCSE	Promoting and supporting the PP students electing for a language option and building on this from previous academic year to maintain culture capital experiences

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 268, 271 check

	Activity	Evidence that supports this approach	Challenge number(s) addressed	Intended impact (year 1)	Intended impact (year 2)	Intended impact (year 3)
1.1	PP lead in Learning Enhancement Office (LEO)- to over see the PP cohorts and manage the strategies in order to carry out this strategic plan		All	To focus on improving % of attendance for PP cohorts To being to narrow the progress gap between PP and non PP pupils	Further narrow the gap for PP and non PP students.	By the end of the third year all PP students will achieve alongside their non PP peers-PP gap to be 0.
				To successfully lead and co-ordinate PP provision across Y7-11, academic and pastoral support laid out in this strategy.		
1.2	Pastoral support team are skilled and have a specific PP lead.	EEF +3 months	1,4 and 7	To narrow the gap between PP students being referred and non PP students and bring this in line with the representation of the cohort.	Significant reduction in referrals and warnings given in class.	Increase in attendance due to confidence in class an increase the ratio of positive interactions over negative.
				Reduction in late's, internal and external exclusions for PP students. All students accessing the entire curriculum as well as not losing social times. Less disruption in lessons for all to learn increasing outcomes for all.		

				Increased time in the classroom for all students will support progress and help narrow the PP/non PP gap.		
1.3	On site alternative provisions coordinated by SEN Department with key PP cohorts	EEF +4months for small group provision	1, 2, 3 and 4	These are imbedded interventions and the intended impact continues to be the same. Detail of each is documented below and these include: <ul style="list-style-type: none"> • Nurture • EBSA • Engage 		
1.4	Specific daily PP attendance and admin support.	Parental engagement +3 months-EEF	1,2	Increase levels of PP attendance and bring them in line with the rest of the cohort through daily monitoring.	Continue to decrease the level of attendance	PP attendance is in line with the rest of the cohort No more than 10% of each year group have absence level greater than 4%
				Ensure all PP students are in school accessing education in line with the rest of the cohort. Regular contact being made home builds relationships with parents and increases parental engagement. Reduction in persistence absence from school. Progress gap narrowing due to students increased attendance.		
1.5	Senior Leadership contribution		1-8	Strategic oversight and accountable for outcomes		
1.6	SEND contributions		1-8	Strategic oversight and accountable for SEND specific outcomes		
1.7	CPD for PP Lead			Sharing best practice and visits to CLF schools		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 93, 187 (shared with Wider budget)

	Activity	Evidence that supports this approach	Challenge number(s) addressed	Intended impact (year 1)	Intended impact (year 2)	Intended impact (year 3)
2.1	Academic mentoring (1:1 sessions). All students are met a minimum of once per half term.	To be evaluated	1, 3 and 4	To embed this program across all PP students in year 10 and 11 and have impact on a larger number of pupils after the pilot.	By evaluating the impact at KS3 and amended appropriately for Ks3 all PP students will benefit from this provision across the school.	Academic mentoring to be imbedded into every day practice thin LEO
				<p>To reduce the barriers to learning and support students with study skills in and outside of the classroom resulting in an increase to afterschool revision sessions and study clubs.</p> <p>Reduction of behaviour referrals and/or FTE due to reduction of knowledge gaps.</p> <p>Improvement in attendance.</p>		

				Reduction in poor attitude to learning recorded by teachers during assessment points.		
2.2	Financial support to subject areas- HOD's can apply for funding to support PP students in their subject areas.	RESEARCH ON QUALITY TEACHING FIRST	3, 4 and 6	Academic support is being directed out by the specialist in their fields.	To have measured the impact from last years allocations further strengthening this years allocation.	To have this imbedded into standard practice allowing PP finding to be allocated on a impact driven basis from previous years.
				<p>An ongoing scheme that puts emphasis on HODs to allocate funds accordingly within their department areas resulting in higher impact for the PP students.</p> <p>Removes barriers to learning where resources are provided.</p> <p>Allows for students to have equal opportunities to non PP students through revision guides, books etc.</p> <p>Improves student confidence and raises aspirations.</p> <p>Improves progress figures and narrows the PP and non PP gap.</p>		
2.3	Y11 targeted support with revision passports. Opportunity for PP coordinator to check in with students before their revision sessions.	EEF-catch up/revision sessions can extend school time by +3 months and sessions during the holidays +2 months.	3, 4 and 8	<p>To narrow the progress gap between PP and non PP students.</p> <p>Longer term confidence in terms of next steps and further education. Reduction in behavioural issues due to gaps in knowledge and barriers to learning being met.</p>	Further narrow the gap between PP and non PP students while continuing to benefit from previously mentioned impacts	Goal by the end of the third year for PP to represent its proportion in attendance to additional sessions. Gap narrowed fully.
				Encourages students to attend additional sessions after school and within the holidays.		

				<p>Raises aspirations of pupils and encourages them to achieve above their predictions.</p> <p>Improves progress for students and narrows the progress gap</p>		
2.4	Laptop bids to provide students with the IT needed to support their home learning. (when needed)	Bishop's fox educational foundation bid in addition to the government funded project.	6	To support at least 10 PP students focusing on KS4 initially.	To support key students in both KS3 and 4 with IT support-target of 5 per year group	To be able to support more students with IT access
				<p>Remove barriers to learning at home and gives access to online resources that were previously not available.</p> <p>Reduction in behaviour points due to higher completion rates of homework and narrowing of knowledge gaps and increased attendance as confidence grows.</p>		
2.5	Support with all study material	EEF	3,4, 6 and 8	All students have a general offer of revision material support-across all years. Progress gap begins to narrow.	Bespoke package of support is offered to all PP students. Progress gap further narrows due to the support embedding across Ks4 specifically.	All online and paper copies of revision materials are offered bespoke to all PP students. Progress gap narrowed.
				<p>Remove barriers to learning at home and gives all pupils access to the relevant revision materials for mocks and official exams.</p> <p>Decreases the progress gap between PP and non-PP students.</p> <p>Reduction in behaviour points due to narrowing of knowledge gaps and increased attendance as confidence grows.</p>		
2.6	Accelerated reader-this has been continued from previous years and now extended to all year 7 students	AR research provided shows that regular reading	1,2,3, 4 and 8	Continued improvement in reading ages (year7).		

		accelerates reading age.		Evaluation of impact for whole year 7 cohort.		
				<p>Increase reading age for pupils in order to allow students to access class content more readily and minimise the learning gap.</p> <p>Increase boys engagement in reading.</p> <p>Improve general literacy skills</p>		
2.7	Princes trust-targeted students are offered the Princes trust sessions as a supplement to the KS3 curriculum and this is offered as an option at KS4.	<p>An imbedded strategy that has won national awards for the impact it has had with some of our young people</p> <p>Small group tuition +4months EEF.</p> <p>Social and emotional learning +7months EEF</p>	3,4,5 and 6	To ensure the longevity of the project and upskill other members of staff to support if needed.	Intended impact will continue as before (stated below)	
				<p>Students will gain confidence and skills through their learning.</p> <p>Improve employment outcomes for students and build resilience.</p> <p>All students involved pass the princes trust program</p> <p>Increased attendance to school and other lessons</p> <p>Improvement on progress figures for these pupils across the board</p>		

2.8	Community marketing		2	LEO presence within the marketing of the school giving it a high profile for inclusion in LEO.
2.9	Monitoring of engagement with ClassCharts		2	Supports parents to access the classcharts system in order to support their son/daughter.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ as above

	Activity	Evidence that supports this approach	Challenge number(s) addressed	Intended impact (year 1)	Intended impact (year 2)	Intended impact (year 3)
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3.1	Summer school for vulnerable year 6 students transitioning to year 7	<p>Previously a project financed by Children in need. In school case studies show positive impact.</p> <p>Summer school +2months EEF</p>		<p>Intended impact the same year on year as this in embedded. To provide additional support to students with a higher level of need as identified by primary schools prior to transition. Familiarising students with school, introducing them to new staff as well as providing additional opportunities to raise questions. A notable proven impact on the students selected.</p> <p>Attendance within year 7 increased for the students involved.</p> <p>Improvement in confidence, cognition, creativity and personal and social development.</p> <p>School has a greater understanding of some of the students starting at the school</p>		
3.2	Additional transition days		1,2 and 3	<p>Intended impact the same year on year. Students highlighted by their primary due to having a higher level of need take part in additional transition days.</p> <p>Barriers to learning are removed from everything from uniform and equipment to anxieties and SEN need.</p> <p>Improved confidence of students and increased levels of attendance at the start of term.</p> <p>School has a greater understanding of the students coming into the school.</p>		
3.3	Bespoke parental engagement events	EEF +3 months	2	Post COVID re-introduction of parental events/coffee mornings.	Increased levels of parental engagement for PP cohort and	Parents to be confident with supporting their child

					build link between home and school	with school across all year groups.
				<p>Improvement in academic progress due to parental engagement in student's education and support for the school.</p> <p>With a joint up approach helps support with the reduction of RtL referrals and an increase in attendance.</p> <p>Narrowing the progress gap for PP and no PP students.</p>		
3.4	Year 9 support with option choices		3	To continue to support year 9 pupils with their option choices.	Develop this support within the Academic mentoring programs.	Continue to embed this support across year 9
				<p>Improvement in progress scores due to all pupils having taken subject areas most suited to them.</p> <p>Decrease in behaviour points and increase in attendance at Ks4 due to all pupils studying subjects most suited.</p> <p>Wider opportunities for discussion around what certain topics entail.</p>		
3.5	Post 16 support-careers and next steps			Begin to work with the carrers advisor to support PP students in considering their next steps in order to explicitly show students what they can achieve.	Raise the profile is further education within the PP cohort to raise aspirations and confidence. Introduce interview preparation to support this.	Embed this practice so all PP students have the same offer across the board
				<p>Raises aspirations of students and increases students progress to achieve aspirational targets.</p>		
3.6	Designated coordinator for CLA students	Statutory role aimed at advocating for the educational needs of our CLA		<p>Continued role with similar desired impact.</p> <p>Reduce risk of NEAT</p> <p>Children in care or adopted are much more likely to not succeed in education and are at greater of risk of NEAT</p>		

		/ SGO / Previously Looked After cohort.		Children in care or adopted are much more likely to not progress to further or higher education Students to experience success in education and prepare them for next steps		
3.7	Uniform grants		2, 4	Intended impact will be the same year on year as this supports families with correct uniform in order to remove barriers to learning. Decrease in negative points for uniform and allows students to start the day on a positive note. Allows opportunity to build relationships with home in a supportive manor.		
3.8	LEO toolkits	Wrap around pastoral care	3, 4 and 6	LEO toolkits were developed ensuring lockdown and continue to be a success to remove barriers to learning and give student confidence to ask pastoral support if needed.	Further advertising the LEO toolkits will result in a greater number of students having access to them	LEO tool kits to be imbedded into the standard practice within LEO and all students are familiar with what's is available to them
				Removes barriers to learning and supports students with confidence. Builds links with the PP coordinator and the students/parents as they are able to have open conversations around hygiene Academic toolkits include calculators and equipment supporting in lessons.		
3.9	Food vouchers and support/snack station	Wrap around pastoral care	2 and 4	Snack station is set up for students to have a healthy snack at break		

				time. Food vouchers have continued		
				Removes barriers to learning and ensures students are not hungry and have access to a health snack.		
3.10	Directed lunch time club and support			Designated days are allocated for specific activities to support with a variety of needs	Year 1 to be evaluated for next steps. Continue to develop successful support networks outside of lesson time	
				Students have a safe space they can go to and a trusted adult they can see outside of lesson time Raises the profile of the Library as this is where it is based. Happy confident students who are fully prepared to learn in lessons.		
3.11	Library links with PP	AR-students who read more increase level of literacy	3, 5 and 6	LEO provision to be run out of the library during break and lunch to increase PP traffic into the library and remove potential barriers stopping PP students going into the library. PP students see the library as a safe space. Funding offered for books to support PP students.	Evaluate year 1 of this provision	
				Encourage PP students to go into the library more and read. Increased levels of literacy in the long run reducing the gap between PP and non-PP students.		

3.12	Cultural capital opportunities	RESEARCH		All cultural capital opportunities to be support by PP as long as the PP representation is reflective of the cohort (approx. 25%)	Extend this to all cultural capital opportunities across the school.	Have this as an imbedded policy within all cultural capital events.
				To ensure all PP students have the same opportunities as non PP students. Increase ambitions		
3.13	Alternative provision			To support students with alternative provisions in order for pupils to re-integrate back into mainstream education. To improve attendance and remove SEMH barriers to learning.		

Total budgeted cost: £ As above

