**Pupil premium strategy statement: Heathcoat Primary School**

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| 1. **Summary information** | | | | | |
| **School** | Heathcoat Primary School | | | | |
| **Academic Year** | 2020 - 2021 | **Total PP budget** | £143,915 | **Date of most recent PP Review** | March 2016 |
| **Total number of pupils** | 386 | **Number of pupils eligible for PP** | 77  20% | **Date for next internal review of this strategy** | March 2021 |
| **Number of pupils eligible for PP & SEN** | 19  5% | **Pupil Premium Lead** | Emily Neale | **PP Governor Lead** | Teresa Sturtivant |

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| 1. **Current attainment (Internal data - Spring term 2020)** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP* |
| **% of pupils working at ARE in reading** | 47% | 57% |
| **% of pupils working at ARE in writing** | 53% | 51% |
| **% of pupils working at ARE in maths** | 37% | 51% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
|  | A significant proportion of Nursery and Reception pupils start HPS with communication and language skills significantly below age related expectations. Although they make good progress in the EYFS, this is not sufficient for them to reach age related expectations by the end of Reception and impacts heavily on their ability to access the National Curriculum as they progress through school. |
|  | A high proportion of PP children are not meeting the expected standard in Reading at the end of KS1 and are leaving the key stage unable to read fluently. This impacts on their ability to fully access all subjects as they progress through KS2. |
| **C.** | A high proportion of PP children leave KS2 not meeting the expected standard in Reading, Writing and Maths. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **D.** | Although attendance for PP children over the past academic year has improved, we recognise in the current climate we need to continue to target, closely monitor and support PP pupils so this continues to improve.  A higher percentage of persistent absentees were PP children in the last academic year in comparison to non PP pupils, which has a significant impact on their ability to learn, achieve and succeed. |
| **E.** | Due to the Coronavirus which has resulted in school and bubble closures, a proportion of PP pupils have found it challenging to fully access the remote learning due to not having the equipment necessary. Parents have also shared through questionnaires and conversations with staff that they do not feel confident in supporting their child with remote learning. |

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| 1. **Desired outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | The language skills of children in EYFS improve significantly so that they leave EYFS working securely at the expected standard.  Early identification, intervention and regular monitoring of communication & language ensures that gaps are closed rapidly. | The percentage of PP children reaching the expected standard for communication and language is in line or above the LA (2019 - 69% GLD). |
|  | Staff deliver consistently high quality first teaching in phonics, spelling and reading (RWI).  PP children leave KS1 being able to read securely and at the expected standard. | All staff have the skills and knowledge to deliver Read, Write, Ink. Teaching of phonics, spelling and reading will be consistently good or outstanding across the school.  The percentage of PP children reaching the expected standard in reading at the end of KS1 is in line or above National average. |
|  | PP children leave KS2 in line with national for reading, writing and maths.  Quality first teaching and targeted intervention meets the needs of PP pupils across the school. PP pupils 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. |
|  | Attendance for PP children continues to improve so that it is in-line with or better than National.  Attendance of PP persistent absentees improves so that it is in line or better than Non-PP pupils. | Fewer PP children are persistent absentees, arriving on time and their overall attendance is in line with the overall attendance for non PP children. |
|  | All PP Pupils have access to devices during a school or bubble closure and parents feel confident in supporting their child with remote learning. | All PP pupils have access to a device and the internet during a school or bubble closure and are able to complete their remote learning to a good standard with the support of their parent and school staff. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2020 – 2021** | | | | |
| 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. | | | | | |
| 1. **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 communication and language skills of children in EYFS improve significantly so that they leave EYFS working securely at the expected standard. (A)  Early identification, intervention and regular monitoring of C&L ensures that gaps are closed rapidly. (A) | 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.  EYFS staff will attend the ‘EYFS closing the word gap’ training and implement the strategies/skills outlined. Providing a language rich environment. PP pupils will be targeted to receive additional small group story time with an adult. Vocab triangles will be introduced for all staff to use and teach new vocab.  Under the guidance of a range of professionals (SEND team, 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 in learning and development and provide a wide range of opportunities through the continuous provision to practise, embed and secure these skills. | We know that poor communication and language skills impact greatly on educational achievement, behaviour, vulnerability and mental health.  Research states that children whose SLCN are not resolved by age 5½ are highly likely to have lifelong literacy difficulties.  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. | If support is effective, staff/child interactions, teaching and learning will be consistently good and outstanding.  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 and acted upon across the year. | EN – Assistant Head/EY Lead | Progress and attainment of pupil’s communication and language (C&L) will be tracked half termly by EY Lead and teachers to ensure there is impact on their development and they are on track to achieve a GLD.  On-going teacher assessments will be carried out weekly to ensure provision is targeting gaps in learning/development |
| PP children leave KS1 being able to read securely and at the expected standard. (B)    PP children develop a love of reading. (B) | Read, write, ink (RWI) purchased and CPD delivered to all staff.  Staff supported by English SL and SLT to ensure consistency and quality of teaching RWI across the school.  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.  Daily high-quality guided reading led by class teachers, targeting DA pupils within every session.  Robust assessment identifies gaps and teachers use this information to plan future teaching sequences.  Phonics assessments at the start of the year and throughout to identify gaps in learning. | 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.  Pupil progress meetings - barriers to learning will be identified and strategies to overcome these identified.  Assessment data  DA pupil voice | SP and NC – English SL  EN BB - PP Leads / SLT | Progress and attainment of pupils reading will be tracked half termly to see that there is impact on pupils reading age/book bands, % at ARE, and teacher assessments (guided reading).  On-going teacher assessments will be completed and appropriate support/T&L provided. |
| Quality first teaching and targeted intervention meets the needs of PP pupils across the school. PP pupils are able to better access the learning and are more engaged. (C) | Teachers target PP children through high quality questioning during the teaching input, provide support from adults and effective feedback.  Teachers use a wide range of strategies and teaching styles to meet the needs of all learners.  PP Pupils access high quality intervention using strategies such as precision teaching, targeting specific areas of learning enabling them to close the gaps and  Make excellent progress. | Research by the EEF states that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.  PP Pupil voice identified that children particularly in KS2 find learning increasingly difficult and are therefore less engaged in learning. | Learning walks  Pupil voice  Observations  Marking and feedback  Assessment | SLT | The effectiveness of our QFT will be reviewed as part of the EQ monitoring cycle of work scrutiny, learning walks, pupil voice and lesson observations which happens frequently throughout the term.  Interventions are rigorously monitored and adapted to ensure they meet the needs of individual pupils. |
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| **Total budgeted cost** | | | | | **£80,000** |
| 1. **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?** |
| The language skills of children in EYFS improve significantly so that they leave EYFS securely working at the expected standard. (A)  Early identification, intervention and regular monitoring of C&L ensure that gaps are closed rapidly. (A)  PP pupils develop and use an increased vocabulary range and have a greater understanding of language. | WellComm Language Assessment for all PP children.  WellComm Language intervention.  Strategies to be shared with parents.  Pre teach topic vocabulary through high quality images, texts, role play and games. | 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.  Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.  The approach appears to be particularly beneﬁcial for children from low income families. | Assessments  Observations  Monitoring of continuous provision  Learning walks | Emily | February 2021 |
| PP children leave KS1 being able to read securely and at the expected standard.  PP children develop a love of reading. (B) | High quality phonics interventions to close the gaps in knowledge/skills.  Staff and volunteers (Covid restriction dependent) read with PP pupils regularly 1:1 and through additional guided reading sessions.  EYFS children have an  additional read with an adult  PP children are targeted through daily guided reading.  Accelerated reader will be used in KS2 to further develop a love of reading. Competitions and awards will also be used to engage all pupils, particularly our more reluctant readers. | PP pupils do not reach the expected standard in reading by the end of KS1.  All PP pupils will read regularly and through pupil voice will share a positive attitude to reading. KS2 pupils will be able to articulate authors that they enjoy reading and will have read a variety of genres. | Pupil voice  Monitoring of teaching of reading  Assessments | Scott Pitt | February 2021 |
| PP children leave KS2 in line with National for Reading, writing and maths. (C) | Thorough assessment for learning identifies specific gaps in learning.  Targeted high quality literacy and maths interventions to close the gaps. Interventions are rigorously monitored and adapted to ensure they meet the needs of individual pupils. |  | Assessments  Observations  Monitoring  PP meetings  Data | SENCO  English and Maths SL |  |
| **Total budgeted cost** | | | | | **£30,000** |
| 1. **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?** |
| Attendance for PP children continues to improve. (D)  Attendance for persistent absentees improves in line with Non-PP | Becky Budden (BB) to monitor the attendance of PP pupils and follow up quickly on absences.  SEMH support worker to check in regularly with PP pupils who have been or are persistent absentees (PA).  School councillor to support identified PP pupils on a 1:1 basis for an episode of counselling. | During the time that they are absent, we can’t improve children’s attainment and progress. Furthermore, when these children return to school, their learning is impeded by the fact that they have gaps in their understanding which destabilises future learning gains. | Brief SEMH support worker about current attendance issues.  BB Monitor attendance with EWO, AW and BB once a week.  BB and HG to meet fortnightly to monitor attendance of PA PP pupils to ensure % of attendance is increasing.  Pupil voice – impact of mental health sessions  Strengths and difficulties questionnaires – impact of school councillor | Becky Budden (Attendance officer)  Karen Moore (KM) Pastoral Lead | February 2021 |
| All PP Pupils have access to devices during a school or bubble closure and parents feel confident in supporting their child with remote learning. | Purchase a bank of devises for PP pupils to loan.  PP pupils who do not have access to a devise or the internet will be loaned a devise during a school or bubble closure.  Parents and pupils will be supported by school staff in the case of a school or bubble closure to access and complete the remote learning. | Feedback from parents following the School closure in March 2020 and bubble closure in Yr4 identified that further support would be needed in order for PP pupils to better access remote learning and for parents to feel able to support their child with home learning. | Parent questionnaires / feedback  Pupil voice  Evidence of remote learning  Staff to ensure regular contact with pupils and offer support/guidance to pupils and parents. | Emily Neale  PP Lead | February |
| Improved aspirations and readiness to learn. (E) | FSW to work with parents to improve their mental health and home circumstances.  FSW to access funding for enrichment opportunities | 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.  Early help has been proven to be beneficial in supporting families before they reach crisis. | 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 regularly monitor behavioural logs, Right for Children and referrals to MASH for our most vulnerable children. | Josie Hambley (FSW)  Dem Higginson  (HOS) | February 2021 |
| **Total budgeted cost** | | | | | **£20,000** |