

Heathfield Primary School

Pupil Premium Grant Expenditure: Report To Governors: Academic Year 2016/17

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on role 2016/17	272 – note frequent fluctuations
Total number of pupils eligible for PPG in 2016/17	43
Total number of pupils eligible for EYFS PPG in 2016/17	9
Total amount of PPG received for this cohort	£81 723 7/12 of 16/17 financial year= £45 048 5/12 of 17/18 financial year= £36 675

Summary of PPG spending 2016/17

Objectives in spending PPG:

To improve children's basic skills in English and maths, increasing % of PPG children making 'good' progress in year; 5 steps + progress

To develop early reading and phonics skills

To secure children's confidence and raise self esteem

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

Summary of spending and actions taken:

Bespoke basic skills programme using ICT as a breakfast club for vulnerable pupils in upper KS2

Phonics development for vulnerable pupils in breakfast club in KS1

Continued investment Assertive Mentoring 1:1 mentoring and personalised target system for all pupils

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

writing intervention for lower attaining pupils and those with INA+ status year 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

INA support for new arrivals and vulnerable children breakfast club

Family time and EAL interventions from SENCO

Learning Mentor time with vulnerable pupils

Parent Workshops to support parents with their children's learning

CAB sessions to support families and remove barriers to learning

Outcomes to date:

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

Assertive mentoring takes place 3 times per year; 1:1 mentoring meetings each term, half termly assessment analysed to inform planning and targets

Children making progress within maths booster groups

Phonics streaming targets pupils' current phonics phase

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

Increased attendance at parent workshops and improved responses in parent surveys

Data Outcomes:

Attainment

	2017 PPG At ARE	2017 non PPG At ARE	GAP	Gap up or down on 2016
Reception GLD	73%	50% (2 pupils)	-23%	↓
Year 1 phonics	67%	70%	+3%	↑
KS1 Reading	44%	76% (5 multiple barriers)	-32%	↓
KS1 Maths	67%	76% (5 multiple barriers)	-9%	↑
KS1 Writing	44%	67% (5 multiple barriers)	-23%	↓
KS2 Reading	36%	74%	-38%	↑
KS2 Writing	55%	84%	-29%	=
KS2 SPAG	73%	89%	-16%	↑
KS2 maths	64%	95%	-31%	=

ARE - age related attainment GLD – Good level of development

Progress (in steps)

	2017 PPG			2017 non PPG			GAP		
Reception	7.3			6.68			+0.62		
	R	W	M	R	W	M	R	W	M
Year 1	6.7	8.0	11.3	6.2	6.3	6.0	+0.5	+1.7	+5.3
Year 2	6.7	6.7	8.5	5.7	5.7	7.9	+1.0	+1.0	+0.6
Year 3	8.0	6.0	7.3	6.3	5.4	5.4	+1.7	+0.6	+1.9
Year 4	5.6	6.1	7.6	5.8	5.8	6.5	-0.2	+0.3	+1.1
Year 5	6.0	5.0	5.0	5.5	5.6	5.5	+0.5	-0.6	-0.5
Year 6	6.0	6.3	6.1	6.8	6.7	6.1	-0.8	-0.4	=

Item/project	Objective	Evidence	Impact
maths breakfast club y4-6	To achieve age related expectations and 'good' in year progress	Evidence collected by assessment coordinator	PP groups made more than 5 steps across all subjects. Year 5 and 6 made 6 steps plus across subjects
Learning mentor support for vulnerable learners	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	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 groups Gap of attainment between FSM and non dropped for third year, 21%, 20% now 10%at KS1
Phonics streaming	To pitch to correct phonics phase for all learners in KS1	Evidence collected in phonics trackers Phonics assessment end of y1	81% attained phonics level where 33% INA/INA+/SEN Of the 9 FSM, those without additional barriers (INA) also passed
Inspire maths boosters	Basic skills for maths strands taught in smaller, more focussed groups	Assertive mentoring files weekly test scores improvements	PPG pupils across cohorts (except y3* in year mobility) exceeded 4 steps progress for the year Gap of attainment between FSM and non dropped for third year, 21%, 20% now 10%at KS1
Daily reader support KS1	Provide reading support for children who do not read at home in KS1	Children attain in relation to their peers, narrowing the gap	Pupils in school for whole year exceeded 5 steps progress, in year arrivals in y2 bring down overall steps progress – still in line with peers
Year 6 intensive streaming	Focus group work and precision teaching to the gaps	Children attain ambitious targets to achieve new ARE	PPG group progress 6 steps plus across subjects
Number intervention for year 1	Intensive catch up programme for learners in year 1 not accessing NC	Pupil progress files Target tracker	8 steps progress made by PPG pupils
Assertive mentoring target system	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	To develop confident with learners with low self esteems	Children gaining confidence in whole class work – learning walk obs	Nurture group file demonstrates using blob tree pictures and boxall info, demonstrates qualitative progress
Parent Workshops	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

Nursery apprentice	To facilitate more speaking and listening opportunities in the unit	Increase in GLD for CLL, targeting wider group as PPG not representative in EYFS	GLD in line with NA
First Steps apprentice	To make provision for most vulnerable learners coming in, helping them to settle and form key worker bonds	Increase progress in FS to ensure positive start in Nursery	5+ steps progress for learners
EHCP initial contribution	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 slots	To support access to WCW	PLP progress and target tracker	INA progress S levels
PPG paid places for after school clubs	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	Support children making friendships, intervene before behaviour problems arise	Reduction in lunchtime incidents CPOMs analysis	Improvement in class behaviour
After school club subsidised provision	Support children making friendships, develop self esteem	Children feel more included in extracurricular activities	Increased involvement in voluntary activities
CAB provision drop in sessions	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	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 5 steps Only small sample of R cohort (2 children) but both attained ELG in speaking
Family time – INA support	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 outstanding progress – see S levels

Uniform fund vouchers	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	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	88% improvement on last year's PPG data when compare APS in year progress across 18 data sets (6 classes, 3 core subjects)
Commando Joe nurture provision	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

Objective	Expected Outcome
Offer parent workshops for Aspire maths scheme (Singapore maths)	Increased parental engagement from PPG groups Parents able to support children in their learning Children make progress through effective home and school partnerships
Maths learning and development of continuous provision for year 1	Children making improved progress in early maths
Target challenges in speaking and listening strand in EYFS through engagement of speech and language practitioner within the unit	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
Provision in EYFS to target most vulnerable learners; people and communities and boys' reading	EYFS outcomes and ELGs demonstrate increased % at expected level of development at end of R
Promote parental engagement through increased opportunities for stay and play, learning alongside youngest children in EYFS	Improved parent/ school relationships, parents contribute to picture of child's learning journey
Promote character building and resilience through purchase of Commando Joe's system	Improved attendance and punctuality by persistent absentees Improved attitudes to learning by most vulnerable children
Ongoing CAB - Barriers to learning from home factors minimised and parents supported in provided best possible care for their children	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	Reduction in EHA referrals Improved behaviour for learning
Identify additional children entitled to PPG across EYFS and main school	Ensure school's PPG fund is correct
KS1 reading and writing interventions	Children close gap with ARE and 80% attain EXS in KS1
Support for current year 3 cohort for those below EXS at KS1 reading and writing	Children close gap with ARE

J Lindon September 2017