



Heather School's Pupil Premium Profile – September 2017

<b>Headteacher:</b>	<b>Ms Lou Harrison</b>
<b>Date:</b>	<b>September 2017</b>

1. Summary information					
School	Heather Primary School				
Academic Year	2017-18	Total PP budget (for 17/18 academic year)	£15 100	Date of most recent PP Review	August 2017
Total number of pupils	105	Number of pupils eligible for PP	12 (11.4%)	Date for next PP Strategy Review	April 2018

2. Current attainment (end of 2016-17 academic year)	
<p>At the end of the 2016/17 academic year, 25% of our KS2 cohort received additional Pupil Premium funding. In the KS2 SATs, 66.7% of those children achieved the expected level or above in Reading, Writing and Maths combined – higher than the school’s cohort of children who were not ‘disadvantaged’ and higher than the LA ‘other’ (not disadvantaged) average (National data is not currently available). This is also an ‘over time’ trend.</p> <p>Although initial data suggests that the end of KS performance for our PP cohort was lower than that of the national ‘other’ group, our PP children achieved higher than the LA PP average in Reading, Writing and Maths – for ‘Expected’ and for ‘above expected’ levels of performance.</p>	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Lack of experiences/language/vocabulary to draw on, especially in writing.
B.	Need for more effective support for home learning in basic skills
C.	Some more able children need broader outlook and higher aspirations.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Issues around low attendance and punctuality for some PP children.

4. Outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Writing – the children’s writing is more confident and draws on wider experiences with richer vocabulary and greater motivation to write at length.	Average depth – PP and non-PP to maintain at a level equal to that of non-PP children; gap narrows in % of secure objectives.
B.	Parents are more engaged in their children’s learning and supporting effectively at home	Parents report positive experiences of working with their children on learning objectives at home.
C.	More Able Pupils’ attainment/rate of progress equals that of non-PP MAP group – they reach their potential	Average depth – PP and non-PP to maintain at a level equal to that of non-PP children; gap narrows in % of secure objectives.
D.	Absence and punctuality are level with whole school averages for our PP children and cohort as a whole.	Improved attendance/punctuality

5. Planned expenditure					
Academic year	2017-18				
<i>The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support</i>					
i. Quality of 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	When will you review
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)	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	<a href="https://educationendowmentfoundation.org.uk/resources/assessing-and-monitoring-pupil-progress/introduction/">https://educationendowmentfoundation.org.uk/resources/assessing-and-monitoring-pupil-progress/introduction/</a>  We need to be clear about gaps in pupil learning against national curriculum requirements (particularly in Y2 and Y6) and trends within groups. We also need to be able to analyse our data for the same children in different ways to support our evaluation of impact and future need.	Training for staff; regular review of data and liaison with class teachers to ensure confident use; close reference to information in Pupil Progress Meetings and PMR reviews (mid and end of cycle).	LH	At the end of each half term with a full review in July 2018.
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.	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 children and focus group work with parents and families.				
				<b>Total budgeted cost</b>	£2000 + £200

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<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	The FFT Write Away Together program is recognised for its impact with children.	Monitoring of Quality of Teaching, Learning and Assessment. Data analysis, work reviews.	MM and LH	Ongoing with a review at April 2018 of impact.  £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.	<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/one-to-one-tuition/</a>  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a>	Ongoing monitoring, pupil interviews re impact, discussions with staff.	LH	Ongoing and April 2018 review of impact.  £2035
Children have close support from adults in the classroom, allowing quick intervention around academic, social or emotional needs	Additional AOT hours in each class.	Ongoing support and intervention creates opportunities for timely feedback, support and nurture as needed.	Ongoing monitoring, pupil interviews re impact, discussions with teaching and support staff and parents, governors etc.	LH	Ongoing and April 2018 review of impact.  £8185
Children have the opportunity to extend and reinforce their learning re specific skills, particularly in maths	MyMaths subscription	We have used this for several years now and know that it supports children well at home in practising their basic/key skills. We also run a lunchtime club for children to use MyMaths at school if they have restricted/no internet access at home.	Ongoing monitoring, pupil interviews, discussions with staff and parents, governors etc.	LH and CH	Ongoing and April 2018 review of impact.  £299

<b>Total budgeted cost</b>					£10 554
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</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	AD	Ongoing and April 2018 review of impact.  £800
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.	AD with AL	Ongoing  £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	Some of our children need support re school uniform; some are hungry during the morning.	Ongoing conversations with pupils and parents.	AD	Ongoing  £800
<b>Total budgeted cost</b>					<b>£2400</b>

6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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 of other vulnerabilities for individual children (SEN, More Able etc)	Introduce INSIGHT tracking system – building on work last year on curriculum assessment. Adapt system to meet school/pupil needs, identification and monitoring of dual vulnerabilities etc (PP funding for 50% of cost)	Yes – we were able to identify and target gaps closely and to identify trends, objectives etc where more support was needed and small steps needed to be introduced. We were able to analyse data in different ways to ensure that children’s specific needs were identified, particularly where a range of vulnerabilities became clearly relevant. Pupils across the school have benefited from this work.	We will continue with this approach – we are now able to focus very precisely on needs for intervention, SEND issues etc. We will continue to invest and to develop this aspect of our work.	£200
Joining 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.	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 involves CPD work with staff, close monitoring of data, mentoring work with children and focus group work with parents and families.	We were fortunate enough to be able to join the project and have been participating since January 2017. Teachers and parents report that there has been a very positive impact and that this has made a big difference with regard to parental engagement and involvement.  Practice across the school has shown impact, with raised expectations, sharper focus and increased opportunities for children to engage in the broader curriculum and to raise their self-esteem.	This will continue until December 2018.	£2000

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? <i>Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> <li>Children have very different learning needs addressed through additional support</li> <li>Writing improvements are seen in attainment and progress</li> <li>Small steps improvements are seen against targets set</li> </ul>	<p>1 to 1 teacher working 1 day a week with children on small steps progress, confidence building etc</p> <p>TAs are trained to support writing interventions in class through the 'Write Away Together' programme.</p>	<p>The 1 to 1 support worked very well as a withdrawal intervention. Children made good small steps progress and we saw these improvements transfer into other work.</p> <p>The Write Away Together programme needs more work to embed the practice into school practice to see the impact we know it will have.</p>	<p>We would like to reshape our interventions so that they involve less withdrawal.</p> <p>There was also a staffing change – the outstanding teacher who had been working us 1 day a week left us during the year for family reasons and we made a decision to review the support at this point.</p> <p>We have decided to continue to work on WAT work, particularly given the impact that we've seen in other schools. We will be completing TA training this half term and interventions are underway.</p>	<p>£5496</p> <p>£80</p>
<p>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.</p>	<p>'Pupil Premium Champion' – TA – works with the children 2x0.5 days a week.</p>	<p>This works well – the children have a trusted adult with whom they spend quiet, quality time twice a week. Their needs are varied – some children already have home adult support but benefit from quiet time, discussing their priorities in school – and the TA is very adaptable to this. We have seen impact on reading confidence and proficiency, particularly, but a wide range of other benefits for individual children.</p>	<p>We have altered the timetabling of this support to make it more helpful to children across the week. We decided to continue this support this year.</p>	<p>£1996</p>
<p>Children have close support from adults in the classroom, allowing quick intervention around academic, social or emotional needs.</p>	<p>Additional AOT hours in each class</p>	<p>This allows needs-based intervention throughout the day without the disruption and negative self-esteem/social engagement impact of withdrawal. We feel that as a school we offer this approach as a significant strength that benefits all children, but PP children in particular.</p>	<p>The impact from this is significant and we will continue with this approach.</p>	<p>£13484</p>

Children have the opportunity to extend and reinforce their learning re specific skills, particularly in maths	MyMaths subscription	Yes, this met the success criteria and is having a clear impact for some children.	Continue with MyMaths.	£299
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### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? <i>Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned (and whether you will continue with this approach)	Cost
Children with complex learning and emotional needs are supported towards successful outcomes and full inclusion	Intervention from A&D Inclusion team (from September 2016)	This has been very successful and children's engagement with learning has shown significant impact.	We will continue with this approach, but the contribution from our PP funding will be reduced this year, as our numbers have reduced slightly.	£1520
Children are supported in using the internet safely at home, with school learning reinforced for parents and families	ParentZone/ParentInfo subscription	There was some take-up of this opportunity, and we certainly found the information valuable to share with parents. We still encountered some issues around cyber-behaviour out of school.	We will return to this approach after a year's break, exploring other options with children and families during the interim period.	£480
Children with additional vulnerabilities are supported in feeling safe and articulating their concerns about their safety and wellbeing where necessary	Protective Behaviours training for all staff; materials to support the introduction of the programme	We have found this helpful in equipping and empowering children to articulate any concerns.	We are continuing to follow the programme but there is no additional cost this year.	£840
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	Children are more engaged and confident in school. Clear impact on Personal Development, Behaviour and Welfare.	We will continue with this – it also supports our positive engagement with parents.	£1200

Children are able to use their experiences and it is seen in their writing	Educational and residential visits funded			£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			£200

## 7. Additional detail

### READING, WRITING AND MATHEMATICS TEST - ACHIEVING THE EXPECTED STANDARD PERCENTAGE

