



Heygarth Primary School - Pupil Premium Strategy Statement

1. Summary information					
School	Heygarth Primary School				
Academic Year	2017-2018	Total PP budget	£99,540		
Total number of pupils	340	Number of pupils eligible for PP	73	Date for next internal review of this strategy	December 2017 April 2018 July 2018

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Appropriate challenge for all pupils to ensure at least good progress
B.	Teachers having the highest expectations of all pupils
C.	Social and emotional barriers hinder progress
D.	Feedback can be too general and needs to move learning forward
E.	Progress for 'vulnerable groups' is slower compared to others in school
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Poor language skills
B.	Negative attitudes to school
C.	Limited experiences
D.	Lack of aspiration
E.	Home issues

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved progress and outcomes for all vulnerable pupils.	<p>Year 1 phonics outcomes difference continues to diminish for disadvantaged pupils when compared to other pupils in our school and nationally.</p> <p>Difference between outcomes in Reading, Writing & Maths for disadvantaged pupils in Key Stage 1 is diminished when compared to other pupils in our school and nationally.</p> <p>Difference between outcomes in Reading, Writing & Maths for disadvantaged pupils in Key Stage 2 is diminished when compared to other pupils in our school and nationally.</p>
B.	To make the best use of Teaching Assistants across school. (A specific Action Plan is in place for making effective use of Teaching Assistants)	<p>TAs will work with a range of pupils within the class and supplement and extend teachers' work, rather than replace them.</p> <p>Support for specific individuals or groups is structured so it helps them access general classroom teaching.</p> <p>TAs ensure pupils retain ownership over their learning and responsibility for their work. Without adults present, pupils demonstrate the capacity and confidence to structure and plan their work.</p> <p>TAs enter lessons with a clear understanding of the concepts and information being taught, skills to be learned/applied, intended learning outcomes and specific learning needs of pupils they work with.</p> <p>TAs both help pupils make connections between the learning in interventions and the wider curriculum.</p>
C.	Higher rate of progress as well as positive outcomes in writing for all vulnerable pupils. Children from disadvantaged backgrounds achieve 'Greater Depth' in writing across the school.	<p>Difference between the outcomes for disadvantaged pupils in Key Stage 1 and Key Stage 2 is significantly reduced when compared to other pupils in our school and nationally.</p> <p>Identified more able PP pupils make as much progress as other identified more able pupils, in Reading, Writing & Maths (RWM) and achieve 'Greater Depth'. Measured by Teacher Assessment in Y3-5 and SATs for Y6.</p>

D.	Improving communication with parents of disadvantaged pupils	Clear focus on the needs of the individual child with parental input. Helping parents/carers to support their child – increased parental workshops for parents of children throughout the school to enable parents to support their children’s learning. Celebrate success and discuss individual targets
E.	Pupils with social, emotional, mental health (SEMH) issues receive appropriate support and advice	Recorded cases are signposted correctly ensuring all follow up referrals are carried out efficiently. Parents/carers of pupils in receipt of support are satisfied with level of support and accuracy of signposting.

4. Planned expenditure

Academic year	2017-2018
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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	Reviewed
High expectations for all pupils. Improved progress for high attaining pupils	CPD on challenging high attaining pupils in Reading, Writing and Maths.	The number of children achieving higher than ‘Expected Standard’ in Reading, Writing and Maths is lower than other pupils in our school as well as nationally, particularly in Key Stage 1. We want to ensure that all disadvantaged pupils can achieve higher attainment as well as achieving ‘Expected Standard’. We want to train a small number of relevant teachers in practices to provide stretch and	Scrutiny of books to check for suitable challenge Discussions with pupils Pupil Voice Shadowing pupils & observing learning Half termly Data Analysis Regular meetings with teachers to discuss ways of extending more able disadvantaged pupils. CPD selected using evidence of effectiveness.	KH (Pupil Premium Leader) GL (English Leader) SH (Maths Leader) Pupil Premium Link	

		encouragement for these pupils. ECM Mastery Teaching CPD for all.	Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning.	Governor	
Continued improvement in phonics in EYFS and Key Stage 1 resulting in improved reading throughout the whole school.	Further implementation and embedding of Read, Write, Inc. Purchase of resources and further training for all staff.	Phonics scores will continue to improve in Year 1. Research suggested that RWI Phonics would provide a strong and well-structured approach to teaching for all staff.	CPD Reading Leader, EYFS Leader & Key Stage 1 Leader to monitor regularly to ensure consistency of approach. Resources Scrutiny of books Observations of teaching & learning, including formal observations & learning walks.	LB, KH, GL, HB Pupil Premium Link Governor	
All pupils have every opportunity to practice and refine their writing skills across all subjects.	Early intervention for Speech & Language, predominantly in EYFS & KS1 Specialist intervention for pupils with specific difficulties from Orrets Meadow Outreach. Quality Long Term Plan for English developed to incorporate all genres and have strong cross-curricular links.	A high percentage of pupils enter our school with Speech & Language development below that expected for children of their age so early Speech & Language intervention is vital. Research shows that Orrets Meadow intervention addresses specific difficulties that children have allowing differences to be diminished between children's attainment. Where children see the purpose for their writing, they are more motivated and willing to apply their learning to a wide range of genres, thus improving their writing skills.	Scrutiny of books to check for challenge & cross-curricular writing Discussions with pupils Pupil voice Shadowing pupils and observing learning Data analysis carried out each half term TA to deliver speech and language intervention on a 1:1 basis.	GL, GC, KH, LB, HB Pupil Premium Link Governor	

<p>To continue to provide more opportunities for pupils to engage in activities, including problem solving, in order to deepen their understanding of mathematics</p>	<p>Adopted the Singapore Maths approach to teaching and learning using 'Maths No Problem' resources. This involves children reasoning throughout their learning to deepen their understanding of mathematical concepts.</p>	<p>Much research suggests this approach to be effective in deepening children's conceptual understanding - children learn concepts in a concrete way in order to deepen their understanding and minimise the need for repetition as they progress through school.</p>	<p>Scrutiny of books to check for challenge & deep learning Discussions with pupils Pupil voice Shadowing pupils and observing learning Data analysis carried out each half term Coaching opportunities for with colleagues from within school and other schools.</p>	<p>GL, LB, KH, SH, HB Pupil Premium Link Governor</p>	
Total budgeted cost					£35,000

ii. Targeted support					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Higher rate of progress for all vulnerable pupils to impact on attainment in core subjects	<p>Singapore Maths – resources and training to be purchased – Power of Reading used across school</p> <p>Class reading areas used</p> <p>School library</p> <p>High level quality feedback to challenge high attaining PP pupils.</p> <p>- Targeted teacher /TA support in class and group work for PP pupils identified as high attaining.</p> <p>- Homework to be challenging - Small group/1:1 additional tuition after school for identified Y6 PP pupils run by HLTA or qualified teacher during Spring Term 2018</p>	<p>Progress of disadvantaged children has improved in school in Reading, Writing & Maths in Year 1 Phonics and in Key Stage 2 in 2017. We need to continue to build on this and ensure all vulnerable children are well supported to ensure improved progress in Key Stage 1 also.</p> <p>Research shows that whole class reading sessions are effective in challenging all pupils – Power of Reading.</p> <p>The Singapore Maths approach is based upon 20 years of research and practice and is the most successful approach. Maths No Problem is the only Singapore Maths text book on the DfE recommended list.</p> <p>The role of the Teaching Assistant is changing and we need to continue to work on how they are deployed within the classroom to achieve maximum results in terms of all vulnerable children.</p>	<p>Scrutiny of books to check progress</p> <p>All staff trained in Singapore maths including EYFS staff</p> <p>Books for staff purchased</p> <p>Practical apparatus available across school</p> <p>Stickers will be placed in children’s books at a random point-share progress</p> <p>Quality intervention with well trained staff monitored by teaching assistants for challenge and support</p> <p>Observations by SLT</p>	<p>SH</p> <p>SLT</p> <p>Pupil Premium Link Governor</p>	

Teaching Assistants are used effectively throughout school to enhance teaching and learning of disadvantaged pupils, including higher attaining disadvantaged pupils.	<p>Make the best use of teaching assistants across school.</p> <p>Time given to teaching assistants to allow them to meet with teachers to discuss planning.</p>	<p>The EEF study shows the negative impact teaching assistants can have on progress of vulnerable children, if they are not deployed correctly-to enhance rather than replace teachers.</p> <p>Research shows that when teaching assistants are given the time to discuss planning with teachers they have a greater impact on progress of children they are supporting.</p>	<p>All staff trained on effective deployment of teaching assistants.</p> <p>Teaching Assistant development meetings monthly.</p> <p>Teaching Assistants/ teacher's observations</p>	<p>KH</p> <p>All staff</p> <p>Pupil Premium Link Governor</p>	
Total budgeted cost					£52,000

iii. Other approaches					
Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
A home/school strategy for supporting individuals and their families.	VIP (Very Important Pupil) meetings with child, parent and teacher.	<p>Encouraging parents/carers to become involved in their child's learning will have a positive impact in terms of communication, self-esteem.</p> <p>Parents can lack confidence when it comes to helping their child.</p> <p>Feedback from other primary schools suggests that this approach has had a positive impact.</p>	<p>A letter will be sent to parents to invite them in for an informal chat.</p> <p>Parents will be asked for feedback</p>	<p>Pupil Premium Leader Class teachers</p> <p>Pupil Premium Link Governor</p>	
Students with social, emotional, mental health (SEMH) issues receive appropriate support and advice	<p>Identify an appropriate support programme for students who require support with SEMH issues.</p> <p>Learning Mentor</p> <p>Play Therapist</p>	Evidence suggests that the number of students with SEMH issues has risen sharply and that targeted early intervention matched to specific students with specific SEMH issues can be effective, especially for younger pupils.	Use pupil premium lead to engage with both pupils and parents, as required. Regular meetings between SLT to discuss caseload and number of new referrals.	<p>Pupil premium lead SLT</p> <p>Pupil Premium Link Governor</p>	

Children are not hungry during the morning and therefore can focus better on their learning.	Toast club at break time as well as 'breakfast' given to children who come to school without having had any.	Children can concentrate better on their learning when they have eaten as they are not feeling hungry.	Monitor children who are vulnerable to being hungry and ensure they eat 'breakfast'.	KA, KH Pupil Premium Link Governor	
Children feel that they belong to our school community by wearing school uniform that is clean and tidy and fits them.	School uniform is subsidised for those children who need it.	Children's social & emotional well-being is improved by them not feeling self-conscious about the clothes they are wearing.	Monitor children's uniform and support parents who require help.	KH, KA, GL, LB, HB Pupil Premium Link Governor	
Children are able to access school trips & visits, including residential and (where applicable) extra-curricular activities, without detrimental financial impact to their family.	Educational trips and visits, including residential are subsidised where appropriate.	We want all pupils to be able to enjoy educational trips and visits, especially residential visits, that they may not otherwise be able to access.	Monitor spending on trips & visits, offering support to parents/families who require help & support.	KA, KH, All teachers Pupil Premium Link Governor	
Total budgeted cost					£10,000

5. Review of expenditure

Previous Academic Year

2017-2018

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

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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

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

6. Additional detail