

HEATHCOTE PRIMARY SCHOOL



Pupil Premium Funding 2020/2021

This report outlines how our school has spent the Pupil Premium funding allocation in 2020-2021 and how it plans to spend it in the forthcoming academic year.

Our Principles and Objectives

The Pupil Premium was introduced to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years.

Schools are free to spend the Pupil Premium as they see fit, however our approach and vision for our pupils is to ensure that all are offered '**rich opportunities and memorable experiences**' and that those from poorer socio-economic backgrounds do not suffer barriers which hamper their progress and attainment.

Our decisions on how best to use the 'Pupil Premium' are based on the findings of high quality research and publications such as the EEF Pupil Premium Guide. These have supported our decision on expenditure over the best and most effective use of our Pupil Premium Funding.

We believe that:

- All of our children should and will benefit from the teaching and learning opportunities that Pupil Premium funding provides
- Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups.
- Pupil premium spending should be allocated following a needs analysis which identifies children with priority needs; those with the greatest need being children in receipt of free school meals whose progress is not rapid enough.
- Pupils who receive free school meals are not necessarily socially disadvantaged or are making inadequate progress.
- Not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Our Pupil Premium funding should be spent in a wide and imaginative variety of ways, so as to benefit the wide variety of interests and needs of our children
- Our Pupil Premium funding should be spent according to 'best value principles' and related to activities which research suggests will make the very best use of the finances available
- Whilst there are some 'quick wins', there is a need to also take a 'long term view' to stop achievement gaps from widening. Some of our long term objectives will take more than an academic year to come to fruition.

This report will outline how the Pupil Premium Funding will be used following a 3 tiered approach:

- Teaching
- Targeted academic support
- Wider Strategies

**Our Catch up Funding
2020 - 21**

Total number of pupils on role: 237
 Total number of pupils currently eligible for Pupil Premium Grant: 41
 Total amount of Pupil Premium Grant per pupil: £1,345
 Total number of children fall into a LAC category: 0
 Total amount of Pupil Premium Grant per pupil: £0
 Total amount of Pupil Premium Grant: £55, 145

The 3 tiers of support

In order to improve the progress and outcomes for Pupil Premium pupils we aim to:

- Close any gaps that may have formed as a result of Covid 19 period.
- Improve oral language skills and knowledge of phoneme/grapheme correspondence across the school.
 - Increase attendance rates for specific pupils eligible for PP.
- Support pupils with specific social and emotional needs which affect their learning
 - Support access to trips, workshops and extracurricular activities as required

1. Summary information

School	Heathcote Primary School				
Academic Year	2020-2021	Total catch up budget	£56,490	Date report written	July 2020
Total number of pupils	237	Number of pupils eligible for PP	42	Date for next internal review of this strategy	April 2020

2. Current attainment – These figures are based on 2019 as all formal assessments were cancelled due to Covid 19.

	<i>Pupils eligible for PP(our school)</i>	<i>Pupils not eligible for PP (national average)</i>
% passing Year 1 Phonics screening test	0% in Year 1 50% in Year 2 (retake)	87% (82% NA) 72%
% achieving in reading, writing and maths in KS1	57%	54% (65%)
% reaching expected standard in reading KS1	57%	76% (75%)
% reaching expected standard in writing KS1	57%	63% (69%)
% reaching expected standard in maths KS1	57%	72% (76%)

We do not have Year 5 or Year 6 therefore there is no Key Stage 2 data

Barriers to future attainment (internal and external)

- A. Oral language skills and phonics are lower for pupils eligible for Pupil Premium in EYFS, KS1 and lower KS2. (Teaching)
- B. To identify and act on gaps in learning due to Covid 19 specifically in Mathematics (Teaching)
- C. Specific children require additional support due to social and emotional needs. (Targeted support)
- D. Overall attendance of PP pupils is only slightly less than non PP but certain children eligible for PP have lateness/attendance issues, which reduce their school hours and cause them to fall behind. (Targeted support)
- E. Specific children cannot afford trips and events, limiting their access to the curriculum. (Wider Strategies)

Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills and knowledge of phoneme/grapheme correspondence	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet expectations of progress within phonics. This will be evident on Phonics Tracker, though interventions and if available phonics screening test.
B.	To identify and act on gaps in learning due to Covid 19. Children be supported with closing these gaps.	Pupils eligible for PP will be measured by teacher assessments in September-children will show progress through books, verbal discussions and summative assessments.
C.	The identified children will access the curriculum in line with their peers, with adult support.	The identified children will progress at the same rate as their peers from their own starting points.
D.	Increased attendance rates for specific pupils eligible for PP.	All children eligible for PP will maintain an attendance of 97% to meet the school target. Lateness will stay below 10%.
E.	All children eligible for PP will be able to access trips, workshops and extracurricular activities as required.	Children will have the opportunity to participate in all school activities and some extracurricular activities.

Three tier Support

Teaching support

- Teachers are adequately trained in the delivery of Floppy's Phonics
- Maths CPD programme
- Set up and training into the Thrive Programme
- Introduction into Pupil Passports
- Pupil Premium training
- Subscription to National Teaching College

Targeted academic support aims

- Links with Catch-up Funding interventions (see catch up funding report)
- Staff to identify gaps in learning and provide intervention
- Remote learning to be differentiated for all children and monitored to ensure progress for all.
- Nurture unit to be set up

Wider Strategies aims

- Ensuring wellbeing is interwoven through our curriculum
- Use of high quality texts to promote positive well being
- Links with wider community to ensure support is available all
- Clear and effective communication with families
- Curriculum enhancements support through use of funding
- Early Help needs identified
- Nurture unit to be set up

Nature of Support (note previous format) – Last Year 2019-2020

Nature of Planned Support 2019/2020				
Desired Outcome	Action	Costs	Measured outcome RAG rated	Impact Autumn/Spring/Summer
A) Improve oral language skills and knowledge of phoneme/grapheme correspondence	<p>-Phonics tracker used at intervals to assess and track accurately.</p> <p>-Learning tasks tailored to specific needs of pupils – closing gaps in understanding</p> <p>- Consolidation time for practice and application of skills</p> <p>-Priority reading with TAs if pupils are unable to read at home</p>	£10,179 (TA support)	<p>Improved learning outcomes in phonics(meeting end of year age-related objectives)</p> <p>Year 2 PP pupil passes Phonics Screening retake</p> <p>Year 1 chn to pass phonic screening</p> <p>APP grids to show interventions set for PP</p> <p>All end of year assessments were cancelled due to Covid 19</p>	<p>APP grid show Phonic interventions happening in Reception, Year 1 and Year 2, some of the children in these groups are PP.</p> <p>PP across school have 1:1 reading time with TAs or school volunteers</p> <p>Lockdown period: Students were supported through preparation of paper based learning packs, online teaching, regular (weekly) wellbeing checks- open communication with Mrs Shirley via letters, emails, home visits and phone calls.</p>
B) Rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in writing and maths	<p>APPs used to plan Interventions matched to need</p> <p>Daily pre-teaching enables PP pupils to access the core subjects</p> <p>Termly progress reviews with teachers and TAs</p>	<p>£8529 (TA support)</p> <p>£1000 (Maths Mastery)</p> <p>£480 (Pre-Teach support)</p> <p>£30 (Rockstars)</p>	<p>PP children make more than 12 months progress in writing and maths to close the gap</p> <p>All end of year assessments were cancelled due to Covid 19</p>	<p>Class teachers filling in on going report of what support the PP children are receiving- this will be in place until Year 6 so we can clearly track what support the child has received.</p> <p>Lockdown period: Students were supported through preparation of paper based learning packs, online teaching, regular (weekly) wellbeing checks- open communication with Mrs</p>

				Shirley via letters, emails, home visits and phone calls.
C)The identified children will access the curriculum in line with their peers, with adult support.	Set up a nurture room Nurture provision with TAs/SENDCo PP pupils to access the core subjects Nurture provision for lunch times	Nurture £5014 (TA nurture) £3526 (nurture resources) £1000 (lunch time resources)	Nurture provision enables pupils to feel able to access learning Nurture time and support builds pupils' emotional development	Nurture plan has been produced and shared with relevant staff. PP chn identified as suitable for Nurture. Class teachers to complete Boxall assessments to ensure suitability Lockdown period: Students were supported through preparation of paper based learning packs, online teaching, regular (weekly) wellbeing checks- open communication with Mrs Shirley via letters, emails, home visits and phone calls.
D)Increased attendance rates for specific pupils eligible for PP.	Monitoring of attendance and lateness Phone calls to chase up Procedure to follow according to attendance Procedure to follow policy	£510 (WES)	- All PP pupils meet the expected 98% attendance - Poor attendance is followed up according to policy, which leads to improved attendance - All pupils are in on time for learning to start - Families offered support such as Early Help if required	Lockdown period: Students were supported through preparation of paper based learning packs, online teaching, regular (weekly) wellbeing checks- open communication with Mrs Shirley via letters, emails, home visits and phone calls. Lockdown learning participation recorded weekly.
E)All children eligible for PP will be able to access trips, workshops and extracurricular activities as required	Letter to parents reminding of support available Funding distribution recorded GH/CS to meet with parents to discuss needs All parents offered support with uniform, trips, workshops and clubs. Y4 PP chn to have help with swimming costs.	£992 (club x24) £790 (trip x24) £400 (music) £100 (swimming) £450 Uniform	-All PP pupils access school trips with their class All PP pupils access after school clubs □ All Y4 PP pupils take part in swimming lessons and reach the expected standard- cancelled due to Covid 19 □ PP pupils benefit from music lessons □ PP pupils are enriched beyond the national curriculum	A running spreadsheet set up to monitor what PP children are receiving in terms of funding i.e paying for school trips Class teachers completing termly reports outlining what additional support the children have received. Swimming has been arrange for the summer term for the Year 4 children. CMS will offer up to 50% of their music tutoring, we can offer to match for those interested. GH/KA met with parents to explain how we can help.

	PP to have access and financial support for CMS instrumental lessons			<p>Lockdown period: Students were supported through preparation of paper based learning packs, online teaching, regular (weekly) wellbeing checks- open communication with Mrs Shirley via letters, emails, home visits and phone calls.</p> <p>Food Vouchers initially supplied to some of the most vulnerable families before the Government Edenred support. Vouchers were hand delivered to some families.</p> <p>Families identified as being in need were supported through application for FSM- this meant our numbers increased from 25 to 32.</p> <p>Links were made with our local parish church to help support some of our families with food hampers.</p> <p>Families were regularly given contact details of wellbeing and mental health charities and support agencies.</p>
		Total Costs: £33,000		

Nature of Planned Support 2020-2021				
Desired Outcome	Action	Costs	Measured outcome RAG rated	Impact Autumn/Spring/Summer
Tier 1- Teaching				
A)Improve oral language skills and knowledge of phoneme/grapheme correspondence	-Phonics tracker used at intervals to assess and track accurately. -Learning tasks tailored to specific needs of	£15,179 (TA support)	Improved learning outcomes in phonics (meeting end of year age-related objectives)	Phonic tracker is being used to assess in Autumn term. Phonics Tracker does not cover Phase 5 phonemes for

	<p>pupils – closing gaps in understanding</p> <p>-Consolidation time for practice and application of skills</p> <p>-Priority reading with TAs if pupils are unable to read at home</p>		<p>Year 2 PP pupil passes Phonics Screening retake</p> <p>Year 1 chn to pass phonic screening</p> <p>Progression maps interventions set for PP</p>	<p>Year 1 tracking in Spring.</p> <p>Year 2 screening in Autumn showed 80% of the whole class with 63% PP achieving above 32.</p> <p>Gov announce Phonic Screening to be cancelled</p>
<p>B)To identify and act on gaps in learning due to Covid 19.</p> <p>Children be supported with closing these gaps.</p>	<p>Baseline assessments to be conducted in September.</p> <p>Provision map to show interventions matched to need</p> <p>Daily pre-teaching enables PP pupils to access the core subjects</p> <p>Termly progress reviews with teachers and TAs</p>	<p>£18,407 (TA support)</p> <p>£2200 (Maths resourcing)</p> <p>£2000 (English resourcing)</p> <p>£480 (Pre-Teach support)</p> <p>£30 (Rockstars)</p>	<p>Pupils eligible for PP will be measured by teacher assessments in September-children will show progress through books, verbal discussions and summative assessments the gaps</p>	<p>Progress for PP – Autumn</p> <p>Y5: R: 100% W: 100% M: 100%</p> <p>Y4 R: 100% W: 100% M: 56%</p> <p>Y3 R: 100% W: 0% M:0%</p> <p>Y2 R:100% W: 100% M:100%</p> <p>Y1KF: R:100% W:50% M 75%</p> <p>Y1 O: R:0% W:67% M:67%</p> <p>YR(B) L: 100% M: 100%</p> <p>YR(H) L: 100% M: 100%</p> <p>Spring</p> <p>Y5: R: 100% W: 92% M:92%</p> <p>Y4 R: W: M</p> <p>Y3 R: 100% W: 100% M: 100%</p> <p>Y2 R:100% W: 100% M: 100%</p> <p>Y1 Otters:R:67% W: 100% M; 100%</p> <p>KF:R:75% W: 75% M:75%</p> <p>YR B: L: 100% M: 100%</p> <p>H: L: 100% M: 100%</p>

				<p>Summer</p> <p>Y5: R: W: M:</p> <p>Y4 R: W: M</p> <p>Y3 R: W: M</p> <p>Y2 R: W: M</p> <p>Y1 R: W: M</p> <p>YR R: W: M</p>
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Tier 2: Targeted academic support

C)The identified children will access the curriculum in line with their peers, with adult support.	<p>Set up a nurture room</p> <p>Nurture provision with TAs/SENDCo</p> <p>PP pupils to access the core subjects</p> <p>Nurture provision for lunch times</p> <p>Development of PP passports</p>	<p>Nurture £6014 (TA nurture)</p> <p>£4526 (nurture resources)</p> <p>£1500 (lunch time resources)</p>	<p>Nurture provision enables pupils to feel able to access learning</p> <p>Nurture time and support builds pupils' emotional development</p>	<p>Some children identified for The Den</p> <p>Boxal Assessments now in place</p> <p>9% of PP children accessing some time in The Den</p>
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D)Increased attendance rates for specific pupils eligible for PP.	<p>Monitoring of attendance and lateness</p> <p>Phone calls to chase up</p> <p>Procedure to follow according to attendance</p> <p>Procedure to follow policy</p>	£510 (WES)	<p>- All PP pupils meet the expected 98% attendance</p> <p>- Poor attendance is followed up according to policy, which leads to improved attendance</p> <p>- All pupils are in on time for learning to start</p> <p>-Families offered support such as Early Help if required</p>	<p>Autumn</p> <p>Whole attendance 97.37%</p> <p>PP attendance: 95.14%</p> <p>This figures are slightly in accurate as they include forced bubble closures.</p> <p>PP attendance Spring- There is not an accurate percentage for attendance in Spring term due to COVUD Lockdown.</p>
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Tier 3: Wider Strategies

E)All children eligible for PP will be able to access trips, workshops and extracurricular	<p>Letter to parents reminding of support available</p> <p>Funding distribution recorded</p>	<p>£1000 (clubs)</p> <p>£1000 (trip)</p> <p>£400 (music)</p> <p>£200</p>	<p>All PP pupils access school trips with their class</p> <p>All PP pupils access after school clubs</p>	<p>Welcome letters sent to parents</p> <p>Parents aware of available funding</p>
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<p>activities as required</p>	<p>GH/CS to meet with parents to discuss needs</p> <p>All parents offered support with uniform, trips, workshops and clubs.</p> <p>Y4 PP chn to have help with swimming costs.</p> <p>PP to have access and financial support for CMS instrumental lessons</p> <p>Children to have access to Breakfast and Fruit daily provision</p>	<p>(swimming)</p> <p>£600 Uniform</p> <p>Sports Equipment</p> <p>£1,099</p> <p>Breakfast and Fruit daily provision</p> <p>£1345</p>	<ul style="list-style-type: none"> □ All Y4 PP pupils take part in swimming lessons and reach the expected standard- □ PP pupils benefit from music lessons □ PP pupils are enriched beyond the national curriculum 	<p>We have subsidised the following trips :</p> <p>Cotswolds Wildlife Park (Y1)</p> <p>Falconry Visit (Y2)</p> <p>Bell Boating in Stratford upon Avon (Y5)</p> <p>No trips took place in Spring Term.</p>
<p>Total costs:</p>	<p>£55,145</p>			