

Heathfield Primary School

Pupil Premium Grant Expenditure: Report To Governors: Academic Year 2019/20

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on role 2018/19	270 – note frequent fluctuations
Total number of pupils eligible for PPG in 2018/19	47
Total amount of PPG received for this cohort	£91040

Summary of PPG spending 2017/18

Objectives in spending PPG:

To improve children's basic skills in English and maths, increasing % of PPG children making 'good' progress; 6 steps + progress

To develop early reading and phonics skills

To secure children's confidence and develop a positive growth mind-set

To support parents in helping children at home

To improve attitudes to learning for vulnerable pupils

To support pupils with early language acquisition

To develop speaking and listening for CLL in EYFS

To improve attendance of vulnerable pupils

To provide vulnerable pupils with enrichment opportunities

Summary of spending and actions taken:

Phonics/reading development for vulnerable pupils in morning club in KS1

Continued investment in Assertive Mentoring 1:1 mentoring and personalised target system

Booster groups and maths intervention for Inspire maths within Ks1 and 2

Third space learning maths intervention

Writing intervention for lower attaining pupils and those with INA+ status ks1 and 2-mighty writer

1:1 reading in key stage 1 and 2 for vulnerable readers

Additional teacher time for year 2 and year 6 SATs preparation

Widening of nurture group programme for Key Stage 1 and 2 children to incorporate character building-additional member of staff for afternoon nurture session.

INA support for new arrivals and vulnerable children through breakfast club

Learning Mentor time with vulnerable pupils and families

Parent Workshops to support parents with their children's learning

CAB sessions to support families and remove barriers to learning

Learning mentor time dedicated to improving attendance of vulnerable children

Outcomes to date:

Nurture groups continue to support children in developing their confidence and improve learning behaviour in the classroom

Children making progress within maths intervention groups; ks2- 53% ARE. Ks1- 33% ARE

Phonics streaming and tracking targets pupils' current phonics phase resulting in and 33% achieved expected level at end of year 1.

Learning Mentor time resulted in reduction of serious incidents and improved attitudes to learning in wave 1 teaching time; see CPOMS behaviour case study.

Disadvantaged children in year 6 achieving above the national standard in reading, writing and maths-12%

Disadvantaged children above national in reading-36%

Disadvantaged children above national in writing-18%

Disadvantaged children above national in maths-18%

The percentage of persistent absentees for 2018-2019 was 9.91%.

Data Outcomes:**Attainment**

	2019 PPG At ARE	2019 non PPG At ARE	GAP	Gap narrowed on 2017
Reception GLD	50%	63%	-13%	↓
Year 1 phonics	33%	92%	-59%	↑
KS1 Reading	17%	87%	-70%	↑
KS1 Maths	33%	83%	-50%	↑
KS1 Writing	33%	78%	-45%	↑
KS2 Reading	47%	67%	-20%	↑
KS2 Writing	65%	80%	-15%	↓
KS2 SPAG	69%	81%	12%	↑
KS2 maths	53%	87%	-34%	↑

ARE - age related attainment GLD – Good level of development

Progress (in steps) Expected progress = 6 steps, Good progress 6+

	2018 PPG			2018 non PPG			GAP		
Reception	7.9			7.6			+0.3		
	R	W	M	R	W	M	R	W	M
Year 1	4.8	5	5	5	5.1	5.4	-0.2	-0.1	+0.4
Year 2	3.8	3.8	4.8	5.6	5.4	5.8	-1.8	-1.6	-1
Year 3	6.4	5.7	6.4	6.1	6	6	+0.2	-0.3	+0.4
Year 4	6.4	5.9	6.9	6.2	5.6	6.2	+0.2	+0.3	-0.7
Year 5	6.7	5.3	5.8	6.9	6.5	6.8	-0.2	-1.2	-1

Year 6	6.1 7.3 5.9	6.1 7.3 6.0	=	=	-0.1
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****Note** expected progress in Year 1 is 5-6 steps from Aut 1 – Sum 2**

Record of PPG spending by item/project 2017/18					
Item/project	Costs	Total Spend	Objective	Evidence	Impact
SPAG after school club y6	2.5 hrs TA3 p/w @ £12.38 p/h	£30.95 x 38 wks £1176.10	To achieve age related expectations and 'good' in year progress	Evidence collected by assessment coordinator	PP groups in year 6 made an average of 5.8 steps progress.
Learning mentor support for vulnerable learners	Additional 14 hrs @13.20 p/h Training costs £750	184.80 x 38 £7022.40	To improve behaviour for learning and remove barriers to progress within lessons	Improved behaviour for learning, concentration strategies and learning behaviours-see behaviour case study.	Reduction in significant incidents and BSS referrals Improved learning behaviours-see behaviour case study.
Third space learning-maths intervention	£5472.50	£5472.50	To target disadvantaged/low attainment in maths-year 6	Maths data	53% of disadvantaged children achieved ARE. 18% GDS IN maths
Phonics streaming-year 1	5 hrs TA3@ £12.38 p/h support p/w £500 refresher training costs	£61.9 x 38 wks £2352.20	To pitch to correct phonics phase year 1 children.	Evidence collected in phonics trackers Phonics assessment end of y1	80% attained phonics level where 33% PPG.
Inspire maths Interventions	10 hrs TA3 p/w @ £12.38 p/h	£123.80 x 38 wks £4704.40 £500	Basic skills for maths strands taught in smaller, more focussed groups.	Assertive mentoring files weekly test scores improvements	PPG children in 3, 4 and 6 made and average of 6+ steps progress-target year groups with less progress.
Year 6 intensive streaming	0.4 SLT time @ £410.26	£410.26 X 15 weeks £6153.84	Focus group work and precision teaching to the gaps	Children attain ambitious targets to achieve new ARE	PPG group progress 6.1 reading, 7.3 writing and 6.0 in maths PPG children achieved significantly above national in GDS standard for combined 12%.

Assertive mentoring target system	Teachers' release time 3x per year average 21 hrs @ £23.69 p/h	£497.49 x 3 £1492.47	Children understand their next steps in learning and their accountability in working towards targets	Children clear on targets, using within fix it time/ shine time – monitoring file	SLT triangulation days.
Nuture	6 hours per week learning mentor at £16.19 per hour	£97.00 x 38 £3686	To develop confident with learners with low self esteems	Children gaining confidence in whole class work – learning walk obs	Nuture group file demonstrates qualitative progress. through case studies and CPOMS,
Parent Workshops	4hrs per half term-learning mentor time at £16.19	£388.56	To support parents with ways to develop home learning and improve relationships with school	Poor take up from PPG parents, moved to targeted invites.	Pupil targeted for parent workshops attending.
EHCP initial contribution	12 hours @TA 1	£6000	To enable access to the national curriculum and make progress towards EHCP short term and long term targets.	Target tracker assessments.	12 monthly targets achieved-work towards end of key stage and long term targets.
PPG paid places for after school clubs and trips	Collective contribution from school to extracurricular clubs	Anderton centre accommodation- £51 Chester zoo trip- £12 Gymnastics club- £25 Snack money- £48 £136.00	To develop confidence with learners with low self-esteem, support for family financially.	Parents grateful for support, increased interaction with school	Developed friendships in peer group Improved attitude to learning and sense of achievement
CAB provision drop in sessions	Termly sessions X3	£100 x 3 £300	Support families with complex home issues	Parents feel supported by school, more willing to engage Attendance at other events Ensure families receive correct entitlement, incl PPG funding	Improvement in home circumstances for specific families, identification of further families entitled to PPG

Speech and language specialist in EYFS	0.5 days support every two weeks	£1600	Improve CLL and early speech	TT CLL strand and data pack – page 4	67% ARE in CLL
Intervention TA time	TAs not attached to classes pm to respond to vulnerable learners for additional intervention responding to data	15 hours @TA3 £11761	Targeted intervention based on pupil need from skilled TA, focus on working with children in need of catch up support	Children able to address misconceptions in learning and support to enable them to access wave 1 teaching	Please see above for progress data of PPG children.
Commando Joe nurture provision	Afternoon sessions with CJ to develop self-esteem, confidence and resilience in learning	Pm sessions weekly £5298.68	Targeted intervention based on learning mentor sessions	Children able to access learning more confidently, working on relationships to remove barriers to learning	See PPG data table above
Learning mentor attendance time.	1 hour per day @ 16.19	5 hours per week £80.95	Targeted support for PPG families with low attendance.	Attendance data. Children accessing learning more confidently. See PPG data table.	PPG attendance termly- Autumn- 94.4% Spring- 94.7% Summer- 94.6
Promotion of reading for vulnerable children.	Book trust-Letter box scheme 6 x 145	£832.48 Subscription and books.	To encourage reading at home with families.	Children's attitude to reading.	Children had a greater exposure to books at home
Writing intervention for vulnerable groups.	Resource investment	Mighty writer - £569.17	To support children working below ARE in writing.	Book monitoring, intervention monitoring.	Children in yr-3-6 made an average of 6 steps progress.

Pupil Premium Priorities for 2019-2020			
Objective	Estimated Cost	Expected Outcome	Impact
All PPG children to make accelerated progress based on end of key stage starting points	Twilight training Lesson Study release time 5hrs TA3 p/w @£12.38 p/h x 6 ½ terms Teachers T2-UPS3.	PPG children will move in line with ARE year group expectations. The gap between PPG and Non PPG will narrowed and in line with national Teachers and TAs to work with identified children to provide measurable interventions. Entry and exit assessed-e.g.	Guided Maths and Everyone Reads session had been introduced. This was done in groups based on the ability the children were working at. Additional intervention had been targeted to individual children such as 1:1 reading and time tables testing.

		<p>reading age test.</p> <p>Teachers and TA directed time during assemblies-target PPG children.</p>	<p><u>% of PPG children achieving ARE+</u></p> <p>REC – 33% ARE for R, W, M</p> <p>Y1 – 50% ARE for R, W, M</p> <p>Y2 – 40% ARE for R, W, M</p> <p>Y3 – 40% ARE for R, W, M</p> <p>Y4 – 38% ARE for R, W, M</p> <p>Y5 – 0% ARE for R, W, M</p> <p>Y6 – 57% ARE for R, W, M</p>
<p>Basic skills development for vulnerable children in year 1 who did not meet GLD.</p>	<p>5hrs TA3 p/w @£12.38 p/h</p>	<p>Children making improved progress in early maths, reading and writing skills.</p> <p>Identify small group/individual barriers to learning that are targeted for short term, specific interventions during the morning.</p> <p>Quality first teaching to ensure progress of these identified children.</p> <p>Prior data to be considered during pupil progress meetings.</p> <p>Morning club to focus on early reading and literacy.</p> <p>Modified tracking system for year 1 children-6 x years data entry points.</p>	<p>Smaller groups had been created for maths, English and phonics. Guided Maths had also been introduced with an additional adult to support to maintain the smaller groups.</p> <p>During whole class teaching, the TA carried out an input/group work with the HA to challenge further or the LA to secure basic number skills.</p> <p>Phonics club every morning led by two Level 3 TAs – children have been targeted to attend the club based on their personalised needs.</p> <p>Phonics tracker has been identified (Phonics passport) to support with assessment of individual children. This has helped adults with planning sessions and looking at next steps.</p> <p>Staff have accessed quality CPD from the English Lead to support them with their subject knowledge for delivery high quality phonics sessions.</p>
<p>Target challenges in speaking and listening strand in EYFS through engagement of speech and language intervention delivered by a TA four times a week.</p>	<p>TA3X 2 hours, 4 x weekly.</p>	<p>Identified children accessing SALT support</p> <p>Parents able to seek early support and access SALT without through the support of the SENCO.</p> <p>WELLCOMM speech and language delivery.</p>	<p>Children accessing speech and language regularly via outside agency. Level 3 TA has also had CPD from the outside agency to support them with using those strategies more frequently in school.</p> <p>Children accessing regular</p>

			WELLCOMM intervention to support their development of speech and language. Each child had three sessions per week. During lockdown, the EYFS team supported parents through engagement with Tapestry.
Promote character building and resilience through commando Joe delivered by UPS1 teacher.	UPS 1 teacher £7400	Improved attendance and punctuality by persistent absentees Improved attitudes to learning by most vulnerable children Analyse measurable outcomes to evaluate investment	<p>Attendance before lockdown was at 94%</p> <p>For the academic year 2020/21, the Commando Joe lead was going to introduce a morning and after school club but due to restriction with staying in bubbles, this has been put on hold.</p> <p>Learning Mentor calls all children who are absent to check reasons for absent and if vulnerable children require support.</p> <p>Attendance rewards are given out during Friday assembly to promote vulnerable learners to attend school everyday.</p> <p>During lockdown, the school made a list of vulnerable children for them to attend the childcare provision. In addition to this, LM also called families at least once a week and made home visits where needed. Learning packs were also printed and delivered for those children who did not have access to a laptop/ipad/internet.</p>
Families engagement work by Learning mentor	5 hours @TA4	Reduction in EHA referrals Improved behaviour for learning	
Identify additional children entitled to PPG across EYFS and main school	7 hours of Office Manager per term	An increase in children receiving PPG funding.	School encouraged parents to complete the PPG form at parent conferences. There was in total 2 parents that were eligible from carrying out this method. An additional round was going to be carried out during the April parent

			conferences, however this had been cancelled due to lockdown. This will now be something SLT look at for the following academic year.
KS1 and 2 reading interventions.	5hrs TA3 p/w @£12.38 p/h x 6 ½ terms	All TAs to deliver intervention focused around reading and communication.	<p>TAs have received CPD to support them with delivering high quality reading interventions. The interventions are based on reading fluency to support decoding of words and reading stamina. The English lead also supported TAs individually and carried out monitoring to identify next steps and changes that needed to be made within the reading model.</p> <p><u>Progress PPG children made in reading</u> Y1 – 4.2 Y2 – 5.3 Y3 – 6.0 Y4 – 7.2 Y5 – 12.8 Y6 – 6.2</p>
Support for current year 5 cohort for those below ARE at KS1 reading and writing	5hrs TA1 per week.	Children close gap with ARE	<p>An experienced member of SLT was also in the class to increase the number of children at ARE.</p> <p>Children accessed Everyone Reads sessions daily and Guided Maths 3 x a week. The groups were smaller than average with 4-5 children in each group and the targets set were based on their individual needs.</p> <p><u>% of PPG children at ARE+ before lockdown</u> 38% - Reading 13% - Writing 38% - Maths</p> <p>Due to lockdown, not all children were accessing home learning to the standard they would receive in school. Teachers made phone calls at least once a week to speak to children to</p>

			encourage them to engage with learning. For the last four weeks of the academic year, Year 5 children were invited to come back to school (as the government did not make this compulsory). School targeted the vulnerable learners to attend so we could aim to plug the gaps before children moved into Year 6.
Support for the current year 2 cohort for those that did not pass the phonics test in year 1	2.5hrs TA1 p/w	Children close the gap with ARE and make accelerated progress in the Autumn term.	<p>Phonics club every morning led by two Level 3 TAs – children have been targeted to attend the club based on their personalised needs.</p> <p>Phonics tracker has been identified (Phonics passport) to support with assessment of individual children. This has helped adults with planning sessions and looking at next steps.</p> <p>Staff have accessed quality CPD from the English Lead to support them with their subject knowledge for delivery high quality phonics sessions.</p> <p>Due to lockdown, children were not retested in June. Home learning consisted of phonics activities every day and the English Lead had also developed a recovery curriculum for Phonics to support vulnerable learners.</p>
Support vulnerable children in all year groups with attendance.	5 hours at TA4	Vulnerable children attendance to move in line with national average 96%	<p>LM made phone calls to those children that were not in school every day. School policies were applied where absences were not valid.</p> <p>Home visits were made to support vulnerable families.</p> <p>LM picked vulnerable children up each morning to increase their attendance and punctuality.</p>

			EHAs were open for families that needed further support with attendance.
Support for targeted PPG families-parent workshops.	Level 4 TA	Increase in parental engagement and home support from PPG families.	<p>HT/AHT/LM attended parent gym CPD to enrol this out across school. PPG families had been targeted for this.</p> <p>Managing behaviour workshops had also been introduced and parents were targeted to attend these sessions to support them with tackling behaviour at home.</p>
70% of year 6 children ARE in reading, maths, writing and SPAG.	<p>SLT L6. 15.5 hours per week.</p> <p>HT 2.0 hours per week</p>	Stream guided reading and maths and additional PM intervention.	<p>Additional morning intervention x4 a week for maths to target PPG children.</p> <p>Streamed maths and reading sessions x 5 weekly.</p> <p>Additional reading intervention x 4 afternoons.</p> <p>Maths intervention in smaller groups than streamed groups x 2 with up to four children in each group.</p> <p>Investment with reading plus and additional morning club targeting specific children.</p> <p><u>% of children at ARE by the end of KS2</u></p> <p>Reading – 80%</p> <p>Writing – 73%</p> <p>Maths – 83%</p> <p>Combined – 70%</p>