

Pupil Premium Strategy Statement: Heather Primary School

Summary Information					
School	Heather Primary School				
Academic Year	2018-19	Total Pupil Premium Budget		Date of Most Recent Review	January 2019
Total Number of Pupils		Number of Pupils Eligible for PP		Date for next internal review of this strategy	Sept 2019

Attainment 2018 (based on Year 6 results )					
Heather Figures for pupils eligible for PP			National Figures for pupils not eligible for PP		
% achieving expected in reading	100%		% achieving expected in reading	80%	
% achieving expected in writing	50%		% achieving expected in reading	83%	
% achieving expected in maths	50%		% achieving expected in reading	81%	
Progress Measure in reading			Progress Measure in reading		
Middle attainment	-4.70		Middle attainment	0.03	
Higher Attainment	-2.55		Higher Attainment	0.02	
Progress Measure in writing			Progress Measure in writing		
Middle attainment	-11.15		Middle attainment	0.34	
Higher Attainment	2.85		Higher Attainment	0.01	
Progress Measure in maths			Progress Measure in maths		
Middle attainment	--9.05		Middle attainment	0.34	
Higher Attainment	-2.87		Higher Attainment	0.20	

Barriers to Future attainment (for all pupils eligible for PP, including high ability?)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.		Some pupils may not be working at age related expectations and have conceptual gaps and/or misconceptions
B.		In some cases, learning skills such as organisation, commitment and resilience need developing
C.		In some cases, children have poor vocabulary understanding
External Barriers (issues which also require action outside school, such as low attendance rates)		
D.		In some cases, poor punctuality and attendance on keys days
E.		In some cases, access to resources, such as books and life experiences
F.		In some cases a lack of regular routines including homework, home reading, spelling, right equipment in school

Desired Outcome			
	Desired Outcomes and how they will be measured		Success Criteria
A.	<ul style="list-style-type: none"> <li>To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantage pupils so that they make progress by (most) closing the gap to reach ARE, some key pupil to exceed age related expectations.</li> <li>To ensure that pupils consolidate basic skills</li> <li>To respond more rapidly with target teaching and pre-teach sessions</li> </ul>	•	<ul style="list-style-type: none"> <li>Gap between PP children and others to close and more children to meet ARE and key targeted children to show signs of greater depth</li> <li>All staff to receive high quality CPD to facilitate development of high-quality teaching</li> <li>Teacher to use accurate formative assessment to adapt weekly plans to pupils' needs</li> <li>Teacher to prepare specific target interventions for key children to be carried out by support staff.</li> <li>Teacher to work with key PP children in key time slots throughout the day</li> <li>Additional intervention to take place where possible</li> </ul>
B.	<ul style="list-style-type: none"> <li>Pupils will be proactive, organised and enthusiastic learners</li> </ul>	•	<ul style="list-style-type: none"> <li>Pupils will have the right equipment in school for their lessons</li> <li>PP children targeted for sporting and experiential learning in order to widen horizons</li> <li>Higher quality of work in books will be evident in book looks</li> <li>Introduce half termly sessions with class teacher to discuss strengths and weaknesses</li> </ul>
C.	<ul style="list-style-type: none"> <li>To develop a love of reading across the school</li> <li>To introduce a reading reward scheme to encourage all children to read more regularly at home</li> <li>Pupils to read high quality texts regularly in guided reading</li> <li>Activities planned in class develop vocabulary usage</li> <li>In maths pupils to write clearly to explain their reasoning</li> <li>Introduction of Knowledge organisers (summer 2) to develop vocabulary knowledge</li> </ul>	•	<ul style="list-style-type: none"> <li>Regular vocab warm ups in literacy to extend vocabulary</li> <li>Children speaking in clear sentences to articulate their thoughts and needs</li> <li>Pupil, who need it, to have regular reading sessions in school</li> <li>Guided reading sessions to include focus on vocabulary and inference</li> <li>Teacher's to give precise feedback which the pupils can respond to and take their learning further forward</li> </ul>

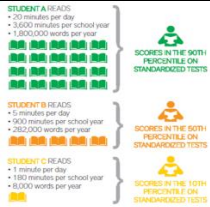
D.	<ul style="list-style-type: none"> <li>To ensure that all disadvantage children meet national expectations for attendance and punctuality</li> </ul>	•	<ul style="list-style-type: none"> <li>All disadvantage pupils to match or exceed school target for non-disadvantage pupils 97%</li> <li>Parent to be informed monthly if their child's attendance falls below expectations and be invited in for a meeting</li> <li>School will employ an Educational Welfare Officer if required</li> <li>100% certificate to be given out termly</li> </ul>
E	<ul style="list-style-type: none"> <li>School will deliver an engaging, varied and broad curriculum</li> </ul>	•	<ul style="list-style-type: none"> <li>New three-year curriculum in place</li> <li>Curriculum to provide pupils with exciting events to engage them in their learning</li> <li>Pupils to be exposed to a wide range of social, cultural and sporting activities</li> </ul>
F	Pupils have the opportunity to read, consolidate tables and complete home if necessary	•	<ul style="list-style-type: none"> <li>If necessary, pupils to be daily readers</li> <li>Pupils to work with Pupil Premium Champion to practise tables and key number facts</li> </ul>

### Planned expenditure

**Academic Year 2018/19**

**i Quality Teaching For All**

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation
<b>A, To have rigorous basic skills approaches in place for maths, reading and phonics (possibly grammar from September 2019)</b>	<p>KS 2 children to complete at least x3 times a week – mental maths timed activities – focusing on number bonds and times tables</p> <p>KS1 children daily targeted phonic teaching using regular screening data to plan for gaps and misconceptions.</p> <p>Purchase of PIRA/PUMA assessments to track progress and monitor gaps</p> <p>My Maths Subscription</p>	Pupils need a sound understanding of basic key skills in order to develop fluency of reading and maths skills in order to apply these skills in more complex work	<ul style="list-style-type: none"> <li>Teacher's records of results from the tests</li> <li>Monitoring of data to show improved</li> <li>My Maths Records</li> <li>Discussions with parents, children, staff and governors</li> </ul>	All staff  200	£400 – My Maths £1500 – approx. PIRA/PUMA tests	Termly when using standardised assessments

<p><b>A/C, To develop vocabulary across the school through a lifelong love of reading</b></p>	<p>Develop vocabulary across the school by ensuring the PP children have a selection of quality books to read/share at home. PP children to be presented with a quality fiction/non-fiction text to keep at home each term. Pupils expected to read 3 times a week at home (reward system in place for those that do)</p>		<ul style="list-style-type: none"> <li>• Ongoing monitoring</li> <li>• Display in classrooms showing who is reaching their reading at home target</li> <li>• Staff to target children who are not reading 3 times as their daily targeted readers</li> <li>• Display showing which children are reading regularly</li> </ul>	<p>MM All teachers</p>	<p>£200 cost of books for PP children</p>	<p>Each term</p>
<p><b>A/C Pupils read regularly in school time and have access to high quality texts in guided reading</b></p>	<p>Teachers to choose engaging texts and plan learning using VIPERS</p>	<p>The gap in attainment and progress between those children who read and those that do not is very apparent and well researched.</p>	<ul style="list-style-type: none"> <li>• Ongoing monitoring</li> <li>• Display showing which children are reading regularly</li> <li>• Pupil interviews</li> </ul>	<p>MM All teachers Viper Subscription and purchase of additional texts where required.</p>	<p>£250</p>	<p>Each term</p>
<p><b>ii Targeted Support</b></p>						
<p>A) For key PP children to close the gap so that they are closer to ARE</p>	<p>Pupil Premium Champion – LSA to work with PP children – working 0.5 days twice a week - support with reading, homework, emotional support</p>	<p>Provides key children with the support that they need to practise key skills as they may not get that support at home.</p>	<ul style="list-style-type: none"> <li>• Teacher to implement intervention folder so PP Champion can see</li> </ul>	<p>MM SENCO All teachers</p>	<p>£2500</p>	

For some PP children to make or exceed national expectations for progress and attainment		1:1 tuition short regular session over a period of time had good impact EEF	<p>to hand what support is required.</p> <ul style="list-style-type: none"> <li>Teachers to monitor what PP champion is working with the children on during the 1:1 time.</li> <li>On-going monitoring</li> <li>Pupil interviews</li> </ul>			
A/C Small group (no more than 3) key targeted intervention led by teacher and delivered by TA/LSA for key pupils to have basic needs met to ensure they are physically, mentally and emotionally ready to learn	Daily breakfast club to be offered to key families Varied interventions (according to need) to be provided	EEF – state that key targeted carefully planned intervention for small groups can have a positive impact. Gaps identified in formative assessments allow for precisely targeted teaching to remedy these	<ul style="list-style-type: none"> <li>On-going monitoring by MM/CM and class teachers</li> <li>TA/LSA feedback from the sessions</li> <li>Pupil interviews</li> </ul>	All teaching staff Key LSAs/TAs	£7000	Half termly
B To develop strong pupil teacher relationship with a focus on achievement	Pupils to have termly 1:1 mentoring meeting with their teacher focusing on learning/skills/attitudes Additional meetings with parents/carers as required	Research shows that mentoring and coaching over a period of time will have an impact on young people and their learning,	<ul style="list-style-type: none"> <li>Termly meetings looking though work, gaps in learning, successes also to include attendance, achievement and attituded.</li> </ul>	Teachers 1 x £180 X 3	£540	

D) to monitor and improve where necessary the attendance of disadvantaged pupils	MM and office Manager to track attendance on a monthly basis and address with families – possible involvement of EWO if necessary.  High profile across the school regarding attendance through assemblies, newsletters, end of year rewards. School to follow attendance policy  Off spaces in Before School Club	Address any attendance concerns is a key step to improving progress and attainment - local evidence shows if attendance is better at primary then attendance as secondary is more consistent.  By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues	<ul style="list-style-type: none"> <li>• Month attendance reports/letters sent out to families where attendance is a concern</li> <li>• Reward system in place</li> <li>• Newsletter contain evidence of attendance</li> <li>• EWO records if needed.</li> </ul>	MM and Office Manager	Possible cost of EWO	Attendance tracked monthly
<b>iii Other Approaches</b>						
Improved self-esteem and full engagement in wider, richer curriculum, in and out of school	Music lessons Extra-curricular clubs Breakfast and After School Clubs	Being physically active encourages children to have good levels of confidence and self-esteem. Participation in artistic and creative activities has been shown to improve outcomes in English, Maths and Science – particularly for younger children.	Records of attendance and discussions with music teachers and children, and with club leaders and children	Class Teacher in liaison with MM	£400	On going
Children are able to use their experiences and it is seen in their writing	Educational and residential visits funded	School staff have observed children making greater progress as a result of having a wide range of opportunities to learn outside the classroom.	Work scrutiny Records Talking with children Observations in the classroom, at playtime etc.	MM Office Manager	£800	On going Review after each residential
Children can engage fully in school life and	School funding of school uniform, PE kit, milk and fruit	Some of our children need support re	Ongoing conversations with pupils and parents.	Class teacher	£400	On going

feel healthy and well during the school day.		school uniform; some are hungry during the morning.		Office Manager MM		
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## Review of Expenditure

**Previous Academic Year - 2017-18**

### **i Quality of Teaching for all**

Desired Outcome	Chosen Approach	Estimated Impact – did you meet the success criteria	Lessons Learned	Cost
<p>Pupil Progress meetings each term can engage more closely in an analysis of data, depth of understanding, mastery of objectives for our PP group – including analysis re other vulnerabilities for individual children (SEN, More Able etc)</p>	<p>Continued development of INSIGHT assessment and tracking system to identify and address small step gaps in understanding and mastery for individual children and PP cohort. Adapt system to meet school/pupil needs, identification and monitoring of dual vulnerabilities etc. (PP</p>	<p>Staff are more proficient at using INSIGHT and using prior attainment data as a measure of progress 67% of pupil premium children are either below or well below ARE</p>	<p>Clearer identification of gaps in learning are required – particularly KPIs Interventions need to be more tightly planned and focused over six week blocks and reviewed regularly. Further enhancement of provision mapping is required to ensure we can maximise the support staffs' availability to work with PP children to close the gap Pupil Progress meetings need to be more tightly managed so that teachers have ownership of their data and use this to identify gaps.</p>	<p>£2000 +£200</p>
<p>Continued work as part of the Achievement for All project – a two-year research project designed to support the learning of a PP target cohort as well as other children who would benefit across the school.</p>	<p>We are taking part in a subsidised research project and whole school development programme with Achievement For All, designed to raise aspirations and performance/achievement across the school, including a focus on supporting parents as well as on specific curriculum areas. This involved CPD work with staff, close monitoring of data, mentoring work with</p>	<p>This project was successful for a few key families – how every not the key PP families we were hoping to engage with.  Staff were more proactive at meeting regularly with key families and having more frank conversations with families regarding the children's gaps and how working together will have a greater impact on child's development</p>	<p>Parental engagement is a key indicator in children making progress Parents valued longer parent consultations to really discuss child's strength and weaknesses</p>	



	children and focus group work with parents and families.			
<b>ii Targeted Support</b>				
Desired Outcome	Chosen Approach	Estimated Impact – did you meet the success criteria	Lessons Learned	Cost
<ul style="list-style-type: none"> <li>• Writing improvements seen in attainment and progress.</li> <li>• Small steps improvements seen against targets set</li> </ul>	TAs are trained to support writing interventions in class through 'Write Away Together' program	Writing still an area of concern – staff not utilising this intervention to its best effect.	More CPD for teaching staff about the power of this intervention. Provision mapping to indicate when this intervention can be used	£35
Children have a supported opportunity to engage in reading with an adult, completing homework etc where opportunities for this additional support are not readily available. Children engage in discussions about their needs and work as appropriate.	'Pupil Premium Champion' – LSA – works with the children 2 x 0.5 days a week.	PP children value this time with Pupil premium Champion – it provides them with time to complete online homework which some of our PP children find difficult to do at home. Also provide regular reading opportunities for key PP children to try and establish a love of reading	At times this time needs to be more structured – better liaison between class teachers and PP champion in order to tailor some of the work completed so it links to gaps in their learning.	£2035
Children have close support from adults in the classroom,	Additional AOT hours in each class.	All classes have TA support for at least the morning – some of which is focused on PP children	TAs need clearer guidance from teachers regarding how to support PP children in their learning.	£8185

allowing quick intervention around academic, social or emotional needs				
Children have the opportunity to extend and reinforce their learning re specific skills, particularly in maths	MyMaths subscription	Children enjoy completing Mymaths and especially playing the games with pupil premium children	My maths to continue but better engagement with key families to support their children using this at home.	£299
<b>iii Other Approaches</b>				
Desired Outcome	Chosen Approach	Estimated Impact – did you meet the success criteria	Lessons Learned	Cost
Improved self-esteem and full engagement in wider, richer curriculum, in and out of school	Music lessons Extra-curricular clubs Breakfast and AfterSchool Clubs	Some key pupil premium children are more readily taking part in extra-curricular clubs – especially now a great range of clubs are on offer – see records of attendance	This is to continue – focus to try and engage more pupil premium children with music lessons	£800
Children are able to use their experiences and it is seen in their writing	Educational and residential visits funded	Children were eager to write and share their experiences	Definitely raised self esteem and should continue	£800
Children can engage fully in school life and feel healthy and well during the school day.	School funding of school uniform, PE kit, milk and fruit	Key children have PE kits in school and take part regularly in PE.	This is to continue	£800