

## **Heathfield Primary School**

### Pupil Premium Grant Expenditure: Report To Governors: Academic Year 2018/19

#### 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                               |
| <b>Total amount of PPG received for this cohort</b>     | <b>£91040</b>                    |

## 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<br>At ARE | 2019 non PPG<br>At ARE | GAP  | Gap narrowed on<br>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 |
| <b><u>**Note** expected progress in Year 1 is 5-6 steps from Aut 1 – Sum 2</u></b> |             |             |   |   |      |

| 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<br><b>£1176.10</b>                 | 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<br>Training costs £750             | 184.80 x 38<br><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-see behaviour case study. | Reduction in significant incidents and BSS referrals<br>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.<br>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<br><b>£2352.20</b>                  | To pitch to correct phonics phase year 1 children.                               | Evidence collected in phonics trackers<br>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<br><b>£4704.40</b><br><b>£500</b> | Basic skills for maths strands taught in smaller, more focussed groups.          | Assertive mentoring files<br>weekly test scores<br>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<br><b>£6153.84</b>              | 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<br><br>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<br><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   | SLT triangulation days.   |
| Nuture   | 6 hours per week learning mentor at £16.19 per hour            | £97.00 x 38<br>£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<br>Chester zoo trip- £12<br>Gymnastics club- £25<br>Snack money- £48<br>£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<br><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 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<br><b>£11761</b>        | 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<br><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 @ 16.19  | 5 hours per week<br>£80.95            | Targeted support for PPG families with low attendance.  | Attendance data. Children accessing learning more confidently. See PPG data table.                         | PPG attendance termly-<br>Autumn- 94.4%<br>Spring- 94.7%<br>Summer- 94.6 |
| Promotion of reading for vulnerable children. | Book trust-Letter box scheme 6 x 145  | £832.48<br>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 -<br>£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  |
| All PPG children to make accelerated progress based on end of key stage starting points | Twilight training<br>Lesson Study release time<br>5hrs TA3 p/w @£12.38<br>p/h x 6 ½ terms<br><br>Teachers T2-UPS3. | PPG children will move in line with ARE year group expectations.<br>The gap between PPG and Non PPG will narrowed and in line with national<br>Teachers and TAs to work with identified children to provide measurable interventions.<br>Entry and exit assessed-e.g. reading age test.<br>Teachers and TA directed time during assemblies-target PPG children. |
| Basic skills development  | 5hrs TA3 p/w @£12.38   | Children making improved progress in early maths, reading   |

|  |                                      |   |
|--|--------------------------------------|---|
| for vulnerable children in year 1 who did not meet GLD.  | p/h                                  | and writing skills.<br>Identify small group/individual barriers to learning that are targeted for short term, specific interventions during the morning.<br>Quality first teaching to ensure progress of these identified children.<br>Prior data to be considered during pupil progress meetings.<br>Morning club to focus on early reading and literacy.<br>Modified tracking system for year 1 children-6 x years data entry points. |
| Target challenges in speaking and listening strand in EYFS through engagement of speech and language intervention delivered by a TA four times a week. | TA3X 2 hours, 4 x weekly.            | Identified children accessing SALT support<br>Parents able to seek early support and access SALT without through the support of the SENCO.<br>WELLCOMM speech and language delivery.  |
| Promote character building and resilience through commando Joe delivered by UPS1 teacher.  | UPS 1 teacher<br>£7400               | Improved attendance and punctuality by persistent absentees<br>Improved attitudes to learning by most vulnerable children<br>Analyse measurable outcomes to evaluate investment   |
| Families engagement work by Learning mentor  | 5 hours @TA4                         | Reduction in EHA referrals<br>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.  |
| 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.   |
| Support for current year 5 cohort for those below ARE at KS1 reading and writing   | 5hrs TA1 per week.                   | Children close gap with ARE   |
| 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.   |
| Support vulnerable children in all year groups with attendance.  | 5 hours at TA4                       | Vulnerable children attendance to move in line with national average 96%  |
| Support for targeted PPG families-parent workshops.  | Level 4 TA                           | Increase in parental engagement and home support from PPG families.   |
| 70% of year 6 children ARE in reading, maths, writing and SPAG.  | SLT L6. 11.5 hours per week.         | Stream guided reading and maths and additional PM intervention.   |