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## Pupil premium strategy statement: Heathcoat Primary School

1. Summary information					
<b>School</b>	Heathcoat Primary School				
<b>Academic Year</b>	2017 – 2018	<b>Total PP budget</b>	£142,980	<b>Date of most recent PP Review</b>	07/03/2016
<b>Total number of pupils</b>	442	<b>Number of pupils eligible for PP</b>	83	<b>Date for next internal review of this strategy</b>	March 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving at least Age Related Expectation in reading, writing and maths</b>	40	60%
<b>Average progress score in reading</b>	-1	0.3
<b>Average progress score in writing</b>	-1.3	0.1
<b>Average progress score in maths</b>	-1.5	0.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	In 2017 27% of PP pupils in the reception year achieved a good level of development compared to 71% of non PP pupils. This slows progress in reading, writing and maths in future years.
<b>B.</b>	A significant proportion of children enter EYFS with low language skills which impacts on speaking and listening, phonics, reading and writing across the school.
<b>C.</b>	A significant proportion of children's basic understanding of number is poor and fails to sufficiently support their further development of understanding in mathematics.
<b>D.</b>	A higher proportion of PP children are on the SEND register than non-PP children. These children have specific barriers to learning related to their special educational need.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	50% of the persistent absentee pupils in 2016 – 2017 were PP pupils.
<b>F.</b>	A significant number of PP children are not ready to learn when they come to school. This lack of readiness to learn is compounded by issues related to challenging home situations and, in some, cases, child protection factors. 100% of children on the CP register are children in receipt of pupil premium funding.



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<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Reception.	Pupils in Reception eligible for PP make rapid progress by the end of the year so that they achieve a good level of development.
<b>B.</b>	Raise attainment in reading in EYFS and KS1 by developing children's understanding and effective use of phonics and other early reading strategies. Raise attainment in reading across KS2 by developing pupils understanding of language and inference skills.	The % of pupils eligible for PP achieving the expected standard in reading is in line with the % for non PP pupils. The % of pupils eligible for PP passing the phonics screening test in year 1 (and the re-take in Y2) is in line with the % for non PP pupils.
<b>C.</b>	Raise attainment and progress in maths by ensuring that children have a sound knowledge of number upon which to build the rest of their mathematical knowledge.	The % of pupils eligible for PP achieving the expected standard in maths is in line with the % for non PP pupils. Where this is not the case, PP children are making more rapid progress and the gap is closing.
<b>D.</b>	The provision for PP children with special educational needs is sufficiently strong so that their attainment and progress is raised.	The % of pupils eligible for PP and with SEND achieving the expected standard in maths is in line with the % for non PP pupils. Where this is not the case, PP children are making more rapid progress and the gap is closing.
<b>E.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to at least 25%. Overall PP attendance improves.
<b>F.</b>	All PP children are ready to learn and attend to their lesson positively. They come into school happily and are keen to learn. They have a growth mind-set and have successfully built their learning power. The families of PP children create stable, loving and positive home-lives for them where they feel safe, secure and valued.	Negative behavioural logs for PP children reduce. Less PP children are on the CP register. Attainment and progress for the most vulnerable PP children increases.



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5. Planned expenditure					
Academic year	2017 – 2018				
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?
Improve oral language skills for pupils eligible for PP in Reception. (A)	Staff training on developing oral language skills. Staff take part in Babcock PP project. Continue to develop BLP across the school.	We know from pupil interviews that pupils are now more confident to talk about their learning due to the introduction of BLP. EEF toolkit show that metacognition improves rates of progress and attainment.	Learning walks, pupil interviews and staff meetings focussed on BLP.	Emily Neale (EYFS lead) Emma Gunn (BLP lead)	Dec 2017
Raise attainment in reading across KS2 by developing pupils understanding of language and inference skills. (B)	Implement accelerated reader across KS2.	Significantly fewer pupils eligible for PP are achieving the expected standard in reading at the end of KS2. Once pupils come to the end of the colour book band scheme there isn't enough structure to the books in the library to ensure pupils are reading and understanding appropriate books. Having looked at the EEF toolkit and discussed AR with others schools it has been shown to have a significant impact on the rates of progress and attainment in reading for all pupils.	Training sessions for staff from members of the school library service. English subject leaders to monitor the implementation and impact of AR.	Natalie Cornish (Eng lead)	Jan 2018
Raise attainment and progress in maths by ensuring that children have a sound knowledge of number upon which to build the rest of their mathematical knowledge. (C)	Continue to teach mathematics using the Singapore Style materials. Further develop practice related to Maths: No Problem	The Singapore style of teaching Maths has been implemented in a range of countries and has led to children making greater progress than previously witnessed. Children in Singapore outperform that vast majority of pupils from other countries and this style of teaching very much focuses on giving children a solid grounding in basic number skills.	Ongoing investment in teaching materials. Review of practice by SLT and subject leaders. Further training and development for teachers as required. Focus on practice in team and staff meetings. Links with the south west maths hubs used to in for further CPD.	Mike Payne and Helen Emanuel	Dec 2017



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Children have a growth mind-set and access learning in a positive way. As a result they are confident and successful learners. (F)	Continue to focus on Building Learning Power and giving children the tools to become increasingly effective independent learners	The EEF toolkit identifies the positive impact that improving children's metacognition has on their progress and attainment. Research by Guy Claxton and others has evidenced the positive way that BLP enables children to more productively engage with whole class teaching as well as independent and collaborative classroom activities.	Ongoing investment in online teacher learning materials. Review of practice by SLT and subject leaders. Further training and development for teachers as required. Focus on practice in team and staff meetings. Use of IRIS to enable teachers to review their own practice and the impact of BLP on the progress that children make.	Emma Gunn	Feb 2018
<b>Total budgeted cost</b>					£14,275
<b>ii. Targeted support</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 implementation?</b>
Improve oral language skills for pupils eligible for PP in Reception. (A)	Targeted speech and language interventions are used to tackle children's specific communication issues. A language rich EYFS unit is further used to support these children in using skill learnt during individual and group interventions.	Clinically based trials of the outcome of chosen speech and language programs are used by the partner professionals that we work with when creating individual provision for children. Regular assessments by both internal and external practitioners show that the children make good progress and the vast majority are signed off by the end of EYFS.	Formal and informal assessments of progress made by both internal and external professionals. Feedback from teachers, TAs, parents and the children themselves. Improved outcomes for PP children by the end of the EYFS	Emily Neale	Termly
Pupils eligible for PP in year 6 achieve the expected standard at the end of KS2. (B)	PP project  Year 6 teachers to run boosters for pupils eligible for PP before school or after school from Jan 2018.	Based on research the evidence shows that an all-round approach to improving the attainment and confidence of pupils eligible for PP. Includes additional learning sessions, advocates and social activities. Started last year and had an impact on the confidence of the pupils. This had an impact last year but we started it too late in the year to have a significant impact. Teachers found it was quality time that boosted confidence and achievement on the SATS.	Monitor confidence through surveys with pupils and staff. Monitor data and test results.  Achievement on practice papers and progress in lessons.	Steve Simm (PP lead)  Becky Budden (UY lead)	Dec 2017  Feb 2018



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<p>Pupils eligible for PP in year 1 and 2 achieve the expected standard in phonics at the end of KS2. (B)</p>	<p>Phonics interventions and targeted group teaching.</p>	<p>Focussed phonics interventions have been tailor made by the school's educational Psychologist to meet the specific needs of our children. In school data demonstrates that these interventions have led to a greater level of progress being made by targeted children that whole class teaching alone created.</p>	<p>Pass rates for the phonics screening test.</p>	<p>Emily Neale (LY lead)  Christine Pearson (MY Lead)</p>	<p>At the end of each half term</p>
<p>Pupils eligible for PP in year 1 achieve expected standards in reading. (B)</p>	<p>Ready, Steady, Read program of targeted support for individual children.</p>	<p>The rotary club part fund a qualified teacher to deliver a specialist teaching program to individual children in year 1. We have growing internal and external evidence to show that this program leads to significant gains in children's progress over its twelve week delivery. The program is similar in design to reading recovery which has a wealth of evidence to show impact.</p>	<p>Assessment against coloured book bands. Standardised scores in reading activities. SATS outcomes.</p>	<p>Gill Stafford</p>	<p>End of each program delivery cycle.</p>
<p>PP children with SEND, and their families, will receive additional support in order that they make good progress. (D)</p>	<p>Additional TAC meeting time and in class support.</p>	<p>The SENDCo and Assistant SENDCo will ensure that the needs of PP SEND children are prioritised and that their families are also well supported in helping their children at home as this has been something that both the families and teaching staff have identified as being beneficial. Additional time will be available for these families and TAC meetings will be more regularly scheduled as part of this enhanced offer. Feedback from wider professional and the families they work with has shown that more frequent meetings lead to greater stability and effectiveness in the delivery of support for our vulnerable PP children</p>	<p>Feedback from children, families, staff and external professionals. Behaviour and learning logs. Assessment of the children's attainment and progress.</p>	<p>Pam Roberts Kylie Ford</p>	<p>Dec 2017</p>



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Vulnerable PP children are supported so that they access the classroom and are ready to learn. (F)	Individual and group support through the pastoral team. Tea and Toast will offer a positive start to the day and ensure that the children eat breakfast before going into class.	We have evidence from teachers, children and their families that targeted pastoral support enables vulnerable children to access learning. This support is designed to match the individual issues being faced by each child and draws upon THRIVE and counselling methods to meet each cases aims. There is a wealth of evidence to show that THRIVE-based approaches lead to enhances feelings of well-being in children that in turn create improvements in their social and emotional lives.	Behaviour logs. Feedback from teachers, teaching assistants, parents and the children themselves. Improved work in children's books.	Karen Moore	Dec 2017
<b>Total budgeted cost</b>					£108,455
<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 implementation?</b>
Increased rates of attendance for PP pupils.(D)	Welfare officer to monitor the attendance of PP pupils and follow up quickly on absences. First day response. Welfare Officer to check in regularly with PP pupils who have been or are persistent absentees (PA).	During the time that they are absent, we can't improve children's attainment and progress. Furthermore, when these children then return to school, their learning is impeded by the fact that they have gaps in their understanding which destabilises future learning gains. 50% of persistently absent children are eligible for PP.	Brief Welfare Officer about current attendance issues. Monitor attendance with EWO, DC, DH and GT once a month. DH and GT to meet fortnightly to monitor attendance of PA P pupils to ensure % of attendance is increasing.	Demelza Higginson (head of school and attendance officer)	Dec 2017
The families of vulnerable PP children provide stable, loving and positive home-lives for them where they feel safe, secure and valued. (F)	The Family Support Worker offers bespoke support to each vulnerable family. This includes support with accessing finance, housing and wider services. All CP meetings are attended and provision is offered in school as appropriate. Referrals to Early Help and MASH are made in a timely	Feedback from parents and staff have shown that supporting the wider family leads to children being better placed to learn when in school. Reports from external agencies has evidenced the positive impact of the school's actions on the health and well-being of children. Behavioural logs have shown the positive impact of joint work with children's parents. Outcomes in CP core groups and reviews has evidenced the positive impact that the school has had on helping parents keep their	We will seek ongoing feedback from the children, their families, the staff and wider professionals about the effectiveness of the school's provision. We will monitor the impact of our work through the outcomes at core groups and CP reviews. We will regularly monitor behavioural logs for our most vulnerable children.	Lou Dedames	Dec 2017



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	<p>way to minimise the negative impact of issues at home. Tea and Toast will provide a venue for parents to access professional support in an informal setting. FAF drop ins will bring a range of services together for parents to easily access on a weekly basis.</p>	<p>children safe.</p>			
<b>Total budgeted cost</b>					£20,250



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6. Review of expenditure				
Previous Academic Year		2016 - 2017		
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
Pupils become confident learners and have skills they can apply in different learning opportunities.	Use BLP	Pupils across the school have the confidence to talk about their learning and will tackle different learning opportunities with more confidence. Pupils who are eligible for PP have the language to talk about learning.	Will continue with approach. Need to review BLP regularly and the key areas. Focus on one learning power at a time and ensure all staff are teaching this skill and the children are using it before moving onto another skill.	£8,000
Attainment and progress in maths is raised by ensuring that children have a sound knowledge of number upon which to build the rest of their mathematical knowledge.	Introduce the teaching of mathematics using the Singapore Style materials. related to Maths: No Problem	Lesson observations and book scrutinies showed improvements in children's learning and the number of children at age related level improved over the course of the year. Whilst progress was made towards the target, gaps in the children's previous learning remain a negative point and have impacted on their ongoing progress.	We will continue to use Maths: No Problem. We will use pre and post teaching to target gaps in children's previous learning that have been missed due to the fact that they have not had experience of the program from year 1.	£14,000
The needs of Year 2 pupils are better met so that progress is more rapid.	adjusting class structures and by providing additional support for whole class teaching and learning	Changing the class structures in some lessons enabled the children to be more effectively grouped for learning. Children's books and wider assessment evidence showed that this had an effect on the attainment levels reached by the children at the end of the year. This process benefitted both PP and non-PP children. Whilst there was clear evidence of the positive impact of these actions, the changes did not have enough time to lead to maximisation of the gains in progress that they provided.	Teachers need to be swifter in adjusting class groups where there is evidence that existing groupings are failing to provide the best environment for the children to make progress. Team leaders need to be flexible with staffing across their units so that the greatest gains in progress are made as soon as possible in the academic year.	£12,750
ii. Targeted support				
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





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Pupils eligible for PP in year 6 achieve the expected standard at the end of KS2.	PP project	Surveys showed that the pupils felt more confident tackling the SATs tests. Staff found that pupils were more confident.	Need to start the project earlier by October half term. We will do this this year. Teachers who are working with the pupils eligible for PP instead of running a club will be given a PM target linked to this work to hold staff accountable.	£5,500
Pupils eligible for PP in year 6 achieve the expected standard at the end of KS2.	Boosters with class teachers before or after school.	Pupils became more confident and teachers could address misconceptions and discuss/teach test technique.	Continue next year but start after Christmas rather than a few weeks before SATS. This will replace the club that they teaches would lead as part of their directed time.	£27,000
PP children across the school make good progress in writing and maths.	Individual conferencing with a qualified teacher each week.	Pupil were able to talk through individual issues in their learning and became more confident as a result. Book scrutinies showed that the children make good progress in correcting issues that they had worked on during conferencing time. In most year groups, PP children made more rapid progress than others.	Partially continue next year but in a more informal manner where teachers cover each other to provide time to meet individually with pupil if it is considered necessary.	£12,450
Improve oral language skills for pupils eligible for PP in Reception.	Targeted speech and language interventions are used to tackle children's specific communication issues. A language rich EYFS unit is further used to support these children in using skill learnt during individual and group interventions.	Assessments showed that the children accessing programs made good progress against the success criteria for those programs. In some cases, these outcomes did not have time to significantly impact on the children's wider attainment in the EYFS but staff feel that this work was necessary in providing a base for the children to make accelerated progress in year 1 and beyond.	Ensure that programs are put into place as early as possible so that positive gains of improved communication are fully capitalised on. Ensure that all EYFS staff are fully trained and regularly briefed in the best way to support individuals through the language rich environment.	£8,750
Pupils eligible for PP in year 1 and 2 achieve the expected standard in phonics at the end of KS2.	Phonics interventions and targeted group teaching.	Phonics data showed that more children passed the test this year. The percentage of PP children passing the test significantly increased.	The programs and grouping will continue. Assessments will be used at an earlier point in the year to identify children who would benefit from further intervention. Targeted teaching will then be offered to meet these needs.	£15,250



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<p>Highly vulnerable children in year 2 are regulating and able to access learning.</p>	<p>The use of the nurture room for nurture-based activities.</p>	<p>The success of the nurture room was mixed. It allowed the vulnerable children a space in which to calm and explore more sensory learning which was positive for them. Long-term, however, we decided that, once class structures had been altered, maximising the children's time in their mainstream classes was more beneficial and led to greater gains in their progress at both an academic and social/emotional level. The nurture space remained a useful resource in meeting the children's needs when they were deregulating.</p>	<p>We will, in future, look at adjusting whole class groupings first as a means of helping to meet the needs of specific vulnerable children. In addition to this we will use the nurture space to augment provision for these children rather than as a space in which the majority of their learning takes place.</p>	<p>£1,750</p>
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### iii. Other approaches

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
<p>The families of vulnerable PP children provide stable, loving and positive home-lives for them where they feel safe, secure and valued. (F)</p>	<p>The Family Support Worker offers bespoke support to each vulnerable family. This includes support with accessing finance, housing and wider services. All CP meetings are attended and provision is offered in school as appropriate. Referrals to Early Help and MASH are made in a timely way to minimise the negative impact of issues at home. Tea and Toast will provide a venue for parents to access professional support in an informal setting.</p>	<p>Where action was taken the vast majority of families and children benefitted. Some parents/families did not engage fully with provision and, as a result, improvements were minimised. The number of children on CP plans significantly reduced over the course of the year. A significant number of families were able to access additional services after referrals to outside agencies were successfully made. The number of families in vulnerable financial and housing situations reduced over the course of the year. The impact of tea and toast was affected by issues relating to the heating provision in the centre. Boilers have now been fixed.</p>	<p>We will ensure that provision is objectively targeted to meet priority cases. Where families are unwilling to engage, we will more quickly divert resources to those that are prepared to fully take part in offered provision. We will further enhance this provision by creating a welfare post who will have greater time and flexibility to support these vulnerable children within their learning environment and, in doing so, this will maximise the impact of wider provision on children's academic attainment and progress.</p>	<p>£10,710</p>



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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)