



Pupil Premium Report 2018/19

No. of pupils & PPG received (Sept 18 – Budget March 18)	
Total number of pupils on roll	189
Eligible for PPG	32
Boys	17
Girls	15
SEN	6
CHIN/CP/TAC	4
Total PPG Received	£51,100

Summary Information					
School	Heamoor CP School				
Academic Year	2018/19	Total PP Budget	£51100	Date of most recent PP Review	Oct 2018
Total No. of Pupils	189	No. Of pupils Eligible	32	Date of next internal review of this strategy	May 2019

2018 Attainment EoKS1 Statutory Assessments		
	Pupils eligible for PPG (2017/18) (2 children)	Pupils NOT eligible for PPG (2017/18)
% Achieving EXPECTED standard in Reading	50%	85%
% Achieving GREATER DEPTH in Reading	0%	26%
% Achieving EXPECTED standard in Writing	50%	70%
% Achieving GREATER DEPTH in Writing	50%	22%
% Achieving EXPECTED standard in Maths	50%	78%
% Achieving GREATER DEPTH in Maths	0%	15%

2017 Attainment EoKS2 – statutory assessments		
	Pupils eligible for PPG (2017/18)	Pupils NOT eligible for PPG (2017/18)
% Achieving EXPECTED standard in Reading	75%	73%
% Achieving GREATER DEPTH in Reading	10%	0%
% Achieving EXPECTED standard in Writing	63%	81%
% Achieving GREATER DEPTH in Writing	16%	0%
% Achieving EXPECTED standard in Maths	37.5%	68%
% Achieving GREATER DEPTH in Maths	6%	0%

Attendance	Attendance (Sept 17– July 18)	No. of authorised absences	No. unauthorised absences
PPG pupils	94.5%	3.9%	1.6%
Whole school	95.1%	3.1%	1.8%

Potential Barriers
Safeguarding Issues
Speech & Language difficulty on entry
Attendance & punctuality
Impact of additional or complex need
Level of behaviour, social, emotional wellbeing support needs
Parental engagement/support
Training needs

Desired Outcomes		
	Desired outcome	Success criteria
A	To ensure PP children meet the standard of the Y1 Phonics Screening (or Y2 re-screen where appropriate)	100% of PPG pupils meet the Y1 phonic screening standard by June 2019
B	To ensure PP children are achieving their ARE by end of year in Reading.	75% OF PPG pupils to achieve a standardised score of at least 100 by July 2019
C	To ensure PP children are achieving their ARE target by end of year in Writing.	75% OF PPG pupils to achieve ‘secure’ in their ARE by July 2019
D	To ensure PP children are achieving their ARE target by end of year in maths.	80% OF PPG pupils to achieve a standardised score of at least 100 by July 2019
E	To ensure PP children achieve at higher than National Average for expected standard in M, W and R	For at least 80% of PP children to achieve the expected standard in M, R and W.

Planned Expenditure					
Academic Year		2018/19			
Objective	Action / approach	Rationale	Monitoring	Staff lead	Review/Success Criteria
<p>To embed 'Building Learning Power' strategies throughout the school</p> <p>(Learning to Learn)</p>	<p>Create and promote a culture in classrooms – and across the school to support development of a range of key learning skills: ability to reflect on their experiences, think critically about their work and the work of others, to work cooperatively, be resilient, identify resources, take responsibility – 5R's</p>	<p>Aim is to help learners think about their own learning behaviours more explicitly. Evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>EEF meta-cognition+8mths</p>	<p>Class observations and pupil conferencing.</p> <p>½ termly monitoring of assessments.</p>	<p>EB £500</p> <ul style="list-style-type: none"> • Resources • CPD costs • Release time 	<p>To ensure 85% of PPG pupils reach ARE by July 2018</p> <p>Pupils are able to discuss their learning behaviours and recognise the impact this has on their learning</p> <p>Behaviours observed in lessons are positive – pupils are consistently on task and motivated to learn.</p>
<p>To enable technology assisted support for teaching and learning</p>	<p>Introduction of digital technology upgrades in classrooms to enable interactive technology assisted strategies to support teaching and learning</p>	<p>Evidence suggests that technology approaches should be used to supplement but not replace other teaching techniques. Some have the potential to enable changes in teaching and learning interactions. For example, they can support teachers to use more helpful & stimulating representations</p> <p>EEF Digital Tech +4mths</p>	<p>Pupil conferencing through class observations (termly)</p>	<p>£6000</p>	<p>Learning behaviours demonstrated showing high pupil engagement with their learning</p> <p>Progress made within lessons and demonstrated through pupil books</p>

<p>To embed an effective approach to the teaching of Phonics</p>	<p>Embed the bespoke approach to phonics within in a rich literacy environment for early readers as part of the wider strategy for literacy.</p> <p>Building on previous involvement in Kernow Teaching School Phonics project to continue to develop leadership of and phonics provision.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>EEF Phonics +4mths</p>	<p>Ongoing monitoring/advice & training from Teaching school</p> <p>Lesson observations</p> <p>Weekly phonic meetings</p> <p>Ongoing weekly phonic screenings</p> <p>SEN TA support for KS2 children</p>	<p>(staffing / materials / release time)</p>	<p>80% of pupils in Year 1 will achieve the expected standard in the phonics screening</p> <p>100% of KS1 PP pupils will achieve the expected phonic standard by July 2018</p>
<p>To increase the number of children achieving ARE and greater depth</p>	<p>Introduce online 1:1 maths programme (third space learning)</p>	<p>Individualised instruction is based on the idea that all learners have different needs, and that an individually tailored approach particularly in terms of the activities and the pace at which they progress through the curriculum — will be more effective. On average, individualised instruction has a positive effect on learners.</p> <p>EEF Ind. Instruction +3mths</p>	<p>Session reports sent on a weekly basis</p>	<p>£195 per child (maths tuition) £3510</p>	<p>Achievement of GDS target for Reading, writing and maths</p>

<p>Pupils across KS1/2 receive targeted intervention to accelerate attainment & progress</p>	<p>Employ HLTA to provide cover to enable teaching staff to deliver weekly, needs led interventions for their class incl. 1:1 tuition or small group</p>	<p>Evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately five additional months' progress</p> <p>EEF 1:1 Tuition +5mths</p>	<p>½ termly Monitoring of assessments (standardised scores)</p> <p>Ongoing classroom assessments (NC obj)</p> <p>Pupil conferencing</p>	<p>Cost of staff; HLTA cover – 10 hours per week £3732.30</p>	<p>85% of PPG pupils to achieve at least 100 as a standardised score by July 2019</p>
<p>To support the social/emotional needs of pupils to develop emotional literacy and resilience and reduce potential mental health issues.</p>	<p>Employment of a Learning Mentor</p> <p>Weekly Nurture Group provision for KS1/2 pupils</p> <p>Trained practitioners in 'Trauma Informed Schools' approach</p> <p>Counselling service by trained "Chalk" counsellor</p>	<p>On average, Social & Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils.</p> <p>EEF SEL +4mths</p>	<p>TiS assessments to assess impact of intervention (LM/Nurture)</p> <p>CHALK targets (& end of therapy review process)</p> <p>Pupil conferencing</p>	<p>LO £18,109.80 £4500 £1000</p> <p>Inc. personnel costs Counselling SLA Release time for CPD + CPD costs</p>	<p>85% of pupils achieve ARE in English & maths by July 2018</p> <p>TiS assessments show significant improvement as a result of intervention (<i>measures TBC with introduction of system</i>)</p> <p>Lesson observations show that practice is embedded & routine professional development and training for staff is reflected.</p>
<p>Pupils receive breakfast club ensuring basic needs are met, positive start to school day & access to learning mentor when required</p>	<p>Offer breakfast club to PPG pupils Incl. support from learning mentor & social /emotional support & additional academic support with homework tasks incl. reading</p>	<p>Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.</p> <p>EEF Extending school time +2mths</p>	<p>Pupil conferencing</p> <p>Monitoring of behaviour</p>	<p>£ 4943.25 £1325</p> <p>Supplies / staffing costs (3 staff incl. kitchen)</p>	<p>Pupil conferencing shows that pupils recognise a positive impact incl. feeling ready to learn, supported with homework tasks & supported emotionally/socially.</p> <p>Attendance levels increase at least in line with non-PPG pupils</p>

Additional TAs in KS1 (during am sessions)	Introduce an additional TA to support new approach to Phonics & support development of social skills	Need to support low attainment in EYFSP; <i>Managing feelings & behaviours 63%</i> <i>Reading 67%</i> With the development of Phonics in KS1, the need to increase reading understanding and ensure groups are as small and as targeted as possible. EEF – TA +1mth	Lesson observations Weekly phonic screening ½ termly assessments Monitoring behaviour (Insight)	£11 777.52	85% of pupils achieve the expected standard for phonics (in KS1) by July 2019
Other Approaches					
Subsidising the cost of school visits and residentials	To ensure all pupils have access to school visit to enrich their curriculum and remove the potential cost barrier.	Studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. EEF - Outdoor Adventure Learning (+3 months)	Monitoring of the number of children attending day visits and residentials opportunities. Pupil conferencing	JF £1000.00	To ensure that 100% of PP have had an opportunity for a day visit and/or residential visit by July 2019
Totals		PP Grant Received: £ 51,100		Total spend: 56,398.07	