

Pupil Premium 'Light' Review Self-evaluation
Pupil Premium Strategy Statement - Heather Primary School



Heather School's Pupil Premium Profile – November 2016

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Date:	November 2016

1. Summary information

School	Heather Primary School				
Academic Year	2016-17	Total PP budget	£18320	Date of most recent PP Review	N/A
Total number of pupils	109	Number of pupils eligible for PP	14	Date for next PP Strategy Review	

2. Current attainment

AREA	Prior attainment (figures from RaiseOnline pp. 21 – 25)	School disadvantaged pupils	National 'Other'	Difference
Reading	Slightly below ave (12.0 – 13.9)	-0.26	0.33	-0.59
	Average (14.0 – 15.9)	-0.62	0.37	-0.99
Writing	Slightly below ave (12.0 – 13.9)	-17.69	0.14	-17.83
	Average (14.0 – 15.9)	-9.45	0.10	-9.55
Maths	Slightly below ave (12.0 – 13.9)	7.67	0.30	7.37
	Average (14.0 – 15.9)	-5.4	0.27	-5.67

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Lack of experiences/language/vocabulary to draw on, especially in writing.
B.	Need for more effective support for home learning in basic skills
C.	Some more able children need broader outlook and higher aspirations.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Issues around low attendance and punctuality for PA PP child.
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4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Writing – the children’s writing is more confident and draws on wider experiences with richer vocabulary and greater motivation to write at length.	Average depth – PP and non-PP to maintain at a level equal to that of non-PP children; gap narrows in % of secure objectives.
B.	Parents are more engaged in their children’s learning and supporting effectively at home	Parents report positive experiences of working with their children on learning objectives at home.
C.	More Able Pupils’ attainment/rate of progress equals that of non-PP MAP group – they reach their potential	Average depth – PP and non-PP to maintain at a level equal to that of non-PP children; gap narrows in % of secure objectives.
D.	EWO – support for pupil premium PA – absence rates improve	Improved attendance/punctuality

5. Planned expenditure

Academic year	2016-17
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil Progress meetings each term can engage more closely in an analysis of data, depth of understanding, mastery of objectives for our PP group – including analysis re other vulnerabilities for individual children (SEN, More Able etc)	Introduce INSIGHT tracking system – building on work last year on curriculum assessment. Adapt system to meet school/pupil needs, identification and monitoring of dual vulnerabilities etc. (PP funding for 50% of cost)	https://educationendowmentfoundation.org.uk/resources/assessing-and-monitoring-pupil-progress/introduction/ We need to be clear about gaps in pupil learning against national curriculum requirements (particularly in Y2 and Y6) and trends within groups. We also need to be able to analyse our data for the same children in different ways to support our evaluation of impact and future need.	Training for staff; regular review of data and liaison with class teachers to ensure confident use; close reference to information in Pupil Progress Meetings and PMR reviews (mid and end of cycle).	LH	At the end of each half term with a full review in July 2016.

<p>Review in Oct/Nov 2016 – whole school engagement in Achievement for All research project OR in CUREE SKEIN Momentum project.</p>	<p>We have applied to take part in a subsidised project with Achievement For All, designed to raise aspirations and performance/achievement across the school, including a focus on supporting parents as well as on specific curriculum areas. After submitting initial data, we will find out in Oct/Nov whether we have been randomly selected to take a full part in the project or will be used as a ‘control’ school for monitoring.</p>
	<p>If we are unsuccessful in participating fully in this project, we will be working with CUREE on their SKEIN Momentum project – again, at a reduced cost, following discussions -and hope to focus on Writing for our PP children.</p>

Total budgeted cost	<p>£2000 + £200 OR £600 + £200</p>
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ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> Children have very different learning needs addressed through additional support. Writing improvements seen in attainment and progress. Small steps improvements seen against targets set 	<p>1 to 1 teacher working 1 day a week with children on small steps progress, confidence building etc.</p> <p>TAs are trained to support writing interventions in class through ‘Write Away Together’ program</p>	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/one-to-one-tuition/</p> <p>We felt that the children needed skilled intervention to support their different learning needs. Where possible, this takes place in the classroom and with other children, to support children’s application of skills, social development etc.</p> <p>The FFT Write Away Together program is recognised for its impact with children.</p>	<p>Monitoring of Quality of Teaching, Learning and Assessment. Data analysis, work reviews.</p>	<p>LH and NY MM and LH</p>	<p>Ongoing with a review at November 2016 of impact.</p>

Children have a supported opportunity to engage in reading with an adult, completing homework etc where opportunities for this additional support are not readily available. Children engage in discussions about their needs and work as appropriate.	'Pupil Premium Champion' – LSA – works with the children 2 x 0.5 days a week.	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/one-to-one-tuition/ https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/	Ongoing monitoring, pupil interviews re impact, discussions with staff.	LH	Ongoing and November 2016 review of impact.
Children have close support from adults in the classroom, allowing quick intervention around academic, social or emotional needs	Additional AOT hours in each class.	Ongoing support and intervention creates opportunities for timely feedback, support and nurture as needed.	Ongoing monitoring, pupil interviews re impact, discussions with teaching and support staff and parents, governors etc.	LH	Ongoing and November 2016/April 2017 review of impact.
Children have the opportunity to extend and reinforce their learning re specific skills, particularly in maths	MyMaths subscription	We have used this for several years now and know that it supports children well at home in practising their basic/key skills. We also run a lunchtime club for children to use MyMaths at school if they have restricted/no internet access at home.	Ongoing monitoring, pupil interviews, discussions with staff and parents, governors etc.	LH and CH	Ongoing
Total budgeted cost					TBC

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children with complex learning and emotional needs are supported towards successful outcomes and full inclusion	Intervention from A&D Inclusion team (from Sept 2016)	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/	Ongoing discussions and monitoring – class teachers, A&D Inclusion team, children and parents.	LH	Ongoing and November 2016

Improved self-esteem and full engagement in wider, richer curriculum, in and out of school	Music lessons Extra-curricular clubs Breakfast and After-School Clubs	Being physically active encourages children to have good levels of confidence and self-esteem. Participation in artistic and creative activities has been shown to improve outcomes in English, Maths and Science – particularly for younger children.	Records of attendance and discussions with music teachers and children, and with club leaders and children	AD	Ongoing and November 2016/April 2017
Children are able to use their experiences and it is seen in their writing	Educational and residential visits funded	School staff have observed children making greater progress as a result of having a wide range of opportunities to learn outside the classroom.	Work scrutiny Records Talking with children Observations in the classroom, at playtime etc.	AD with AL	Ongoing
Children are supported in using the internet safely at home, with school learning reinforced for parents and families.	ParentZone/ ParentInfo subscription	This offers regular, accessible articles for parents that we include in our newsletter, website etc, as well as a free online parenting course for families to use at home in ensuring that their children are safe online (and see below).	Ongoing conversations with parents, pupils and governors; monitoring of access via website; monitoring through ParentZone.	LH	Ongoing
Children with additional vulnerabilities are supported in feeling safe and articulating concerns about their safety and wellbeing where necessary	Protective Behaviours training for all staff; materials to support the introduction of the programme.	We were concerned following last year's tragic events with a local pupil and because of complex issues for some of our children. We accessed a program that has supported good practice in a neighbouring authority.	Ongoing monitoring from deputy and governors.	MM	Ongoing
Children can engage fully in school life and feel healthy and well during the school day.	School funding of school uniform, PE kit, milk and fruit	Some of our children need support re school uniform; some are hungry during the morning.	Ongoing conversations with pupils and parents.	AD	Ongoing
Total budgeted cost					TBC

6. Review of expenditure

Previous Academic Year		2015-16		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children have very different learning needs addressed through additional support.	1 to 1 teacher, Pupil Premium Champion, additional adult hours in classrooms	Our analysis of impact shows clear 'small steps' progress against key skills for our individual Pupil Premium children and parent feedback shows that their children's wellbeing and attitudes to learning are effectively supported by the mentoring, wellbeing work we have in place.	The children work well with this support and we will continue with this approach. We are aware that withdrawal from the classroom does not support learning as well (although this is important during some sessions).	
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children's writing is supported so the gap narrows.	All teaching staff trained in Write Away Together approach.	Quality of writing provision improved, but we didn't see impact on outcomes, which were poor at the end of KS1 and 2. Teachers hoped to introduce the intervention, but it is very time-intensive with a need for 1 to 1 work with children initially.	We feel that this is a valuable resource and that training of TAs (combined with teachers' understanding of the programme) will lead to clear impact.	
Children have the opportunity to extend and reinforce their learning re specific skills, particularly in maths	MyMaths subscription RapidRead subscription	Yes, this met the success criteria and is having a clear impact for some children. We didn't feel that RapidRead had the same impact, as children's interest began to wain after the initial introduction.	Continue with MyMaths.	
iii. Other approaches				

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved self-esteem and full engagement in wider, richer curriculum, in and out of school	Music lessons Extra-curricular clubs Breakfast and After-School Clubs	Children are more engaged and confident in school. Clear impact on Personal Development, Behaviour and Welfare.	We will continue with this – it also supports our positive engagement with parents.	
Children are able to use their experiences and it is seen in their writing	Educational and residential visits funded			
Children can engage fully in school life and feel healthy and well during the school day.	School funding of school uniform, PE kit, milk and fruit			

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.