Pupil Premium Strategy Statement: Heather Primary School

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|  | | **Summary Information** | | | | | | | | | | |
| School | | |  | | Heather Primary School | | | | | | | |
| Academic Year | | | 2019-20 | Total Pupil Premium Budget | | | | | £15,100 | Date of Most Recent Review | | January 2020 | |
| Total Number of Pupils | | | 106 | Number of Pupils Eligible for PP | | | | | 12 | Date for next internal review of this strategy | | Sept 2020 | |
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| **Attainment 2019** | | | | | | | | | | | | |
| **KS2 Attainment 2019** | | | | | | | | | | | | |
|  | | | | | | **Heather Figures for pupils eligible for PP** | | | | | **All pupils (national 2018)** | |
| % achieving expected in reading, writing and maths | | | | | | 33.3% | | | | | 71% | |
| % achieving expected in reading | | | | | | 100% | | | | | 78% | |
| % achieving expected in writing | | | | | | 33% | | | | | 78% | |
| % achieving expected in maths | | | | | | 67% | | | | | 71% | |
| % achieving greater depth in reading | | | | | | 33.3% | | | | | 28.6% | |
| % achieving greater depth in writing | | | | | | 33.3% | | | | | 7.1% | |
| % achieving greater depth in maths | | | | | | 0 | | | | | 21.4% | |
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| **KS1 Attainment 2019** | | | | | | | | | | | | |
|  | | | | | | **Heather Figures for pupils eligible for PP** | | | | | **All pupils (national 2018)** | |
| % achieving expected in reading | | | | | | N/A | | | | | 29.4% | |
| % achieving expected in writing | | | | | | N/A | | | | | 23.5% | |
| % achieving expected in maths | | | | | | N/A | | | | | 41.2% | |
| % achieving greater depth in reading | | | | | | N/A | | | | | 11.8% | |
| % achieving greater depth in writing | | | | | | N/A | | | | | 6% | |
| % achieving greater depth in maths | | | | | | N/A | | | | | 6% | |
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| **Phonics Attainment 2019** | | | | | | | | | | | | |
|  | | | | | | **Heather Figures for pupils eligible for PP** | | | | | **All pupils (national 2018)** | |
| % achieving Expected in Year 1 Phonics | | | | | | N/A | | | | | 88% | |
| % achieving Expected in Year 2 Phonics (cumulative) | | | | | |  | | | | | 70% (82%) | |
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|  | | **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 in reading and maths | | | | | | |
| 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 poor parenting skills and children are vulnerable due to parent low expectations and life style choices | | | | | | |
| F. |  | | | | | In some cases a lack of regular routines including homework, home reading, spelling, right equipment in school | | | | | | |
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|  | | **Desired Outcome** | | | | | | | | | | |
|  | Desired Outcomes and how they will be measured | | | | | |  | Success Criteria | | | | |
| A. | * To ensure classroom teaching is precise and that every child receives teaching which is consistently good * To ensure that pupils consolidate basic skills * To respond more rapidly with target teaching and pre-teach sessions | | | | | |  | * Increased % of PP children are working at ARE in maths and reading * Continue to imbed vipers style questions in reading * Continue to engage children with quality texts * Staff attend training on reading fluency * PIRA/Puma show increased reading ages/standardised scores * More mastery style approach is used in maths lessons * Sessions with pupil premium champion to support reading afn basic maths skills * Additional intervention to take place where possible | | | | |
| B. | * Pupils will be proactive, organised and enthusiastic learners | | | | | |  | * Pupils will have the right equipment in school for their lessons * PP children targeted for sporting and experiential learning in order to widen horizons * Higher quality of work in books will be evident in book looks * Sessions with ELSA and external former Youth Workers on friendship, self-esteem and self-worth concerns - | | | | |
| C. | * To develop language skills - linked to limited life experiences and availability of quality texts at home | | | | | |  | * Improvement of provision for reading for PP pupils * Talk Boost for KS 2 children – TA and Teacher to be trained * Continue with Vipers style teaching across the school * Year 3/4 teaching to begin to use echo style reading to increase fluency | | | | |
| D. | * To ensure that all disadvantage children meet national expectations for attendance and punctuality | | | | | |  | * All disadvantage pupils to match or exceed school target for non-disadvantage pupils 97% * Parent to be informed monthly if their child’s attendance falls below expectations and be invited in for a meeting * School will employ an Educational Welfare Officer if required * 100% certificate to be given out termly | | | | |
| E | * School to support vulnerable parents in how they can support their child’s education and development | | | | | |  | * Purchase of CPOMS - £645 * ELSA training - £500 * Pupils to be exposed to a wide range of social, cultural and sporting activities | | | | |
| F | Pupils have the opportunity to read, consolidate tables and complete home if necessary | | | | | |  | * If necessary, pupils to be daily readers * Pupils to work with Pupil Premium Champion to practise tables and key number facts | | | | |

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| **Planned expenditure** | | | | | | | | |
| **Academic Year 2019/20** | | | | | | | | |
| **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** |
| **A,** Some pupils may not be working at age related expectations and have conceptual gaps and/or misconceptions in reading and maths | Golden tickets to encourage reading at home  KS 2 children targeted for key intervention with class teacher  Purchase of PIRA/PUMA assessments to track progress and monitor gaps  My Maths Subscription  TT Rock Stars to boost times table knowledge | 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 | | | * Teacher’s records of results from the tests * Monitoring of data to show improved * My Maths Records * Discussions with parents, children, staff and governors | All staff  200 | £400 – My Maths  £800 – approx. PIRA/PUMA tests  Insight Tracking £440 | Termly when using standardised assessments |
| **C,** To develop language skills - linked to limited life experiences and availability of quality texts at home | Talk Boost  Developing language rich environment  New curriculum development to focus on vocab development  Echo reading to develop fluency | High quality provision with well trained staff is essential  High quality provision with is key to developing relationships between staff and children | | | * Ongoing monitoring * Lesson obs/learning walks | MM  All teachers | £600 | Each term |
| **A/C Pupils read regularly in school time and have access to high quality texts in guided reading** | Teachers to choose engaging texts and plan learning using VIPERS | The gap in attainment and progress between those children who read and those that done is very apparent and well researched. | | | * Ongoing monitoring * Display showing which children are reading regularly * Pupil interviews | MM  All teachers  Viper Subscription and purchase of additional texts where required. | £250 | Each term |
| **ii Targeted Support** | | | | | | | | |
| A) For key PP children to close the gap so that they are closer to ARE  For some PP children to make or exceed national expectations for progress and attainment  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 | Pupil Premium Champion – LSA to work with PP children – working 0.5 days twice a week - support with reading, homework, emotional support  Varied interventions according to need to be provided by class-based TA under the supervision of teachers | Provides key children with the support that they need to practise key skills as they may not get that support at home.  1:1 tuition short regular session over a period of time had good impact EEF  EFF – 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 | | | * Teacher to implement intervention folder so PP Champion can see to hand what support is required. * Teachers to monitor what PP champion is working with the children on during the 1:1 time. * On-going monitoring * Pupil interviews * TA/LSA feedback from pupil sessions | MM  SENCO  All teachers  Key Teachers and TAs | £2500  £6000 |  |
| B Pupils will be proactive, organised and enthusiastic learners | Pupils to be target for after school clubs and PP to find the cost.  Pupils to be targeted for NWLSSP competitions  Theatre trips to be funded – making clear to parents that attendance is required.  Pupil Premium champion to be Elsa trained  A&D inclusion to work with children t0 develop resilience | Research shows that mentoring and coaching over a period of time will have an impact on young people and their learning, | | | Questionnaires regarding sporting participation | All Staff | £3000 |  |
| 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 | | | * Month attendance reports/letters sent out to families where attendance is a concern * Reward system in place * Newsletter contain evidence of attendance * EWO records if needed. | MM and Office Manager | £600 | Attendance tracked monthly |
| **iii Other Approaches** | | | | | | | | |
| 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 feel healthy and well during the school day. | School funding of school  uniform, PE kit, milk and  fruit | Some of our children need support re  school uniform; some are hungry during  the morning. | | | Ongoing conversations with pupils and parents. | Class teacher  Office Manager  MM | £200 | On going |

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| **Review of Expenditure** | | | | | |
| **Previous Academic Year - 2018-19** | | | | | |
| **i Quality of Teaching for all** | | | | | |
| **Desired Outcome** | **Chosen Approach** | **Estimated Impact – did you meet the success criteria** | **Lessons Learned** | **Cost** | |
| A, To have rigorous basic skills approaches in place for maths, reading and phonics (possibly grammar from September 2019) | KS 2 children to complete at least x3 times a week – mental maths timed activities – focusing on number bonds and times tables  KS1 children daily targeted phonic teaching using regular screening data to plan for gaps and misconceptions.  Purchase of PIRA/PUMA assessments to track progress and monitor gaps  My Maths Subscription | Speed of recall is improving – a mixture of paper based and online  Data to date shows improvements in decoding  Data is analysed and teachers use to plan interventions | Fluency is improving with tables – but not all children are seeing the link between multiplication and division which can affect problem solving and reasoning.  Small group work daily has had an impact on those children who didn’t achieve reading in EYFS  This has been useful to track gaps and we need to continue to build on this | £400 – My Maths  £1500 – approx. PIRA/PUMA tests | |
| **A/C, To develop vocabulary across the school through a lifelong love of reading** | 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) | Children seem to more eager to engage with books. Positive response when being offered a free book. | Reading at home is still an issue – need to consider was to engage parents more with this. On the plus side some of these parents came to the book fayre to buy books  Vocabulary work needs to be further embedded in the curriculum through VIPERs and other means  Long term plan to incorporate more of a book focused topic. | £200 cost of books for PP children | |
| **A/C Pupils read regularly in school time and have access to high quality texts in guided reading** | Teachers to choose engaging texts and plan learning using VIPERS | Quality texts have been accessed by most classes | Vipers needs amending to meet the needs of the class also a variety of activities are required in order to fully engage the children | £250 | |
| Desired Outcome | Chosen Approach | Estimated Impact – did you meet the success criteria | Lessons Learned |  | Cost |
| A) For key PP children to close the gap so that they are closer to ARE  For some PP children to make or exceed national expectations for progress and attainment | Pupil Premium Champion – LSA to work with PP children – working 0.5 days twice a week - support with reading, homework, emotional support | The gap is slowly beginning to close with the PP children in KS2. Some of these children have needed significant emotional support this academic year. | These sessions need to continue. The LSA running these sessions is completing ELSA training which will also benefit these children greatly.  Liaison with class teachers is much better, . |  | £2500 |
| 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 | KS 2 talk boost worked well for key children to get them to engage more in their learning. | Breakfast club not welcomed by parents.  Key interventions with children in Year 6 is helping with key skills. |  | £7000 |
| 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 | Time tabling issues here – at times we struggled to fit them in. | Need to plan the dates in from the beginning of the year – to ensure these sessions take place. |  | £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 | No significant attendance issues this year but monitoring will continue. | EWO in place for next academic year. |  | Possible cost of EWO |
| **iii Other Approaches** | | | | | |
| 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 After School Clubs | Struggled to engage the children to take up the opportunities of music lessons. Limited take up for Afterschool club for one family. | Revaluate strategy. Use part of fund for sport after school clubs to help engage. |  | £400 |
| Children are able to use their experiences and it is seen in their writing | Educational and  residential visits funded | A big success – the two families that took up this offer said their children had a fabulous time. Definitely built relationships with peers. | To build on this to try and encourage year ¾ children to attend the residential |  | £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 | Uniform provided | Possibly reduce the cost of this budget. Due to clearer and higher expectations of uniform PP children tend to come in the right uniform. |  | £100 |
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