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Pupil premium strategy statement: Heathcoat Primary School

1. Summary information					
School	Heathcoat Primary School				
Academic Year	2019 – 2020	Total PP budget	£ 156,180	Date of most recent PP Review	07/03/2016
Total number of pupils	413	Number of pupils eligible for PP	92 23%	Date for next internal review of this strategy	April 2020
		Number of pupils eligible for PP and on the SEN register	21		

2. Current attainment and progress		
Data 2018-19	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving at least Age Related Expectation in reading, writing and maths	21%	71%
Average progress score in reading	-5.81	-5.27
Average progress score in writing	-5.45	-3.39
Average progress score in maths	-5.16	-4.51

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.	Only 45% of PP pupils reached a good level of development at the end of Reception and 55% of PP pupils reached the expected level in Communication and Language. Children start nursery with low language skills and although they make good progress across EYFS it is not sufficient to enable them to be age related by the end of reception.
B.	Only 33% of PP children met the expected standard in Reading at the end of KS1



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C.	At the end of KS2 17% of PP children met the expected standard in Reading, Writing and Maths. Pupil voice has indicated that children in KS2 find learning more difficult and become less engaged.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Overall attendance for PP children was 95% compared to 96% of Non PP children. A higher percentage of PP children had authorised and unauthorised absence and were late compared to Non PP children. A greater number of persistent absentees were PP children.
E.	A significant number of PP children have low aspirations and do not access enrichment opportunities.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The language skills of children in EYFS improve significantly so that they leave EYFS securely working at the expected standard. Early identification, intervention and regular monitoring of C&L ensure that gaps are closed rapidly.	The percentage of PP children reaching a GLD is in line with the local authority (2019 55% GLD) The percentage of PP children reaching the expected standard for communication and language is in line with the LA (69% GLD).
B.	PP children leave KS1 being able to read securely and at the expected standard.	The percentage of PP children reaching the expected standard in reading at the end of KS1 is in line with National average.
C.	PP children leave KS2 in line with national for Reading, writing and maths. Quality first teaching meets the needs of PP pupils across the school. PP children are able to better access the learning and are more engaged.	The percentage of PP children reaching expected standard in reading, writing and maths is in line with the national average.
D.	Attendance for PP children improves.	Fewer PP children are persistent absentees, arriving on time and their overall attendance is in line with the overall attendance for non PP children.
E.	Improved aspirations and access to enrichment opportunities.	PP children have attended at least one extra-curricular club during the year.



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5. Planned expenditure					
Academic year	2019 – 2020				
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 ?
The language skills of children in EYFS improve significantly so that they leave EYFS securely working at the expected standard. Early identification, intervention and regular monitoring of C&L ensure that gaps are closed rapidly. (A)	<p>The Assistant Head/EY Lead and SEN team will train/mentor and coach colleagues on how to develop children's communication and language skills through high quality, daily adult/child interactions.</p> <p>Under the guidance of SALT, portage and CIT, staff will enhance the learning environment with visuals to aid communication and promote independence Staff will improve planning and assessment around C&L, to pin-point specific gaps and provide a wide range of opportunities through the continuous provision to practise, embed and secure these skills.</p>	<p>We know that poor communication and language skills impact greatly on educational achievement, behaviour, vulnerability and mental health.</p> <p>Research states that children whose SLCN are not resolved by age 5½ are highly likely to have lifelong literacy difficulties.</p> <p>Assessments at the beginning of nursery identify that children enter with low speech and language skill and although they make good progress this is not sufficient to leave at the expected standard.</p>	<p>If support is effective, staff/child interactions, teaching and learning will be consistently good and outstanding.</p> <p>Pupils, including the disadvantaged will make good and better progress so that end of year targets for outcomes are achieved. The progress and attainment of pupils will be tracked rigorously in pupil progress meetings and reviewed by the PP lead and discussed in team meetings.</p>	EN – Assistant Head/EY Lead	Ensuring quality calendar – DA review Jan 2020
PP children leave KS1 being able to read securely and at the	Daily high-quality guided reading led by class teachers, targeting DA pupils	KS1 results show that PP children are not reaching the expected standard by the end of KS1. This gap is not closed by the end of KS2.	Rigorous monitoring, support and coaching to be provided by SLT and English leaders.	SP and NC – English SL	Dec 2019 Feb 2020



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<p>expected standard.</p> <p>PP children develop a love of reading. (B)</p>	<p>within every session.</p> <p>All teachers must deliver a high quality daily shared read with their class. Teachers will share a range of books based on a list provided by the English leaders, ensuring progression and variation of texts/genres.</p> <p>Robust assessment identifies gaps and teachers use this information to plan future teaching sequences.</p> <p>Phonics assessments at the start of the year to identify gaps in learning.</p> <p>Develop a reading space within KS1 with a wide range of books, promoting a culture of reading.</p>		<p>Pupil progress meetings - barriers to learning will be identified and strategies to overcome these identified.</p> <p>Assessment data</p> <p>DA pupil voice</p>	<p>EN BB - PP Leads / SLT</p>	
<p>Quality first teaching (QFT) meets the needs of PP pupils across the school. PP children are better able to access the learning and are more engaged. (C)</p>	<p>Teachers target PP children through questioning during the teaching input, support from adults and feedback</p> <p>Teachers use a range of strategies and teaching styles to meet the needs of all learners.</p> <p>SLT will work with teachers to mentor and coach colleagues continually driving</p>	<p>Research by the EEF states that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>PP Pupil voice identified that children particularly in KS2 find learning increasingly difficult and are therefore less engaged in learning.</p>	<p>EQ monitoring cycle of: Learning walks Pupil voice Observations Marking and feedback Assessment</p>	<p>SLT</p>	<p>Nov 2019</p>
Total budgeted cost					£45,000
ii. Targeted support					



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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 ?
<p>The language skills of children in EYFS improve significantly so that they leave EYFS securely working at the expected standard.</p> <p>Early identification, intervention and regular monitoring of C&L ensure that gaps are closed rapidly. (A)</p>	<p>EY Lead to provided on-going training and support to Nursery staff to enable colleagues to effectively use the WellComm language assessment and intervention tool.</p> <p>Well Comm Language Assessment tool will be used to identify gaps for all Nursery PP pupils.</p> <p>Well Comm Language intervention put into place addressing gaps through targeted intervention, continuous provision and group time.</p> <p>Strategies to be shared with parents and support offered.</p> <p>Under the guidance of SALT, portage, Nursery plus and CIT, staff will deliver individual plans, strategies and recommendations.</p> <p>Total communication approach used by all staff – including targeted support for PP&SEN pupils.</p>	<p>Assessments at the beginning of nursery identify that children enter with low speech and language skill and although they make good progress this is not sufficient to leave at the expected standard.</p> <p>EEF states that overall, early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p>	<p>Rigorous monitoring, support and coaching to be provided by EY lead.</p> <p>Language assessments to be completed at the end of each block – 6 weeks and then new plan put in place.</p> <p>EQ monitoring cycle of: Observations Learning walks Monitoring of continuous provision Assessments/data Pupil progress meetings</p>	<p>EN – EY Lead KF – Assistant SENCO</p>	<p>December 2019</p>



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<p>Improved aspirations and access to enrichment opportunities. (E)</p>	<p>Targeting PP children to attend at least one extra-curricular club -</p> <p>Identifying more-able PP children to attend Exeter University enrichment opportunities</p> <p>Identifying PP children to attend TCLP events</p> <p>Teachers to identify and encourage PP children to attend clubs based on their strengths.</p>	<p>Pupil voice identifies that PP children enjoy the social aspect of coming to school but rarely take part in extracurricular activities</p> <p>Extra-curricular clubs enable children to try new activities and develop skills and areas of interest. This in turn provides them with a sense of belonging, achievement and enjoyment and can build confidence and self-esteem.</p>	<p>Monitor who attends the clubs PP Pupil voice</p>	<p>BB – Assistant Head</p>	<p>Oct 2019</p>
<p>PP children leave KS1 being able to read securely and at the expected standard.</p> <p>PP children develop a love of reading. (B)</p>	<p>PP pupils are invited to attend Bramble’s Book club (Federation reading dog & PP lead) weekly for half a term with a targeted year group. PP/Bramble develop reading confidence, fluency, comprehension and further opportunity to read aloud with an adult.</p>	<p>PP pupils do not reach the expected standard in reading by the end of KS1.</p>	<p>Pupil voice</p> <p>Rigorous monitoring of teaching of reading by SLT and English leaders.</p> <p>Assessments Half termly data</p> <p>EQ monitoring cycle</p>	<p>EN / BB Assistant Heads English leader – SP</p>	<p>Oct 2019</p>



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<p>PP children leave KS2 in line with national for Reading, writing and maths. (C)</p>	<p>PP conferencing time (EYFS to Yr6) - Teachers identify gaps in learning and target these through 1:1 / small group conferencing (pre/post teaching) (weekly – every other half term). Conferencing time informs planning / QFT.</p> <p>Teachers to run boosters for year 6 pupils eligible for PP – targeting specific gaps in learning.</p>	<p>Research by the EEF states that on average children who are involved in conferencing 1:1, make five month's additional progress over the course of the year.</p> <p>Work from the previous year demonstrated that children benefited from conferencing in terms of developing their self-esteem and academic progress as a result of time spent working 1:1 with a teacher.</p> <p>Previous work demonstrated that targeted support from a teacher on specific gaps in children's knowledge and understanding has led to improve confidence and developed knowledge so that children can better access the Year 6 curriculum.</p>	<p>Monitor data and test results.</p> <p>Achievement on practice papers and progress in lessons.</p>	<p>EN / BB PP Leads Head SH - UY team lead</p>	<p>December 2019</p>
Total budgeted cost					£60,000
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 ?
<p>Attendance for PP children improves. (D)</p>	<p>Same day contact system to challenge all absence - AW.</p> <p>BB to monitor the attendance of PP pupils and follow up quickly on absences.</p> <p>SEMH support worker to check in regularly with PP pupils who have been or are persistent absentees (PA).</p> <p>Fortnightly mental health sessions and individual pastoral support</p>	<p>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.</p>	<p>Brief SEMH support worker about current attendance issues.</p> <p>BB Monitor attendance with EWO, AW and BB once a week.</p> <p>BB and HG to meet fortnightly to monitor attendance of PA PP pupils to ensure % of attendance is increasing.</p> <p>Pupil voice – impact of mental health sessions</p> <p>Strengths and difficulties questionnaires – impact of school councillor</p>	<p>BB – Assistant Head / attendance officer</p> <p>Hannah Gleeson (SEMH support worker)</p>	<p>October 2019</p>



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	<p>Raise profile of attendance through rewards and incentives.</p> <p>School councillor</p>				
<p>Improved aspirations and access to enrichment opportunities. (E)</p>	<p>FSW to work with parents to improve their mental health and home circumstances - FSW to provide regular meetings, support with completing forms, support/advice with managing finance and direct parents to appropriate services.</p> <p>FSW to access funding for enrichment opportunities.</p>	<p>Feedback from parents and staff have shown that supporting the wider family leads to children being better placed to learn when in school.</p> <p>Reports from external agencies has evidenced the positive impact of the school's actions on the health and well-being of children.</p> <p>Behavioural logs have shown the positive impact of joint work with children's parents.</p> <p>Early help has been proven to be beneficial in supporting families before they reach crisis.</p>	<p>We will seek ongoing feedback from the children, their families, the staff and wider professionals about the effectiveness of the school's provision.</p> <p>We will regularly monitor behavioural logs, Right 4 Children and referrals to MASH for our most vulnerable children.</p>	<p>JH - (FSW) DH - Head</p>	<p>December 2019</p>
Total budgeted cost					£55,000



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6. Review of expenditure				
Previous Academic Year		2018 - 2019		
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
Raise attainment in reading in EYFS and KS1 by developing children's understanding and effective use of phonics and other early reading strategies. (A)	English Lead to work with Ilsham English Hub - Phonics showcase, to observe best practise in the teaching of systematic phonics, develop knowledge and skills through research based evidence and receive follow up support from the English hub.	<p>45% of PP pupils reached a good level of development at the end of Reception which is a slight increase from 2018 compared to 48% of non PP children.</p> <p>67% of PP pupils passed the Yr1 phonics screening test compared to 43% the previous year.</p> <p>83% of Non PP pupils passed the phonics screening test.</p>	<p>Allow further time to put in place the recommendations / strategies from the Ilsham English hub. English leaders to monitor and evaluate the impact.</p> <p>Continue to review the teaching of phonics across key stage 1 with a particular focus on the children that will retake in Year 2.</p>	£1500
Improve speech and oral language skills for pupils eligible for PP in EYFS. (B)	SENCO & EYFS team leader to attend DELP - cascade training to staff which will develop knowledge, confidence and skills in providing enhanced universal and targeted provision in SLCN for PP children.	55% of PP pupils reached the expected level in communication and language at the end of Reception compared to 69% of non PP.	Continue to deliver DELP training and enhance staff knowledge and skills.	£2500



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<p>Improve speech and oral language skills for pupils eligible for PP in EYFS. (B)</p>	<p>Introduce a new language assessment in Nursery which will be completed with all PP children to identify their level of language development and enable staff to develop universal provision that will target the identified areas daily, ensuring rapid progress.</p>	<p>'Blank level' language assessments have been trialled. Further advice has been sought from S&L therapists and Nursery plus staff to identify a thorough language assessment tool and resources.</p> <p>Following advice, WellComm Early Years language assessment and intervention resources pack has been purchased.</p> <p>Greater focus in Nursery on providing children with greater opportunities to develop their language through play and adult led activities – developing a language rich environment.</p>	<p>WellComm language assessment tool to be used for all PP children to establish a clear understanding of their language skills and identify any gaps.</p> <p>WellComm intervention and universal strategies/games to be used to target gaps and support language development in EYFS. Strategies and activities to be modelled to parents and sent home.</p> <p>Speech and language training (from the DELP) to be delivered by SENCO and EYFS/Yr1 leader to all staff to further develop staff knowledge and strategies enabling them to better support this area of development.</p> <p>EYFS lead to regularly monitor and review the impact of the new language resources/interventions on children's progress in C&L.</p>	<p>£1500</p>
<p>The % of PP children that achieve ARE or above in reading, writing and maths at the end of KS2 is in line with National. (C)</p>	<p>Refine assessment for writing across the school to ensure teachers are clear of expectations for the end of each year group and all staff have high expectations for what children should be achieving at the end of each year.</p>	<p>The % of PP children that achieve ARE or above in reading, writing and maths at the end of KS2 was not in line with national.</p> <p>English leaders and SLT refined assessment for writing across the school and delivered training and regular moderation sessions. Teachers are clear of expectations for the end of each year group and have high expectations.</p> <p>Yr2 were externally moderated – Teachers judgements were secure.</p> <p>In reading and writing 33% of DA children in Year2 were ARE. In Maths 25% of DA pupils were ARE.</p>	<p>Regular moderation sessions across the year to ensure judgments are consistent and secure.</p> <p>Further staff training led by the English leaders and external agencies (e.g. Babcock).</p>	<p>£1000</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>



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<p>The % of pupils eligible for PP achieving the expected standard in reading in KS1 is in line with the % for non PP pupils. (A)</p>	<p>Ready, Steady, Read program of targeted support for individual children.</p>	<p>33% of DA children at the end of year 2 were age related. 9 out of 12 of the children who had Ready Steady Read sessions passed the phonics screening test at the end of year 1. All pupils made better than expected progress in reading.</p>	<p>Continue with Ready Steady Read and seek additional funding to support the cost of the teacher. Target reading with DA pupils in Yr2.</p>	<p>£2700</p>
<p>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. (A)</p>	<p>Phonics interventions and targeted group teaching.</p>	<p>In 2019 67% of PP pupils passed the Yr1 phonics screening test compared to 43% the previous year. 50% of PP children passed the phonics screening at the end of Yr2 compared to 33% of non PP pupils.</p>	<p>Review Yr2 phonics intervention and look into other phonics interventions. Teachers and teaching assistants to continue to target children during quality first teaching and through interventions.</p>	<p>£15,250</p>
<p>Improve speech and oral language skills for pupils eligible for PP in the EYFS. (B)</p>	<p>Targeted speech and language interventions are used to tackle children's specific communication issues. A total communication approach and language rich environment is used in the EYFS unit to further support these children in using skills learnt during individual and group interventions.</p>	<p>55% of PP pupils reached the expected level in communication and language at the end of Reception.</p>	<p>Continue targeted speech and language interventions to tackle children's specific communication needs.</p>	<p>£8750 £2500</p>



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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. (E)	Individual and group support through the pastoral team.	The pastoral team provided a range of support for vulnerable PP children as well as providing fortnightly mental health and well-being sessions in the classroom.	Pastoral team will provide targeted, time limited support to vulnerable pupils.	£12,500
The % of PP children that achieve ARE or above in reading, writing and maths at the end of KS2 is in line with National. (C)	PP conferencing time (EYFS to Yr6). Year 6 teachers to run boosters for pupils eligible for PP.	Teacher feedback highlighted that the conferencing time enabled them to close the gaps through post teaching and enabled the children to access future lessons. Through pupil voice, children felt supported by teachers to better understand concepts they were finding difficult.	Continue with conferencing with a greater focus on how teachers are using the knowledge and understanding gained in this time to impact on quality first teaching.	£30,000 £5,500
Improve speech and oral language skills for pupils eligible for PP in the EYFS. (B)	Nursery parent & child workshop (6 weeks) developing PP children's early literacy skills (with a focus on C&L) in partnership with the Children's Centre.	Parents of PP children in Nursery did not engage with the opportunity to work with Nursery staff and the Children's Centre on this project. Alternatively, Nursery teachers led a small group intervention with the PP children with a focus on developing C&L skills.	Trial a different approach in reaching parents of PP children, with a focus on early literacy skills.	£1000
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



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<p>Increased rates of attendance for PP pupils.(D)</p>	<p>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).</p>	<p>Overall attendance of PP children 95% Compared to 96% of Non PP.</p> <p>10% of PP children were persistent absentee compared to 7% of Non PP children at the end of the summer term.</p>	<p>Continue to target the attendance of PP children and provide the children with a member of staff who checks in with them regularly.</p> <p>A member of SLT will continue to contact parents of PP children during an absence to check in with them and to offer advice/support if necessary to return to school.</p>	<p>£13,600</p>
<p>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. (E)</p>	<p>Introduce and embed new behaviour for learning policy. Staff, children and parents to have a clear understanding and high expectations of behaviour for learning and how this impacts on progress and aspirations for life.</p>	<p>Pupil voice identified that PP children enjoyed coming to school for the social aspect of school life, however very few children talked about being excited about their learning.</p> <p>Pupil voice also identified that children in KS2 became more negative about learning because they found it more difficult to meet expectations.</p>	<p>Continue with regular pupil voice. Greater emphasis on quality first teaching for PP children.</p> <p>Develop children's behaviour for learning skills, with a focus on resilience and independence.</p>	<p>£24,000</p>



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<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. Referrals to Early Help and MASH are made in a timely way to minimise the negative impact of issues at home. Family support worker arranges regular drop in sessions with a particular focus such as healthy eating, sleeping etc.</p>	<p>Our new family support worker spends the majority of her time working with our vulnerable families, this includes work with supporting with debt, housing and mental health appointments for the parents.</p>	<p>Continue to support PP families through regular TAF meetings and individual appointments.</p>	<p>£15,750</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