

Primary Pupil premium strategy / self-evaluation

1. Summary information					
School	Heaton Avenue Primary School				
Academic Year	2019-2020	Total PP budget	£89,340	Date of most recent PP Review	28.3.2019
Total number of pupils	444	Number of pupils eligible for PP	67	Date for next internal review of this strategy	1.3.20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	27%	71%
% making expected progress in reading (as measured in the school)	-0.7	-1.7 (0.3 NA)
% making expected progress in writing (as measured in the school)	2.3	1.6 (0.2 NA)
% making expected progress in mathematics (as measured in the school)	-1.6	0.6 (0.4 NA)

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3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Phonics – lack of oracy upon entry; weaker teacher subject knowledge in some Year 1 staff; lack of practice at home amongst identified vulnerable groups including attendance and punctuality
B.	Behaviour for learning – Concentration and self-esteem/ self-regulation leading a wide range of SEMH concerns; attendance and punctuality
C.	Lack of parental engagement - leading to lack of consolidation of learning – understanding of the value of education; financial pressures and burdens; parents self-esteem and individual family circumstances Is this similar to the areas above? Have you got specific ideas
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of Cultural Capital and children realising what is possible – leading to increased aspirations
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	Success criteria

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A.	Improving Phonics screening levels for disadvantaged pupils	Streamed phonics groups, introduction to Sandwell and Phonics Tracker to provide clarity of tracking throughout the year, regular, intensive 'catch up interventions' for those children falling behind school's expectations each half term
B.	Improving behaviour for learning for disadvantaged pupils – SEMH interventions in class and outside, playtime & lunchtime support	Improved engagement and attainment – assessment/intervention data, learning walks, book scrutiny, observations. BSW providing effective interventions aimed at anger/ risk management for most vulnerable PP pupils, Lego Therapy, Lego We Do and other focused SEMH (CHIMP, Social Story) interventions to improve behaviour for learning in class and outside. Continued support from Hol and BSW for specified PP groups.
B	Improving Writing, Maths and particularly Reading levels for disadvantaged pupils Attainment figures to increase	The gap to narrow between the achievement (RWM) of PP pupils and non-PP pupils (to decrease gap by 10% to 29%; 39% is the difference this year). The gap to narrow between the achievement of PP pupils and non PP pupils using national/LA data (a difference of at least 10% less than 47%, which is the LA difference this year) Progress figures in RWM to be broadly in-line with non-PP (national/LA data)

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		<p>Lack of engagement with curriculum and enrichment opportunities contribute to the lower standards and outcomes achieved. Redesigned curriculum to provide these opportunities with PP funding ensuring that this is available to ALL children.</p> <p>Currently:</p> <p>Reading PP -0.7 compared to 0.3</p> <p>Writing PP 2.3 compared to 0.2</p> <p>Maths PP -1.6 compared to 0.4</p>
C.	Parental Engagement – increase the regular contact with families of PP children	<p>Stay and Play sessions</p> <p>Coffee mornings</p> <p>STAR/ GOLD award</p> <p>Social events BBQ, Bingo, Disco</p> <p>Christmas Enterprise events</p> <p>Sports day at local athletics stadium</p>
D.	Increased number of experiences to raise cultural capital	<p>PP pupils in each year group to have experience</p> <p>At least 2 curricular trips</p> <p>At least 2 extra-curricular experiences</p> <p>All opportunities mapped out across the new curriculum</p> <p>At least 2 inspirational/aspirational visitors</p>

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5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	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 attainment for reading levels for disadvantaged pupils through secure phonic knowledge and decoding skills. Increase in inference skills – use of Resilient Reader & specific interventions – Read theory, Reading Plus, Project X code, Yes We can Read etc)	Disadvantaged pupils to be making at least expected progress	<p>In KS2, 74% of PP pupils made their expected progress in 18-19. Progress figures for all PP children in reading = 0.7 (-2.6 in 2018).</p> <p>In KS1, 33% of pupils met the expected standard (62% in 2018)</p> <p>The phonics pass mark decreased for PP by 1 child in 2019. (50% from 75% in 2018).</p>	<p>In reading, leaders were quick to spot the flaws in the reading provision and altered the curriculum, introducing Resilient Reader. This approach now needs to be further embedded throughout school and will continue next year. In addition, the 'diet' of reading that the children are exposed to has been dramatically overhauled and reading for pleasure has become a top priority. Progress figures for PP children rose considerably last year (from -2.6 in 2018 to -0.7 in 2019)</p> <p>Phonics groups are now being streamed throughout school in order to ensure that children are being challenged at the correct 'phase'. Further support and CPD for staff has been disseminated from experienced practitioners across the two schools. Staff</p>	£5852.49

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			have been further supported with the introduction of Phonics Tracker	
Improved attainment for maths for disadvantaged pupils through secure use and application of number to solve mathematical problems (AET model & specific interventions – firstclass@number etc)	Disadvantaged pupils to be making at least expected progress	<p>In KS2, 29% of PP pupils made their expected progress. Progress figures for all PP children in maths = -1.6 (1.6 in 2018)</p> <p>In KS1, 33% of pupils met the expected standard (88% in 2018)</p>	<p>Given the small sample of KS1 PP children, the figures here are not comparable – although this figure did fall.</p> <p>Progress in KS2 fell last year due to lack of exposure to test technique. All PP children who were at risk of not making progress were invited to booster classes throughout the academic year but only approximately 40% of these took up the offer. This will be reflected upon next year with a different strategy attempted for these vulnerable children. The introduction of the 'show' sticker gives children the scaffold and support that is needed to remember key concepts and specific interventions continue to support mathematics beyond lessons.</p> <p>First Class @ number seemingly had little impact and will be reviewed before deciding whether to pursue this intervention next year.</p>	£4,050.08
Improved attainment in writing for disadvantaged pupils through secure use of writing as a	Disadvantaged pupils to be making at least expected progress	In KS2, 50% of PP pupils made their expected progress. Progress figures for all PP children in writing = 2.3 (-0.6 in 2018)	<p>Again, the small sample size here means that the results are not comparable.</p> <p>In KS2, the implementation of Talk 4 Writing has been instrumental in raising standards for PP children (2.3 from -0.6). This programme will continue, with refinements</p>	£4818.60

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means of communicating clearly and effectively (T4W, specific interventions, PenPals etc)		In KS1, 33% of pupils met the expected standard (88% in 2018)	next year. PenPals and streamed phonics groups are starting to have a profound impact on writing attainment and these will be continued next year.	
ii. Targeted support				
Action	Intended outcome	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
Improving behaviour for learning for disadvantaged pupils – SEMH interventions in class and outside, playtime & lunchtime support	Improved engagement and attainment – assessment/intervention data, learning walks, book scrutiny, observations	Of the 6 serious incidents recorded in the academic year, 4 involved PP children. Although the amount of serious incidents fell from the previous year overall, the pastoral team recognises that more targeted SEMH interventions now need to take place to reduce the risk of PP children displaying negative behaviours.	Consistent systematic procedures need implementing across school and all staff need holding to account in terms of collective responsibility for upholding these. Pastoral team to introduce and keep up with SEMH tracker as a means of providing targeted support and interventions to PP children.	£ 35,304 £20,757
Improving attendance for learning for disadvantaged pupils – regular meetings/review with	Continue reduction in persistent absentee rates for disadvantaged pupils	The % of PP pupils who were classed as persistently absent was 23% (compared to 19.2% nationally).	The rigour and diligence employed by the HoI has had positive outcomes on PP Persistent Absence. The clear structures in place, including parental contracts, fines and home visits have had an impact on this. The HoI is also taking on APSO duties in	As above

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APSO, fines issued, contracts in place, home visits etc			19/20 in an attempt to drive this figure down even further.	
iii. Other approaches				
Action	Intended outcome	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
Improving SMSC/PDB&W opportunities and experiences for disadvantaged pupils	Targeted children attending and enjoying experiences and opportunities and showing increased confidence and self-esteem – pupil voice, questionnaires	Many curricular/extra-curricular/enrichment opportunities have been available for PP pupils. There is an expectation that 8 places in every 25 places are ‘reserved’ for PP children with the school speaking to parents on a case-by-case basis about attendance and accessibility of the clubs. The school actively promotes at least 25% of children playing competitive sport and accessing enrichment activities being PP. Further costs have been incurred throughout the year when subsidising residential, coach travel and, sports equipment for PP children.	The PE co-ordinator, working with the HoI is involved in tracking PDBW opportunities throughout school. The current quota for involving PP children in enrichment and after school activities will continue as this has been effective in targeting PP children.	Breakfast club/Activity club - £5,068 Residential trips – Kingswood - £2,210 (projected) Mount Cook - £4,420 (projected) In school theatrical productions (Oct & July) - £1,700 Enrichments/trips

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				- £1095 (projected) £14,493
Providing resources and equipment for disadvantaged pupils	Increased self-confidence, self-esteem and increased sense of belonging	Increased self-confidence, self-esteem and increased sense of belonging	Resources have enabled pupils to engage with their learning more effectively – those with no uniform/school shoes have been able to attend without negative effect on well being PE pumps/kits have allowed pupils to engage safely with PE lessons.	£500

6. Planned expenditure	
Academic year	2019-2020
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	
i. Quality of teaching for all	

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Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Introduce MC Grammar £2500	The gap between attainment in SPAG and writing is narrowed in KS2 Writing progress for PP pupils to be broadly in-line with non PP pupils Gap to narrow when comparing attainment in writing (end of KS1 and 2)	Although progress in writing for PP pupils is on the incline, it needs to be closer to 0 There is an increase in attainment figures in writing for PP pupils when comparing data in 2018 to 2019, but there is still a huge difference between PP and non PP pupils. In KS1 attainment for PP pupils decreased in 2019, compared to 2018 and still 0% of PP pupils achieve GDS in both key stages.	Staff CPD Whole school launch of the initiative. Staff collaboration Moderation and pupil progress meetings Writing monitoring (triangulation model)	SLT/MLT	Termly – at data points Half termly when writing is monitored.
Introduce Phonics tracker and phonological test. £240.00	Disadvantaged pupils to achieve Phonics Screening standard.	Data for phonics for disadvantaged children over the past three years is on a downward trend	Implementation of streamed phonics groups throughout school. EYFS/KS1 launch of the initiative. Staff CPD Moderation and observations	SLT MLT	Termly – at data points Half termly when phonics data is monitored.
Total budgeted cost					£2740,00
ii. Targeted support					

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Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improving SMSC/PDB&W opportunities and experiences for disadvantaged pupils (cultural capital)</p> <p>Breakfast/Afterschool club £5392.00 Year 4 residential - £1,560 Year 6 residential - £4,550 Enrichment trips - £1615.00</p>	<p>Targeted children attending and enjoying experiences and opportunities and showing increased confidence and self-esteem building Cultural Capital– pupil voice, questionnaires</p>	<p>Lack of opportunities for disadvantaged children to widen and deepen SMSC experiences</p>	<p>PP pupils in each year group to have experienced: At least 2 curricular trips At least 2 extra-curricular experiences All opportunities mapped out across the new curriculum At least 2 inspirational/aspirational visitors</p>	<p>SLT/MLT</p>	<p>Review take up and feedback - End of academic year 19-20</p>
<p>Improving behaviour for learning for disadvantaged pupils – SEMH interventions in class and outside, playtime & lunchtime support £56,061</p>	<p>Improved engagement and attainment – assessment/intervention data, learning walks, book scrutiny, observations</p>	<p>Disengagement, attachment difficulties, attention and concentration, attitudes</p>	<p>EYFS profile to show 2 levels progress in PSE</p> <p>Boxall Profile show increase in positive behaviour and development. Identified staff within school to deliver</p>	<p>Hol BSW SLT</p>	<p>Half termly pupil progress meetings Termly & End of Year data - CPOMS July 20</p>

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			specific SEMH interventions Intervention tracker show improvements in key areas		
Total budgeted cost					£69,178
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Providing resources and equipment for disadvantaged pupils £1169.50	Increased self-confidence, self-esteem and increased sense of belonging; increased awareness of road safety	Alleviate some financial pressure on disadvantaged families Family incomes stretched, children lacking in self-esteem and confidence	Each PP child will receive a jumper priced at £8.50 Total Cost - £569.50 Through pupil and parent voice Parents' questionnaires, EYFS profile comments PP children to access Bikeability course in Summer term	SLT & School bursar	Review take up and feedback - End of academic year 19-20
Parental engagement £1750	Raise the profile of the school by providing regular opportunities for	Current lack of engagement and interest in FHA committee	Providing regular opportunities: Stay and Play sessions Coffee mornings	SLT/ MLT and then all staff	Review take up and feedback - End of academic year 19-20

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	families of PP children to engage in school related activities Provide opportunities for children to read and provide support for parents to help engage with their children's reading	Increase child and parent SEMH to break down the barriers between some homes and school	STAR/ GOLD award Social events BBQ, Bingo, Disco Christmas Enterprise events Sports day at local athletics stadium Introduction of ORT Reading Buddy system	DHT/ KS1 LL	Review half yearly
Total budgeted cost					£2169.50

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7. Additional detail