

## **Heathfield Primary School**

### Pupil Premium Grant Expenditure: Report To Governors: Academic Year 2017/18

#### Overview of the school

<b>Number of pupils and pupil premium grant (PPG) received</b>	
Total number of pupils on role 2017/18	269 – note frequent fluctuations
Total number of pupils eligible for PPG in 2017/18	42
<b>Total amount of PPG received for this cohort</b>	<b>£88530</b> 7/12 of 17/18 financial year= £45 048 5/12 of 18/19 financial year= £43482

## 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

### Summary of spending and actions taken:

Bespoke basic skills programme using ICT as an afterschool club for vulnerable pupils in upper KS2

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

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

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.

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;

Phonics streaming and tracking targets pupils' current phonics phase resulting in and 50% achieved expected level at end of year 1 compared to last year 44%

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

Vulnerable groups in year 6 achieving above national for GDS standard across reading, writing and maths.

Increased attendance at parent workshops and improved return rates for parent surveys

The average of persistent absentees has increased from 84% to 90.79%. PPG children increased 4% from 87.9% to 92%.

**Data Outcomes:**

**Attainment**

	2018 PPG At ARE	2018 non PPG At ARE	GAP	Gap narrowed on 2017
Reception GLD	56%	80%	-24%	=
Year 1 phonics	50%	85%	-35%	↓
KS1 Reading	50%	80%	-30%	↓
KS1 Maths	63%	80%	-13%	↑ one pupil difference
KS1 Writing	50%	70%	-20%	↓
KS2 Reading	70%	70%	=	↓
KS2 Writing	60%	80%	-20%	↓
KS2 SPAG	100% (1PPG pupil did not take the test)	70%	0%	↓
KS2 maths	50%	75%	-25	↓

ARE - age related attainment    GLD – Good level of development

Progress (in steps) Good progress = 6 steps, outstanding progress over 6

	2018 PPG			2018 non PPG			GAP		
Reception	9.5			7.8			+1.7		
	R	W	M	R	W	M	R	W	M
Year 1	5.0	5	6	6.1	5.6	5.9	-1.1	-1.6	+0.1
Year 2	4.2	4.2	6.2	6.2	5.4	6.3	-2.0	-1.2	-0.1
Year 3	8.6	6.4	6.6	6.9	6.2	6.1	+1.7	+0.2	+0.5
Year 4	6.0	6.3	5.0	6.5	6.5	6.3	-0.5	-0.2	-1.3
Year 5	8.5	7.6	8.2	6.3	5.5	6.7	+2.2	+2.1	+1.5
Year 6	5.7	6.0	5.7	7.2	7.2	6.5	-1.5	-1.2	-0.8

### Record of PPG spending by item/project 2017/18

Item/project	Costs	Total Spend	Objective	Evidence	Impact
SPAG after school club y4-6	2.5 hrs TA3 p/w @ £12.38 p/h	£30.95 x 38 wks <b>£1176.10</b>	To achieve age related expectations and 'good' in year progress	Evidence collected by assessment coordinator	PP groups across year 4, and 5 made 6 + steps progress in reading and writing. 5.7 steps in year 6.
Learning mentor support for vulnerable learners	Additional 14 hrs @13.20 p/h Training costs £750	184.80 x 38 <b>£7022.40</b>	To improve behaviour for learning and remove barriers to progress within lessons	Improved behaviour for learning, concentration strategies and learning behaviours	Reduction in significant incidents and BSS referrals Improved learning behaviours
Toe by Toe reading system	2.5 hours @ 13.20 p/h Materials purchased £500 Training £250	X 39 weeks = £1287 + 750 = <b>£2037</b>	To target vulnerable readers in ks2 and increase fluency to allow access to age appropriate texts	Toe by toe records Intervention monitoring	Improved spelling patterns across group Steps progress of PPG 6+ for reading (year 3, 4, 5)
Phonics streaming-year 1	5 hrs TA3@ £12.38 p/h support p/w £500 refresher training costs	£61.9 x 38 wks <b>£2352.20</b>	To pitch to correct phonics phase year 1 children.	Evidence collected in phonics trackers Phonics assessment end of y1	80% attained phonics level where 50% PPG (2 pupils, 1 pupil INA+) 57% SEN, 71% EAL.
Inspire maths Interventions	10 hrs TA3 p/w @ £12.38 p/h	£123.80 x 38 wks <b>£4704.40</b> <b>£500</b>	Basic skills for maths strands taught in smaller, more focussed groups.	Assertive mentoring files weekly test scores improvements	PPG pupils across cohorts (except y4 and 6 due to in year mobility and SEN) exceeded 6 steps progress for the year.
Year 6 intensive streaming	0.4 SLT time @ £410.26	£410.26 X 15 weeks <b>£6153.84</b>	Focus group work and precision teaching to the gaps	Children attain ambitious targets to achieve new ARE	PPG group progress 5.7+ steps plus across subjects.  PPG children achieved significantly above national in GDS standard in reading (50%) and maths (50%) and

					in line for writing (10%)
Number intervention for year 1	5 hrs TA p/w @ £12.38 p/h	£61.90 x 38 wks <b>£2352.20</b>	Intensive catch up programme for learners in year 1 not accessing NC	Pupil progress files Target tracker	6+ steps progress made by PPG /SEN/EAL pupils
Assertive mentoring target system	Teachers' release time 3x per year average 21 hrs @ £23.69 p/h	£497.49 x 3 <b>£1492.47</b>	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	Book monitoring file
Weekly nurture group	Training £250 4 hrs TA p/w TA4 @ £14.07 p/h Resources £1500	<b>£250</b> 56.28 x 38 <b>£2138.64</b> <b>£1500</b>	To develop confident with learners with low self esteems	Children gaining confidence in whole class work – learning walk obs	Nurture group file demonstrates qualitative progress. through case studies and CPOMS,
Parent Workshops	4hrs middle leader time @ £31.27 x 2	<b>£250.16</b>	To support parents with ways to develop home learning and improve relationships with school	Poor take up from PPG parents, moved to ERIC sessions, re running parent workshops with targeted invites	Increased number of PPG parents at open events
EHCP initial contribution	12 hours @TA 2	<b>£6000</b>	To enable access to WCW and precision teaching, modification of visual aids	Improving access to WCW	Accelerated progress from Summer term, 3 steps
SENCO intervention monitoring of vulnerable groups	0.2 SENCO time to work with EAL/INA and PPG pupils	£205 x 38 <b>£7790</b>	To support access to WCW	PLP progress and target tracker	SEN children across school made average 6+ steps progress across reading, writing, maths (except y5 and y2 cohort due to additional barriers)
PPG paid places for after school clubs	Collective contribution from school to extracurricular clubs	<b>£200</b>	To develop confidence with learners with low self-esteem, support for family	Parents grateful for support, increased interaction with school	Developed friendships in peer group Improved attitude to learning and sense of achievement
lunchtime chill zone	5hrs TA3 p/w @£12.38 p/h £300 resources	£61.90 x 38 <b>£2352.20</b> <b>£300</b>	Support children making friendships, intervene before	Reduction in lunchtime incidents CPOMS analysis	Improvement in class and lunchtime behaviour.

			behaviour problems arise		
After school club subsidised provision	3x sport clubs	<b>£500</b>	Support children making friendships, develop self esteem	Children feel more included in extracurricular activities	Increased involvement in voluntary activities
CAB provision drop in sessions	Termly sessions X3	£100 x 3 <b>£300</b>	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	X 39 weeks <b>2705.53</b>	Improve CLL and early speech	TT CLL strand and data pack – page 4	Children exceeded local average in all aspects of this strand. Progress exceeded 6 steps for 82% of children. 83% of R achieved GLD.
Nurture – INA support	2 hrs TA p/w @ £12.38 p/h	£24.76 x 38 wks <b>£940.88</b>	Support for International new arrivals, support with home language and socialisation	Children feel more included and can express themselves in home language in preparation for speaking English – research and best practice from ACIS	100% INA made good progress, over 5 steps – see S levels
Uniform fund vouchers	Vouchers for PPG families to support with new uniform costs for INA and in year starters Includes gifted uniforms to nursery and First Steps eligible families	<b>£350</b>	Ensure all children feel part of new brand and no one is excluded	Parent surveys	Children feel proud to be part of Heathfield
Intervention TA time	TAs not attached to classes pm to respond to vulnerable learners for	25 hours @TA3 <b>£11761</b>	Targeted intervention based on pupil need from skilled TA, focus on working with	Children able to address misconceptions in learning and support to enable them to access	Majority of classes demonstrate PPG progress over 6 steps

	additional intervention responding to data		children in need of catch up support	wave 1 teaching	
Commando Joe nurture provision	Afternoon sessions with CJ to develop self-esteem, confidence and resilience in learning	Pm sessions weekly <b>£5298.68</b>	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	5 hours per week	Targeted support for PPG families with low attendance.	Attendance data. Children accessing learning more confidently. See PPG data table.	PPG attendance from 16-17 has increased 4% from 87.9% to 92%
Promotion of reading for vulnerable children.	Book trust- Letter box scheme 6 x 145	£870	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.	Initial resource investment	Mighty writer - £1458.43	To support children working below ARE in writing.	Book monitoring, intervention monitoring.	Children in yr-3-5 made 6+ steps progress in writing.

Pupil Premium Priorities for 2017-18		
Objective	Estimated Cost	Expected Outcome
Target boys PPG learning and engagement across the school in all year groups.	Twilight training Triad release time 5hrs TA3 p/w @£12.38 p/h x 6 ½ terms	Boys will move in line with girls' data.
Basic skills development of continuous provision for vulnerable children in year 1 who did not meet GLD.	5hrs TA3 p/w @£12.38 p/h £400 resources	Children making improved progress in early maths, reading and writing skills. Ensure data analysis captures children masked by inflated mean progress results – look for individual barriers
Target challenges in speaking and listening strand in EYFS through engagement of speech and language practitioner within the unit.	Training £500 Resources £1500	Other practitioners benefit from seeing high quality interventions which can be incorporated into IEPs/ group language plans Children accessing SALT support Parents able to seek early support and access SALT without transport being a barrier WELLCOMM speech and language delivery.
Provision in EYFS to target most vulnerable learners/boys EAD and PD	4hrs middle leader time @ £31.27 x 2	EYFS outcomes and ELGs demonstrate increased % at expected level of development at end of R
Promote parental	5hrs TA3 p/w @£12.38	Improved parent/ school relationships, parents contribute

engagement through increased opportunities for stay and play, learning alongside youngest children in EYFS	p/h x 6 ½ terms	to picture of child's learning journey Capture data to evidence impact on parent attendance at functions
Promote character building and resilience through purchase of Commando Joe's system	£2111, top up from sport premium for 2017-18	Improved attendance and punctuality by persistent absentees Improved attitudes to learning by most vulnerable children Analyse measurable outcomes to evaluate investment
Ongoing CAB - Barriers to learning from home factors minimised and parents supported in provided best possible care for their children	£300	Early intervention from all staff and support for families through Citizens advice bureau drop in sessions bought in by school Ensure families receive correct entitlement
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	Ensure school's PPG fund is correct
KS1 reading and writing interventions	5hrs TA3 p/w @£12.38 p/h x 6 ½ terms	Children close gap with ARE and 80% attain EXS in KS1
Support for current year 4 cohort for those below EXS at KS1 reading and writing	5hrs TA3 p/w @£12.38 p/h x 6 ½ terms Breakfast club support, 2.5 hrs @ TA3	Children close gap with ARE
Support for the current year 3 cohort for those that did not pass the phonics test in year 2.	5hrs TA3 p/w @£12.38 p/h x 6 ½ terms Breakfast club support, 2.5 hrs @ TA3	Children close the gap with ARE and make accelerated progress in the Autumn term.
Support vulnerable children in all year groups with attendance.	5 hours at TA4	Vulnerable children attendance to move in line with national average 96%

H McGillycuddy September 2018