

Pupil Premium Strategy Statement 2017-18

Version 2

1. Summary information					
School	Heartsease Primary Academy				
Academic Year	2018-19	Total PP budget	£182162	Date of most recent PP Review (informal)	Oct 18
Total number of pupils	438 (R-Y6)	Number of pupils eligible for PP	147 R - Y6) 33.5%	Date for next internal review of this strategy	Jan 19

2. Current attainment and progress		
EYFS 2017-18	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% of pupils achieving a good level of development (GLD)	40	81
% of pupils achieving at least the expected standard in Reading	50	81
% of pupils achieving at least the expected standard in Writing	50	79
% of pupils achieving at least the expected standard in Numbers	50	83
Year 1 Phonics 2017-18	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% of pupils achieving the expected standard in Year 1 Phonics	93	94
KS1 2016-17	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% of pupils achieving at least expected standard in reading	81	86
% of pupils achieving at least expected standard in writing	69	84
% of pupils achieving at least expected standard in maths	81	88
KS2 2016-2017 (provisional ASP data)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% of pupils achieving at least expected standard in reading		

% of pupils achieving at least expected standard in writing		
% of pupils achieving at least expected standard in maths		
% of pupils achieving expected standard or above in R/W/M		
Average progress score in reading		
Average progress score in writing (TA)		
Average progress score in maths		

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)
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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.

C.	Increased proportions of PP pupils attaining ARE in moderated writing assessments in all year groups.
D.	Improved positive learning behaviours e.g. confidence in talking about learning, participation in lessons, readiness to learn are evidenced increasingly during formal monitoring and conversations with pupils (some video recorded).
E.	Greater capability in reasoning in Maths resulting in an increase in PP children achieving expected standards in maths at all Key Stages, but especially KS2, when completing e.g. PUMA and termly progress tests.
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
L.	Improved mental health and well-being of pupils and families

Pupil Premium Strategy Version 2

Academic Year 2018-19

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 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	Pastoral Manager - 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.	
D, F, G, H, J	Pupil Wellbeing Manager 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	
	Trust Pastoral Manager	£ 8 367		
A, D, F, G, J	Thrive Specialist Staff Member (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	

A, D, F, G, J	Thrive Online	£ 1600	To be able to measure the progress and development of pupils' well-being and social and emotional development	
D, F, G, H, J, L	Mental Health Therapeutic Skills All teaching and support staff to be trained in Mental Health Therapeutic Skills	£ 8 000	To develop a consistent therapeutic approach to mental health and well-being across the school. To ensure early identification of mental health issues and to enable appropriate early intervention Pupils' mental health will improve All teaching assistants will be Level 2 trained in Applied Therapeutic skills A range of staff will be Level 3 Applied Therapeutic skills trained and trained in complex trauma All teaching staff will have an understanding of Mental Health needs and well-being SENCo and Pastoral Manager will be trained as Mental Health Champions	
A, B, C, D, E, F, G, H, I, J, K	Curriculum Enhancement <ul style="list-style-type: none"> • The Childrens' University • Musical instrument tuition for Years 3 & 4 • Bushcraft for Year 5 • Karate for Year 1 • Drama for Reception • Forest School for Year 2 • Visitors into school • Subsidise school trips and residentials 	£22605	To provide extra-curricular opportunities that will enhance vocabulary, raise engagement in school participation and a thirst for learning. To ensure that all pupils access a range of experience that they may otherwise not. <ul style="list-style-type: none"> • 100% participation from pupils • 100% of pupils surveyed to show positive engagement 	
A, B, C, D, E, F, G	Communicating Matters specialist speech therapists and providers of speech and language training	£ 5544	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 To develop all pupils' receptive language and comprehension of verbal language To develop staff awareness and knowledge of speech and language and how to develop this within the classroom 100% of participating pupils to show improvements on exit assessments.	

A, D, E, F, G, H	SkillForce Junior Prince Award Year 5 & 6 pupils to receive 2hrs a week of specialist delivery in order to achieve Prince William Award in July 18	£ 18816	The SkillForce Junior Prince Award provides a context within which young people aged 6-14 years can develop: <ul style="list-style-type: none"> - Confidence to think independently - 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. 	
A, B, C, E, F, K	2 x Pupil Premium HLTA KS2 (50%) 2 x HLTA with specialist training on best practice for working with Pupil Premium children	£ 18 744	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 <ul style="list-style-type: none"> - To accelerate progress to greater than 1 half term for each pupil. - To close to gap towards 65 - 85% attainment. 	
A, B, C, E, G, K	Bug Club and Wordsmith Subscription + Maths Rock Stars Online reading books with linked learning resources which can be used in school and at home as homework	£ 3818	To provide new, up-to-date reading/phonics/maths and wider learning resources from Reception to KS2. Children can access these online at school and home -provides pupils with wide range of online reading and learning material <ul style="list-style-type: none"> - 100% of pupils surveyed to show positive engagement and all children make progress from starting points in reading 	
D, I	Breakfast Club Subsidy Subsidy provided to reduce costs for pupil attendance and to support the free breakfast for all through the National School Breakfast programme	£ 8 000	To promote attendance and provide children with breakfast to prepare them for learning. <ul style="list-style-type: none"> - Aim for 96% attendance 	
A, B, C, D, E, F, G, H, K	'Challenging Learning' CPD CPD for Teachers and TAs based on the challenge curriculum including training on effective questioning, metacognition, challenge based activities etc.	£ 22100	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.	

A, D, E, F, G	Forest School Specialist Staff Member + TAs 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. - 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	
B, C, D, E, F, G, K	SATs Breakfast and After-School Club 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)	
E, F, G, H, K	Teacher Interventions Afternoon groups Pupil Premium and Non-Pupil Premium	£ 14 613	To target a focus group higher attaining children in order to challenge pupils and ensure they make above average attainment	
Total Predicted Expenditure		£ 181264	Pupil Premium Forecast £ 182160 Left to spend: £896	

PP = Pupil Premium

(%) = Proportion of Pupil Premium money being spent relative to total cost of item

ARE = Age Related Expectation