

HEATHCOTE PRIMARY SCHOOL

The Pupil Premium

This report outlines how our school has spent the Pupil Premium allocation in 2019-2020 and how it plans to spend it in the forthcoming academic year. It also outlines the progress that children in receipt of the pupil premium last year made across areas of reading writing and mathematics. It also outlines our key principles and reasons for spending the Pupil Premium in the way that we do.

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, as well as OFSTED's own 'best practice' guides. 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.

Our Pupil Premium Funding 2019 - 20

Total number of pupils on role: 169

Total number of pupils currently eligible for Pupil Premium Grant: 25

Total amount of Pupil Premium Grant per pupil: £1320

Total amount of Pupil Premium Grant: £33,000

Our Targeted Areas

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

- Make rapid progress in writing and maths so that all pupils eligible for PP meet age related expectations by the end of the year.

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- 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	2019-2020	Total PP budget	£33,000	Date of most recent PP Review	Sept 20
Total number of pupils	169	Number of pupils eligible for PP	25	Date for next internal review of this strategy	Sept 2020

2. Current attainment 2019

	<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		

3.Barriers to future attainment (for pupils eligible for PP, including high ability) In-school barriers (issues to be addressed in school)

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| A. | Oral language skills and phonics are lower for pupils eligible for Pupil Premium in EYFS, KS1 and lower KS2. |
| B. | Writing and maths attainment and progress is low compared to non-PP pupils in school. |
| C. | Specific children require additional support due to social and emotional needs. |

External barriers (issues which also require action outside school)

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| A. | 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. |
| B. | Specific children cannot afford trips and events, limiting their access to the curriculum. |

4. 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 age related expectations. PP pupil in Year 2 passes the phonics retake.
B.	Rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in writing and maths	Pupils eligible for PP meet age related expectations measured by teacher assessments and by successful moderation
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.

Nature of Support – Last Year 2017-2018 (completed in old format)

5. Planned expenditure

Academic year	2018/19
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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 implementation? Cost
A) Improved progress/behaviour/well-being	Staff training on meeting the needs of pupils with SEND, ASD, attachment difficulties 1:1 support to ensure no gap between PPG attainment and other	Getting the best out of pupils can only be done if staff have an understanding of how conditions, circumstances and needs may affect learning and behaviour.	SEND leader disseminate training to staff Monitoring of teaching and learning Staff to attend hub training	SEND CO SLT TA	Cover costs £500 Review termly
B) High ability pupils maintain enthusiasm for learning and continue to make good progress	Ongoing staff training on differentiation, high expectations, challenge and problem-solving	We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. Relevant staff will provide stretch and encouragement for these pupils	Under the direction of the class teachers implement targeted interventions	SEND Leader TA	TA £3,700 (1/3 of each TA cost supporting PP Review termly
C) Engaging curriculum accessible to all pupils	CPD on Cornerstones	All teachers have full training on how to plan an engaging curriculum that engages all pupils and ensures progress is made across the curriculum by all pupils.	Monitoring from HT (Lesson obs, book trawls) Analysis of outcomes	SEND leader HT	Review termly Cover £1000
D) Teachers skilled in knowing how to ensure	CPD (see LIP) EYFS NQT	Ensuring teachers are suitably equipped with the most current pedagogies is the most successful way to ensure all our	Quality CPD	HT	Review termly Supply: £1000 CPD: £1000

all pupils make good or better progress in Maths and English		pupils, including PP have the capacity to achieve their potential.			
Total budgeted cost					£ 7200

Nature of Planned Support – This Year 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 Shirley via letters, emails, home visits and phone calls.</p>
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>Nurture £5014 (TA nurture)</p> <p>£3526 (nurture 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>Nurture plan has been produced and shared with relevant staff.</p> <p>PP chn identified as suitable for Nurture.</p>

	<p>PP pupils to access the core subjects</p> <p>Nurture provision for lunch times</p>	£1000 (lunch time resources)		<p>Class teachers to complete Boxall assessments to ensure suitability</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>
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>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.</p>
E) All children eligible for PP will be able to access trips, workshops and extracurricular activities as required	<p>Letter to parents reminding of support available</p> <p>Funding distribution recorded</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>£992 (club x24)</p> <p>£790 (trip x24)</p> <p>£400 (music)</p> <p>£100 (swimming)</p> <p>£450 Uniform</p>	<p>All PP pupils access school trips with their class</p> <p>All PP pupils access after school clubs</p> <p>□ All Y4 PP pupils take part in swimming lessons and reach the expected standard- cancelled due to Covid 19</p> <p>□ PP pupils benefit from music lessons</p> <p>□ PP pupils are enriched beyond the national curriculum</p>	<p>A running spreadsheet set up to monitor what PP children are receiving in terms of funding i.e paying for school trips</p> <p>Class teachers completing termly reports outlining what additional support the children have received.</p> <p>Swimming has been arranged for the summer term for the Year 4 children.</p> <p>CMS will offer up to 50% of their music tutoring, we can offer to match for those interested.</p> <p>GH/KA met with parents to explain how we can help.</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> <p>Food Vouchers initially supplied to some of the most vulnerable families before the Government Edean support. Vouchers were hand delivered to some families.</p> <p>Families identified as being in need were supported through application for FSM- this</p>

				<p>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		

