

Pupil premium strategy statement - Heathfields Infant Academy 2024/2025

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 2026 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kelly Williams and Governors
Pupil premium lead	Ian Melloy
Governor / Trustee lead	Anja Hartveld

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£53,280

Challenge number	Detail of challenge
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1

Internal assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

Data in table is from end of KS1 assessments 2024. This includes phonics knowledge, which directly impacts their developments to read.

	Pupils	Reading & Maths Scaled Score	Nat. diff	Reading Scaled Score	Nat. diff	Maths Scaled Score	Nat. diff	Attendance
All Pupils	83	102.5	+0.6	103.1	+0.9	102.1	+0.1	95.4%
Female	47	102.1	+0.4	103.2	+0.6	101.0	-0.2	94.5%
Male	36	103.0	+0.9	103.0	+1.2	103.5	+0.6	96.5%
EHCP	2	91.3	-3.6	100.0	+5.1	88.5	-6.8	92.3%
Support	14	97.1	+0.7	96.6	+0.1	97.6	+0.6	93.4%
Not SEN	67	104.0	+1.1	104.5	+1.3	103.4	+0.5	95.9%
FSM6	17	98.7	-0.4	99.8	+0.3	98.4	-0.9	92.7%
Not FSM6	66	103.5	+0.7	103.9	+0.8	103.0	+0.2	96.1%
Autumn	26	103.6	+0.3	103.5	-0.1	103.7	+0.3	95.4%
Spring	31	103.0	+1.1	104.3	+2.1	102.3	+0.3	95.1%
Summer	26	100.8	+0.3	101.4	+0.5	100.2	-0.4	95.5%

Percentage of children passed phonics screening check		
Whole school	PP	Non-PP
	84	82

Identified barriers have been identified as:

- Family circumstances/expectations negatively impact on attitudes towards learning.
- **Poor attendance.**
- Low parental engagement/parenting skills may impact on belief and confidence with learning.

Academic concerns resulting from identified barriers:

That teachers need to identify the gaps in the children’s knowledge (from formal assessments identify areas that need additional support and reinforcement)

That children do not uptake the opportunity to participate in after school clubs

2

School data indicates that not all parents from disadvantaged children are engaged with their child’s learning at home especially in the area of reading.

Improved reading attainment among disadvantaged pupils.	KS1 reading show that the percentage gap between disadvantaged pupils meeting the expected standard and non-disadvantaged pupils is less than 15% in 2025, less than 13% in 2026 and less that 11% in 2027.
Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes show that the percentage gap between disadvantaged pupils meeting the expected standard and non-disadvantaged pupils is less than 10% in 2025, 8% in 2026 and 6% in 2027.
<p><u>Challenge 2</u> Pupil Premium children to be exposed to move life experiences.</p>	<p>All Pupil Premium children to attend an extra-curricular activity. All Pupil Premium children to participate in additional visits. Invite visitors to school to expose children to more diverse experiences.</p>
To improve parental interaction with the school and their child's life at school (learning and development).	<ul style="list-style-type: none"> • Regular positive contact with parents including coffee mornings, sharing work, workshops and reading sessions. • Use of social media platforms to celebrate children's learning. • Celebration messages of work sent through Arbor. • Ensure all pupil premium parents are offered parents evening and encouraged to attend even when they have not originally signed up. • Sharing good behaviour and successes with parents through Arbor. • Effective staff communication throughout the year (transition to next class), regarding any difficulties surrounding Pupil Premium families, with sensitivity and GDPR policy adhered to at all times.
<p><u>Challenge 3</u> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	Sustained high attendance demonstrated by: Attendance gap from disadvantage to non-disadvantaged to reduce by 2%.
<p><u>Challenge 4</u> Reduce the amount of persistent absenteeism with our disadvantaged children.</p>	The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no less than 10% below their peers. Persistent absence Pupil Premium children to receive help and a support plan by a senior leader

<p>Organising parent support sessions e.g. accessing financial support, reading at home</p>	<p>Parents have access to parental support sessions (this is viewed as a whole school approach to developing good relationships – with the improvement of children’s learning as a clear and consistent goal.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>1,2,3,4</p>
<p>Staff Professional Development in order to improve pedagogy and how to apply this to improve teaching and learning across the full curriculum.</p>	<p>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1</p>
<p>Staff know and understand their pupils and their influences. Where children are not making sufficient progress from their starting points, they are swiftly identified and addressed through appropriate and targeted intervention.</p> <p>All teachers know the disadvantaged children in their class and their attainment and progress within the context of the class and the year group.</p> <p>All teachers understand the importance of progress in the context of disadvantaged pupils.</p> <p>All adults linked to the child’s learning are fully aware of their needs, targets and planning for the following week.</p> <p>Interventions are planned with realistic and achievable goals, therefore promoting progress.</p>	<p>Knowing your children well will have a positive impact on classroom behaviour and outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411 Supporting the attainment of disadvantaged pupils.pdf</p> <p>Standardised tests provide reliable insights into specific strengths and weakness to each pupil to help to ensure they receive the correct essential support through additional support, interventions including tutoring.</p>	<p>1, 2</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The priorities for Pupil Premium (Targeted academic support) 2023/2024 were:

Challenge 1

Improved progress and attainment in maths, reading and writing in disadvantaged pupils.

Challenge 2

All children are able to access the full curriculum – including learning experiences such as educational visits. Improving parental interaction with the school and their child's life at school.

Challenge 3

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Challenge 4

Reduce the amount of persistent absenteeism with our disadvantaged children.

Challenge 5

To improve oral skills and address any gaps in vocabulary understanding.

Impact Review

Challenge 1

- In Year 1 PP children made progress in Reading (Exp+), although end of year targets were not met.
- In Year 1 PP made progress in phonics and were inline with Non-PP children and above the national benchmarks
- In Year 1 PP children exceeded the estimated target in Reading (Higher)
- In Year 1 progress has been made in Maths (Exp+) by PP children, end of year targets were met.
- In Year 1 progress has been made in Writing (Exp+) by PP children, although end of year targets were not met.

Reception: End of year data for Reception shows the gap between Pupil Premium and Non has increased (as 2022/2023 was narrowed to 5%)

Challenge 2

All children are treated equally and are exposed to a broad curriculum with a range of opportunities and experiences that are designed to enrich their understanding of the world and prepare them for later experiences in their life.

All children (dependent on permissions) are showcased on Twitter and Instagram regularly.

Challenge 3

Observations have seen an increase in effective use of oral skills in order to build vocabulary. It is also apparent that clear modelling is taking place within lessons.

Children are exposed to a range of vocabulary within the environment, particularly the EYFS area which is language and activity rich.

All children are heard read four times a week, with a focus on vocabulary flash cards.

EYFS have used Wellcom to baseline and support early language.

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A