

## Pupil Premium Strategy Statement 2017-18

### Version 2

1. Summary information					
<b>School</b>	Heartsease Primary Academy				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£196 680	<b>Date of most recent PP Review (informal)</b>	Oct 17
<b>Total number of pupils</b>	430 (R-Y6)	<b>Number of pupils eligible for PP</b>	153 R - Y6) 36%	<b>Date for next internal review of this strategy</b>	Jan 18

2. Current attainment and progress		
<b>EYFS 2016-17</b>	<i>Pupils eligible for PP (Nat 2016)</i>	<i>Pupils not eligible for PP (Nat 2016)</i>
% of pupils achieving a good level of development (GLD)	60 (55)	67 (72)
% of pupils achieving at least the expected standard in Reading	67 (63)	80 (80)
% of pupils achieving at least the expected standard in Writing	73 (58)	78 (75)
% of pupils achieving at least the expected standard in Numbers	73 (66)	82 (81)
<b>Year 1 Phonics 2016-17</b>	<i>Pupils eligible for PP (Nat 2016)</i>	<i>Pupils not eligible for PP (Nat Oth 2016)</i>
% of pupils achieving the expected standard in Year 1 Phonics	90 (70)	95 (83)
<b>KS1 2016-17</b>	<i>Pupils eligible for PP (Nat 2016)</i>	<i>Pupils not eligible for PP (Nat Oth 2016)</i>
% of pupils achieving at least expected standard in reading	74 (62)	88 (78)
% of pupils achieving at least expected standard in writing	69 (53)	83 (70)
% of pupils achieving at least expected standard in maths	66 (60)	88 (77)
<b>KS2 2016-2017 (provisional ASP data)</b>	<i>Pupils eligible for PP (Nat PP 2016)</i>	<i>Pupils not eligible for PP (Nat Oth 2016)</i>
% of pupils achieving at least expected standard in reading	50 (53)	NA (71)

% of pupils achieving at least expected standard in writing	54 (64)	NA (79)
% of pupils achieving at least expected standard in maths	63 (58)	NA (75)
% of pupils achieving expected standard or above in R/W/M	38 (39)	NA (60)
Average progress score in reading	-4.73 (-0.72)	NA (0.33)
Average progress score in writing (TA)	-2.87 (-0.30)	NA (0.12)
Average progress score in maths	-4.38 (-0.52)	NA (0.24)

### 3. Barriers to future attainment (ie those characteristics which pupils eligible for PP are more likely to display)

I = In-school barriers (issues to be addressed in school) E = External barriers (issues to be addressed with partners outside school)

A.	Communication skills, especially the development of early oral language, tend to be lower for pupils eligible for PP than for other pupils, which slows progress in other years. (E/I)
B.	Reduced reading comprehension due to limited receptive vocabulary and diminished inference and deduction and lower rates of home reading (E)
C.	Lack of writing skills and grammatical knowledge due to limited language modelling and acquisition (E/I)
D.	Reduced social and emotional development of PP pupils impacts on their readiness and willingness to learn (E)
E.	Reduced reasoning skills due to delayed language acquisition, resulting in lower attainment in maths compared to 'Other' children nationally (E/I)
F.	Lower levels of confidence, self-esteem and resilience, especially in formal learning environments (E/I)
G.	Limited life experiences and access to learning resources out of school (E)
H.	Relative lack of aspiration in pupils, families and staff (E/I)
I.	Attendance (E/I)
J.	Mental health and emotional stability of families (E)

### 4. Individual barriers to future attainment

I = In-school barriers (issues to be addressed in school) E = External barriers (issues to be addressed with partners outside school)

K.	Reduced opportunities outside of school for more able Pupil Premium children (E)
----	--

### Desired outcomes (Desired outcomes and how they will be measured)

A.	Improved language acquisition during early years, measured using the EYFS framework
B.	Increase the % of PP pupils in the middle and high prior attainment bands (from EYFS and KS1 starting points) achieving the expected (and higher) reading standard, to at least in-line with National 'Other' data.

## Pupil Premium Strategy Version 2

### Academic Year 2017-18

This document outlines the predicted spending of the Pupil Premium Grant (PPG) for the current academic year. The items/projects have the potential to change over the year depending on termly reviews. Thus leading to the spending

F.	Pupil feedback forms from targeted pupils show improved outcomes for PP children in comparison to NPP peers.
G.	Parents engaging with school staff in developing learning partnership between home and school, to include increased home reading, homework completion and attendance at information events / on school visits.
H.	Parent questionnaires show increased aspiration through specific questions over a given period e.g. "What would you like your child to do when they leave school?" a) Begin paid work b) Go to college c) Complete an apprenticeship d) Go to university e) Start a business f) Other .....
I.	Dedicated Attendance officer to work across the Trust to support individual academies with persistent absentees.
J.	To provide a specialist member of staff to work with families and children and support them emotionally
K.	For higher attaining children to be working at greater depth within English and maths and for them to have opportunities that build on their aspiration

forecasted on this document to change. Rectifications will be made on the end of year evaluation document.

**Total Estimated Pupil Premium Grant = £196, 680**

Links to Barriers	Item / Project	Estimated Cost	Intended Outcome	Actual Outcome
D, I, J	<b>Pastoral Manager</b> - Pupil/Parent Mentoring, Pastoral Care, Absence & Punctuality, Child Protection	£ 21 993	To ensure that pupils develop good learning attitudes and take responsibility for their own behaviour as well as supporting families with home-life difficulties to ensure that pupils can come to school emotionally ready to begin the days learning.  To train and support PP children with lifesaving skills and develop emotional intelligence and resilience.	Improved attendance of key pupils Parental engagement increased- see parental engagement evidence. Attendance at parent's evenings was positive.  Parents have been supported with many issues including housing, finances, social services, adult education. Pastoral Manager has been fundamental in development of community engagement and positive impact that this has had.
D, F, G, H, J	<b>Pupil Wellbeing Manager</b> Positive Play Support, Heartstart (Pupil First Aid Teaching), Pastoral Care	£ 14 014	To work with the assessment coordinator to identify where PP children are not making as much progress as their peers.  - Improve attendance to 96% - Behaviour incidents to reduce by 50% half termly per pupil	Pastoral support has been fundamental in development of behaviour and behaviour for learning across the school which has improved  Pastoral manager has supported families with and children with pastoral care, first aid and CP.  Pupil Wellbeing Manager has worked with high numbers of PP pupils across the year to support emotional resilience and well-being.
	<b>Trust Pastoral Manager</b>	£ 8 367		
A, D, F, G, J	<b>Thrive Specialist Staff Member</b> (Allocated times for specialist TA to work with children who have behavioural needs)	£ 15 000	To enable children to accelerate the development of emotional intelligence and improve behaviour in school and at home. Measurable by reduced consequences and time-outs for targeted pupils.  - 100% of pupils to show improvements on Thrive exit assessments - 50% reduction on behavioural incidents per half term	Thrive online software renewal Staff member delivering Thrive full-time Pastoral Manager trained in Thrive to ensure a consistent approach Thrive £500 resources All pupils receiving Thrive have made progress as evidenced in their online Thrive assessments
A, D, F, G, J	<b>Thrive Training + Resources</b>	£ 4 777		Next step: Whole school Thrive training, becoming a recognised Thrive hub.
A, B, C, D, E, F, G, H, I, J, K	<b>Curriculum Enhancement</b> (visitors, workshops, arts week, % of sports week, quiz club, collapsed curriculum days, library books, subsidies to visits)	£ 15 000	To provide extra-curricular opportunities that raise engagement in school participation and a thirst for learning.  - 100% participation from pupils - 100% of pupils surveyed to show positive engagement	Curriculum enhancement activities included: Ancient Greek Day £388.20 Owls £95 Gressenhall £61.60 Norwich Castle £173.83 Crucial Crew £172

				<p>Books £535.63  Banham Zoo  STEM day and History Topic days at Aviation Academy  Art workshop at Norwich Cathedral  Aspiration day at the UEA  Visit to London and the Houses of Parliament  Residential trips to Isle of White (Year 6) and Howe Hill (year 4)  All pupils surveyed felt that these experiences were very positive and gave them opportunities to experience things that they do not normally do.</p>
A, B, C, D, E, F, G	<p><b>Communication Matters Resources</b>  Intervention resources for Early Talk Boost/ Talk Boost  Communication Matters</p>	£ 2 500	<p>To accelerate development of speech, pronunciation and clarity for children with speech delay  To bring pupil with speech delay up to ARE of speech measured by the WellComm assessment  100% of participating pupils to show improvements on exit assessments.</p>	<p>A three wave programme of Speech and Language has been introduced across the school, which enables speech and language issues to be identified early and appropriate interventions implemented. All staff have been trained in speech and language, specialist staff have been identified and trained in specific interventions and all resources have been purchased. An impact is already showing in that children are being identified in EYFS and less are requiring intervention in KS1.</p>
A, D, E, F, G, H	<p><b>SkillForce Junior Prince Award</b>  Year 5 &amp; 6 pupils to receive 2hrs a week of specialist delivery in order to achieve Prince William Award in July 18</p>	£ 17 056	<p>The SkillForce Junior Prince Award provides a context within which young people aged 6-14 years can develop:</p> <ul style="list-style-type: none"> <li>- Confidence to think independently</li> <li>- Make positive, informed decisions by learning to consider the impact of their actions and behaviour on themselves, on others and on the world around them.</li> </ul>	<p>Questionnaires undertaken by teachers, parents, pupils and trainers throughout the course evidence that all pupils to varying degrees made progress in their social and emotional development and became more resilient learners.</p>
A, B, C, E, F, K	<p><b>2 x Pupil Premium HLTA KS2 (50%)</b>  2 x HLTA with specialist training on best practice for working with Pupil Premium children</p>	£ 18 744	<p>To provide specific and targeted interventions for Pupil Premium children across KS2 (particularly Y6) to close the gap.  To accelerate progress of Pupil Premium children so they make more than expected progress in Reading, Writing and Maths</p> <ul style="list-style-type: none"> <li>- To accelerate progress to greater than 1 half term for each pupil.</li> <li>- To close to gap towards 65 - 85% attainment.</li> </ul>	<p>Whilst targeted children made a high level of progress from their scores in December 2017 the gap still remains.  Targeted specialist intervention has accelerated progress in spelling and reading ages for a range of targeted PP pupils. TA's have been trained to deliver various interventions, including Arrow, Numicon, 1stclass@number, Rapid Read.</p>

A, B, C, E, G, K	<b>Bug Club and Wordsmith Subscription + Maths Rock Stars</b> Online reading books with linked learning resources which can be used in school and at home as homework	£ 2 040	To provide new, up-to-date reading/phonics resources from FS2 to KS2. Children can access these online at school and home -provides pupils with wide range of online reading material <ul style="list-style-type: none"> <li>- 100% of pupils surveyed to show positive engagement and all children make progress from starting points in reading</li> </ul>	Pearson suite of online resources has been implemented and accessed by all year groups. CPD was received by all teachers. These resources have been seen in use across the school. Due to ICT difficulties, consistent use was difficult, however pupils reported enjoying the resources, and it is planned that this will support progress next year in spelling, reading and grammar. Limited interaction with these programmes at home. Next steps: raise parental awareness and engagement through story cafes and workshops Improve ICT resources in school (Ipads, touch screens in classrooms etc)
D, I	<b>Breakfast Club Subsidy (50%)</b> Subsidy provided to reduce costs for pupil attendance	£ 5 000	To promote attendance and provide children with breakfast to prepare them for learning. <ul style="list-style-type: none"> <li>- Aim for 96% attendance</li> </ul>	Attendance figures
	<b>Pupil Premium CPD</b>	£ 655	To maximise the impact of Pupil Premium spend	£ 655 – Nigel Bishop Training for staff in how to enable and maximise the impact of Pupil Premium spend. A Pupil Premium strategy is now in place to identify common trends in Pupil Premium need and to select interventions for maximum impact.
A, B, C, D, E, F, G, H, K	<b>‘Challenging Learning’ CPD (25%)</b> CPD for Teachers and TAs based on the challenge curriculum including training on effective questioning, metacognition, challenge based activities etc.	£ 12 250	Training for class teachers based on how to challenge pupils and training on metacognition to improve pupils understanding of how to become effective learners. Pupils should improve strategies on how to learn e.g. what to do if they are stuck, how they can learn more effectively in class by finding strategies unique to them.	Whole Trust Sept inset 1 x day leadership visit 2 x afternoon school visits Dedicated weekly coaching sessions are being delivered to upskill and develop staff confidence in delivering Challenging Learning and the use of questioning. Mid-term reports from Challenging Learning show a marked improvement in teacher’s questioning and in children using the language of learning.

A, D, E, F, G	<b>EYFS Provision</b> Indoor/Outdoor Areas for pupils	£ 5 000	To provide a richer learning environment in order to improve outcomes for all children. <ul style="list-style-type: none"> <li>- Resource outdoor area in order to improve children's learning experiences. Make learning zones (numbers, communication &amp; language etc. for different EYFS goals to target needs of PP pupils.</li> <li>- 100% of pupils to participate in outdoor area</li> <li>- GLD to improve by 10%</li> </ul>	£ 10,000 spent towards the £ 19,000 total Outdoor area has been enhanced through new equipment and surfacing. High level of engagement from pupils. Next steps: develop the remainder of the outdoor area to be at the same high quality
A, D, E, F, G	<b>Forest School Specialist Staff Member + TAs</b> Forest School sets learning in a different context for children where they can undertake a range of practical activities and carry out small achievable tasks.	£ 5 000	To increase pupils self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being. <ul style="list-style-type: none"> <li>- 100% pupils to show improvements in at least one of 5 areas (evident through observations): 1. Confidence 2. Social skills 3. Language and communication 4. Motivation and concentration 5. Physical skills</li> </ul>	100% of the pupils to show improvements in at least one of 5 areas (evident through observations): 1. Confidence 2. Social skills 3. Language and communication 4. Motivation and concentration 5. Physical skills Many pupils showed progress in multiple areas Next steps: the expansion of Forest School and the introduction of Bushcraft to develop these skills further.
A, B, F, G	<b>Project X Inference Reading Intervention.</b> Reading Intervention delivered within guided reading to improve inference.	£ 1 200	To target low achievement in reading inference in vulnerable groups highlighted in end of year statutory assessments.	Project X resources purchased and TA's trained. All pupils who undertook Project X showed progress in their reading comprehension. Next steps: To start Project X from the Autumn term for maximum impact
A, B, C, D, E, G	<b>KS1 Teaching Assistant</b> KS1 specialist TA to support targeted groups of pupils	£ 10 258	Target phonics group focusing on Pupil Premium pupils to improve reading fluency, develop reading confidence and encourage a life-long love for reading. Target 85% of all pupils to pass phonics screen	93% phonics pass rate in Year One.
B, C, D, E, F, G, K	<b>SATs Breakfast and After-School Club</b> After-school club held twice a week in the Spring term for a total of 2 ½ hours weekly after school Breakfast club time total of 2 ½ hours on SATs week	£ 250	To raise attainment in Maths and English, for PP children in order to achieve at least 65 - 85% ARE To close the gap and accelerate progress in Reading, Writing and Maths by making at least 2 points progress over one half term (Scholar Pack)	2 x 1 ¼ hour per week after school club led by TS, SC, SL and JT. SATs club was well attended and contributed to improved outcomes at the end of KS2 in all accountability measures. On the mornings of SATs week 90% of pupils attended for a free breakfast before sitting their SATs

A, E, G	<b>3<sup>rd</sup> Space Maths Intervention</b> Targeted online maths intervention/tutor for Year 5 and 6 Pupils (3 Terms)	£ 6 720	To raise attainment in maths for children who require tuition on specific areas of maths determined by their class teacher/pre-assessment. Selected children should: <ul style="list-style-type: none"> <li>- Show improvement in specific targeted areas through in school assessment system (PUMA)</li> <li>- Targeted Year 6 pupils should achieve 100 in standardised SATs score</li> </ul>	Mixed outcomes predicted due to inconsistent reliability of ICT equipment and access for pupils to it. There was some evidence to show that a higher proportion of those being given 3 <sup>rd</sup> Space achieved ARE, but as these pupils had also had intensive 1:1 intervention from CS it could not be seen as conclusive evidence of impact. Maths ARE was KS2 56% 2018
E, F, G, H, K	<b>Deputy Head Interventions</b> Afternoon groups Pupil Premium and Non-Pupil Premium Pupils (Nick A)	£ 14 613	To target a focus group higher attaining children in order to challenge pupils and ensure they make above average attainment	These pupils made some progress, but it did not have a significant impact on those pupils gaining greater depth.
<b>Total Predicted Expenditure</b>		£ 180 464	<b>Pupil Premium Forecast</b> £ 196, 680 <b>Unallocated</b> £ 16 216	
PP = Pupil Premium (%) = Proportion of Pupil Premium money being spent relative to total cost of item ARE = Age Relate Expectation				