

Pupil premium strategy statement (primary)

1. Summary information					
School	Heytesbury Primary School				
Academic Year	20-21	Total PP income	£14,480	Date of most recent PP Review	Dec 2020
Total number of pupils	73	Number of pupils eligible for PP	15	Date for next internal review of this strategy	March 2021

2. Current attainment (data from 2018 – 19 as no published data for 2019 – 2020 due to Covid)		
	Pupils eligible for PP No Y6 eligible for pp in 2018 - 2019	Pupils not eligible for PP
% achieving in reading, writing and maths		100%
% making expected or better progress in reading		100% (4.5)
% making expected or better progress in writing		100% (4.6)
% making expected or better progress in maths		100% (10.4)

3. 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.	50% of our PP (not military PP) children have significant SEND.
B.	Lack of vocabulary and poor sentence construction.
C.	Passivity & lower levels of resilience – this impacts on ability to perform well in assessment situations.
D.	Poor comprehension skills which impedes on all curriculum areas.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Family circumstances– lack of cultural capital; mental health of parents; financial situation of parents; lack of parental support

F.	Family welfare & involvement with social care	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated progress, including higher ability children achieving greater depth.	PP children making greater than expected progress (7 steps internally) between Sept 2020 and July 2021)
B.	Children's literacy skills will be developed so that vocabulary knowledge, spelling and writing outcomes are improved.	Progress in reading is at least good. This in turn impacts on writing and maths.
C.	Children's basic mathematical skills to be improved.	Progress in recall of basic number skills eg multiplication, addition, subtraction, division. (evidenced in steps progress internally)
D.	Development of learning skills and broader educational experience.	A curriculum offer that ensures development of cultural capital.
E.	Improved emotional and mental health well-being.	Children present as confident, resilient individuals.

5. Planned expenditure					
Academic year		2020 - 21			
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?
A, B, C Children experience focused, high quality teaching and learning.	Regular small group work with teacher and/or TA within class, focused on overcoming identified gaps in learning.	The evidence on within-class attainment grouping indicates that it is likely to be beneficial for all learners, providing an average benefit of three months' additional progress. <i>Education Endowment Fund</i>	Lesson drop-ins; pupil progress meetings	HT & Sen T	Jan March June
D & E Children experience a broad & rich curriculum that helps equip them with the cultural capital that they need to flourish & succeed. <i>Dependent on Covid guidelines.</i>	Residential visit to Isle of Wight (Y4/5/6) Educational visitors – The Toy Museum Pantomime Company Visits linked to learning eg Brunel Museum, field trips to local area & further afield, O2.	A broad and balanced curriculum provides children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals. A rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy individuals <i>Cornerstone Education</i>	Monitoring by SLT & subject leads - expected improvement in progress made, which will be assessed during pupil progress meetings and through discussions with children.	All teaching staff	3 times a year – Jan, March, July.

<p>A, B, C</p> <p>Teaching assistants have the skills and knowledge to teach and support high quality learning thus help to close gaps in the children's learning.</p>	<p>CPD re phonics & training/support for the children for TA new to EYFS/Y1.</p> <p>CPD re guided reading incl guided reading to focus on teaching vocabulary and comprehension for TA/HLTA new to Y4/5/6.</p>	<p>Both TAs are new to post – Sept 2020.</p> <p>Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p> <p><i>Education Endowment Fund</i></p>	<p>SLT & SENCo to monitor through drop-ins, books scrutinies & progress data.</p>		<p>Feb 2021</p> <p>June 2021</p>
<p>Total budgeted cost: £6600</p>					

<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>D & E Forest School</p>	<p>To experience learning through hands on, practical experience. Team work and practical tasks will help develop oracy and communication skills.</p>	<p>Building confidence and independence. Learning outdoors Feeling empathy for others and nature. ... Physical fitness. ... Health benefits. ... Improved mental health. ... Learning by experience. ...</p> <p><i>ForestSchools.com</i></p>	<p>Acorn Trust Staff have received training to lead Forest School. Sessions are monitored by Senior Trust staff.</p>	<p>SENCo</p>	<p>End of each term.</p>
<p>A, B, C Closing the attainment gap, accelerated learning incl higher ability children achieving greater depth.</p>	<p>Intervention support for bridging groups and support face to face and online (if in isolation) for those vulnerable learners who have little or no support at home.</p>	<p>Evidence shows that small group tuition is effective and the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	<p>Tracking pre and post entry data; observation of sessions; discussion with children</p>	<p>HT & SENCo</p>	<p>Pupil progress meetings</p>

E. Emotional Support	<p>Opportunities for children who experience emotional issues to discuss and find strategies to handle their problems – 1:1 sessions.</p> <p>Cost of training an ELSA. ELSA time to plan for and meet with the children.</p>	<p>There has been consistent feedback from schools across the UK that the introduction of ELSAs has made a significant positive impact on the emotional well being of children and young people and their ability to manage better at school – socially, emotionally & academically.</p> <p><i>Oxfordshire.gov</i></p>	<p>Observations of children; Discussion with children/staff/parents.</p>	<p>SENCo</p>	
					£7220
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?
<p>To experience a broad and balanced curriculum.</p>	<p>Braesdie Able, Gifted & Talented courses.</p>	<p>This type of learning offers children a unique and exciting environment to learn in offering challenges to explore a variety of subjects.</p>	<p>Class teachers are given the information and asked to nominate children for these activities.</p>	<p>HT</p>	<p>Discussion with children.</p>
					£600

6. Review of expenditure

Previous Academic Year		2019-20		
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
<ul style="list-style-type: none"> PP pupils to make same amount of progress as no PP children. Y6 resilient learners well prepared for secondary education. 	<ul style="list-style-type: none"> Small grp work Quality feedback Increased parental contact with parents of PP children 	<p>Due to lockdown we have not been able to gather enough evidence to measure the impact of this support.</p> <p>All Y6 children attended school from 1st June 2020 and were prepared for transition – feedback from the secondary school about our children is positive.</p> <p>A minority of PP children attended school during lockdown – their confidence in basic skills grew due to very structured and focused small group teaching.</p> <p>Those PP children not in school were contacted weekly and feedback given about home learning.</p>	<p>Pre-lockdown, children in EYFS & KS1 were making good progress in phonics and reading, due in part to small grp in class support and class teacher interventions. Parents appreciated additional contact and support during lockdown.</p> <p>Children in school during lockdown made learning gains as a result of very small groups and focused teaching/learning that focused on identified gaps.</p>	£7,000

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
<ul style="list-style-type: none"> Accelerated Learning Emotional Literacy Support 	<ul style="list-style-type: none"> Booster groups run by Senior Teacher & HT. Intervention groups run by TAs ELSA support sessions 	<p>Due to lockdown we have not been able to gather enough evidence to measure the impact of this support.</p> <p>March 2020 data showed gaps in reading were closing more quickly than in writing and in maths.</p> <p>ELSA training did not take place because of Covid restrictions – online bereavement took place instead. Pre-covid, the emotional support TA had some professional development so 1:1 sessions and small group sessions with the children did take place.</p> <p>The KS1 TA undertook online phonics training during Covid.</p>	<p>Development of T&L approaches to support the drive to close gaps more rapidly.</p> <p>On-going training for emotional support TA – ideally to become a qualified ELSA - so that provision can be further developed..</p>	£3040

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
All children to participate in 'extra' activities.	Financial support for uniform, trips, swimming lessons, clubs.	All children had the opportunity to be involved in all aspects of school life as appropriate to their year group/class.	Further encourage particular children to attend after school clubs and provision.	£580
Support for children during lock down	Access to Acorn Education Trust hub – April & May, incl half term club. Access to school from 1 st June 2020. Access to technology to engage in online learning.	The government acknowledged the need for vulnerable children to attend school during the lockdown period to enable them to receive support both academically and emotionally.	This proved to be a great success as the children were able to return to school in September with confidence and ready to learn.	