



Pupil premium strategy statement: Heathcote Primary School

1. Summary information					
School	Heathcote Primary School				
Academic Year	2018/19	Total PP budget	£10,560	Date of most recent PP Review	May 2018
Total number of pupils	101	Number of pupils eligible for PP	14	Date for next internal review of this strategy	May 2019

2. Current attainment				
	Reading	Writing	Maths	Grammar
Pupil 1 (Yr R)	A	A	A	A
Pupil 2 (Yr R)	A	A	A	A
Pupil 3 (Yr R)	EM	EM	EM	EM
Pupil 4 (Yr R)	A	A	A	A
Pupil 5 (Yr 1)	EM	EM	EM	EM
Pupil 6 (Yr 2)	EM	EM	EM	EM
Pupil 7 (Yr 2)	A	A	A	A
Pupil 8 (Yr 2)	A	A	A	A
Pupil 9 (Yr 3 – SEND)	EM	EM	EM	EM
Pupil 10 (Yr 3 – SEND)	EM	EM	EM	EM
Pupil 11 (Yr 3)	A	A	A	A
Pupil 12 (Yr 3)	EM	EM	A	EM

Pupil 13 (Yr 3)	A	A	A	A
Pupil 14 (Yr 3)	A	A	A	A

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupils eligible for pupil premium also have other factors such as SEN, gender, ethnicity, term of birth to consider when planning successful interventions
B.	Focus on speech and language in EYFS and KS1 to address specific PPG needs coming into the school
C.	Emotional and mental wellbeing is an issue for two of the three PP pupils and is a barrier to learning
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
A.	Some low-income families find it hard to afford extra enrichment activities
B.	Factors in the home such as emotional wellbeing of families facing low income or poverty

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve speech and language skills for PP pupils in foundation stage	Pupils eligible for PP in Foundation Stage make rapid progress from their very low starting points and are on track to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year
B.	Higher rates of attainment in KS1 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, by the end of Key Stage 1 in maths, reading and writing. As measured by the National end of key stage test and teacher assessments.
C.	Higher rates of attainment and higher number of children achieving above expected progress	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
D.	Good attendance rates for pupils eligible for PP.	Overall PP attendance in line with 'other' pupils. 97% +
E.	Positive attitude to learning and increased ability to overcome barriers.	PP to have growth mindset. We use groups with a mix of pupils including role models to develop a positive growth mindset.

F.	Parents/carers more able to access help and support	Equal access to outside/ enrichment activities; parents/carers know how to access support and we support pupils to access enrichment activities as well as before and after school care.
G.	High ability pupils maintain enthusiasm for learning	PP pupils make the same progress as non PP high ability pupils
H.	Mental health support available for pupils in need	PP children improve their mental health and emotional well being
I.	Encourage parental engagement to close the gap between PP progress and others	Parents are engaged and work with the school to ensure their children make good or better progress

5. Planned expenditure					
Academic year	2018/19				
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 all pupils make good or better progress in Maths and English	CPD (see LIP) EYFS NQT	Ensuring teachers are suitably equipped with the most current pedagogies is the most successful way to ensure all our pupils, including PP have the capacity to achieve their potential.	Quality CPD	HT	Review termly Supply: £1000 CPD: £1000
Total budgeted cost					£ 7200

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 implementation /cost
A. Use of SEND Lead and head to deliver the most effective use of targeted support work	1:1 sessions twice a week with TA and pre teach	Some of the students need targeted support to catch up. This is a methodology which ensures that teaching is provided by a designated TA.	Class teachers will manage their class to best meet the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during learning walks, book trawls, peer reviews and pupil progress meetings.	Class teacher Head SEND leader	Half Termly
B. SEND Leader interventions teaching in year 1 and 2 for Mathematics and English	Additional teachers and experienced school staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.	Some of the students need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practise during external reviews of teaching and learning.	Class teachers will manage their class to best meet the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during learning walks, book trawls, peer reviews and pupil progress meetings.	Class teacher Head SEND leader	Half Termly
C. Improved attainment in English and Mathematics	Teachers to run 1:1s for identified pupils. Trained TAs to run interventions ECAR	Research including, EEF Toolkit, identifies that teacher-led focused 1:1 teaching has a very good impact on achievement.	Thorough analysis of attainment and progress through the pupil progress meeting	Head, Class teachers	Half Termly £410 TA training

iii. Other approaches					
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
A. Ensure targeted children have a good start to their learning day at school	Provide free breakfast clubs catering.	This provides a location for social and emotional learning as well as a balanced nutritional breakfast. This good start to the day has also had a good impact on attendance and punctuality and therefore in all aspects affects the children's readiness to learn	Before school club - Denim	Head	£300 (pay breakfast club for 1 pupil)
B. Ensure children have access to extra-curricular activities	Provide free access to some After school Sports.	This provides a location for social and emotional learning.		Head	£500
D. Access to educational visits for all	To ensure that all children are able to attend the residential visits and field trips by subsidising these.	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	Take up of this subsidy will be monitored by the School Admin team	Head SL	£150
E Mental Health Support	Counselling provided for those pupils who need it	Our current cohort of PP pupils show need for emotional resilience and support.	Head and SEND Lead to monitor	Head/SEND Leader	£1758
Total Budget other approaches					£3600
Total Budget all areas					£10560