

## Pupil Premium Grant (PPG) 2014/15

| 2014/15  |          |
|--|----------|
| <b>Total amount of PPG received</b>  | £110,500 |
| <b>Number of pupils receiving PPG</b>  | 85       |
| Summary of PPG spending 2014/15  |          |
| <b>Objectives in spending PPG:</b> <ul style="list-style-type: none"><li>• To narrow the gap to national expectation for those pupils in receipt of pupil premium.</li><li>• To narrow the gap between those pupils in receipt of pupil premium and those who are not in every year group across the school.</li><li>• To ensure that all pupils in receipt of pupil premium make 2 whole levels progress between Key Stage 1 and Key Stage 2 and that the number making 3 levels of progress increases.</li><li>• To ensure that progress is accelerated for those pupils in receipt of pupil premium.</li><li>• To enrich the curriculum and provide experiences to enhance progress in academic, social and emotional development.</li><li>• To develop confidence, self-esteem and raise aspirations.</li></ul>  |          |
| <b>Summary of spending and actions taken and due to be taken in the 2014-15 academic year:</b> <ul style="list-style-type: none"><li>• Time by the headteacher and leadership team spent analysing the reasons why PP children did not make accelerated progress in 2013/14. Analysis used to inform school's on-going improvement plan.</li><li>• Additional leadership time spent ensuring PP children are making accelerated progress.</li><li>• Embedding and improving changes to Early years and Key Stage 1 teaching and learning provision so that it better meets the needs of the children and in particular the needs of the pupil premium children who, as a group, previously made insufficient progress.</li><li>• Further development of THRIVE:<ul style="list-style-type: none"><li>i. Investment in a dedicated THRIVE and family support centre.</li><li>ii. Purchase of materials and resources to support THRIVE activities.</li><li>iii. On-going training for THRIVE TAs.</li></ul></li></ul> |          |

- iv. Raising the profile and understanding of THRIVE across the school community.
- v. Development of THRIVE garden.
- vi. Increased number of children and their families accessing THRIVE support.
- vii. Doubling of staffing working in THRIVE and family support.
- viii. Development of toddlers group as a means of early intervention.

- 3 hours of staff meeting time and 3 hours of team meeting time spent developing provision for PP children, tracking the impact of this provision and then adjusting provision as required.
- Additional funding for TAs to attend team meetings meaning that effectiveness of interventions for PP children are more closely monitored and are having a greater impact on closing the gap.
- Additional leadership role focussing on progress of disadvantaged children from Feb 2015 onwards.
- Widening of specific provision for PP children such as lunch time craft club to build stronger social relationships, ICT club for girls receiving PP, parent and child Art club etc.
- Music specialist teacher to develop year 3, 4, 5 and 6 pupils in playing an instrument. Weekly lessons throughout the year.
- Class teachers released to attend training including specific training on supporting PP children.
- Additional technology including iPads.
- Release and training of Learning Support Assistants to implement interventions.
- Subsidising educational visits to enrich learning opportunities for pupils.
- Full time TA employed to extend outdoor learning and pastoral provision with a particular focus on supporting wider needs of PP children and particularly those with behavioural issues.
- Investment in coaching as a means of developing teacher/ pupil learning discussions.
- To continue to develop capacity so that all teaching and learning experiences accelerate progress.
- Half-termly team meetings and termly individual/paired meetings with a member of the leadership team to discuss learning needs of pupils in receipt of pupil premium.
- Investment in Family and Parent Support to help families where appropriate.
- One-to-one conferencing with all disadvantaged children every week.
- Whole school investment in building learning power and developing children's metacognition based on research by Guy Claxton. Major whole school project focussing particularly on disadvantaged children.
- Research project in collaboration with Babcock LDP unpicking and improving disadvantaged children's poorer performance in reading.

## Outcomes of spending in 2013/2014

Academic progress data:

Pupil premium children at Heathcoat have generally made better progress on average than children nationally. Each year children nationally in Key Stage 1 make an average of just over 4 points progress and children in Key Stage 2 make an average of just over 3 points progress. Pupil Premium children, on average, make slightly less progress than these national figures.

At Heathcoat Primary the following progress was made last year:

| Year Group | Writing (average points progress) | Reading (average points progress) | Maths (average points progress) |
|------------|-----------------------------------|-----------------------------------|---------------------------------|
| 2          | 3.62                              | 4.16                              | 4.15                            |
| 3          | 3.29                              | 3.79                              | 3.85                            |
| 4          | 3.03                              | 4.01                              | 3.4                             |
| 5          | 4.18                              | 4.3                               | 3.76                            |
| 6          | 4.8                               | 2.6                               | 5.5                             |

All figures in green show progress greater than national average. Year 2 progress in writing was slightly below national average and so this is an area that we are supporting heavily through good quality whole class teaching and additional interventions this year. Progress in reading in year 6 was also below the national average and as a result we have spent time analysing exactly what led to the children performing less well in this area last year. We are investing in a detailed action research project aimed at closing the gap between disadvantaged children and their peers throughout this academic year in order to combat this.

Other progress measures:

Our THRIVE program has enabled several of our PP children to access the curriculum more effectively than has been possible in the past. Teachers and parents have reported that these children have been more engaged in their learning as a result of the areas of focus worked through in THRIVE sessions.

The work of our outdoor learning and pastoral support TA and our THRIVE practitioner has encouraged two of our vulnerable boys to attend school promptly each day after long episodes of refusal.

A large number of our PP children attended an indoor climbing wall club paid for with PP money. In all cases, their teachers have seen clear evidence of improved confidence in these children and this confidence impacted positively on their learning behaviours. In two cases children attending these sessions produced independent writing for the first time since joining the school.