



Heene Church of England (Aided) Primary School

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Heene Primary School: Pupil Premium Strategy Statement 2019 to 2020

Summary Information – September 2019					
Academic Year	2019 to 2020	Total PP Budget	£127,660	Date of most recent PP review	July 2019
Total Number of Pupils	409	Number of Pupils eligible for PP	Y1-6 – 83 (22.4%) EYFS – 9 FSM (15.3%) = 92 (22.4%)	Date of next internal review	July 2020
		Number of Pupils not eligible for PP	317 (77.6%)		

Attainment - July 2019 Year 2						
	Pupils eligible for PP – School (12)		All Pupils – School (60)		Other Pupils - National (ASP – Nov)	
	EXS	GDS	EXS	GDS	EXS	GDS
% achieving in reading	67%	8%	75%	23%		
% achieving in writing	50%	0%	65%	12%		
% achieving in maths	67%	8%	72%	15%		
% achieving in R, W, M	50%	0%	63%	10%		

Attainment - July 2019 Year 6						
	Pupils eligible for PP – School (18)		All Pupils – School (48)		Other Pupils – National (ASP – Nov)	
	EXS	GDS	EXS	GDS	EXS	GDS
% achieving in reading	50% Test 78% TA	6% 6%	69% Test 83% TA	19 21%		
% achieving in writing	56% GPS Test 61% TA	11% 0%	73% GPS Test 75% TA	23% 15%		
% achieving in maths	39% Test 50% TA	17% 11%	60% Test 73% TA	21% 27%		
% achieving in R, W, M	28% Test 44% TA	0%	52% Test 67% TA	6% 10%		

Phonics Attainment – Year 1 - 2019			
	Pupils eligible for PP – School	All Pupils – School	Non-PP Pupils – National (ASP – Nov)
Year 1 Phonics Screening	70% (7/10)	82% (49/60)	
Year 2 Phonics Retakes	100% (3/3)	64% (7/11)	



**Barriers to Future Attainment (for Pupils eligible for PP, inc. Higher Ability)
September 2019**

In-school barriers (issues to be addressed in school, such as poor speaking and listening skills)

A.	Early Years Children <ul style="list-style-type: none"> • Baseline Autumn 2019 – (Figures to be added) % PP were assessed to be 'not school ready' • By age 5 (2011/12) Central ward - 54.1%, third lowest of Worthing wards (Community Profile 2014)*
B.	Increasing numbers of children entering school with poor speaking and listening skills. Early Years September 2019 - School Start running with 6 children. 5 boys under the Speech and Language service.
C.	Challenging circumstances children experience at home requiring school support (e.g. Learning Mentor, Play Therapy etc.) and/or referral to outside agencies, mainly SALT or CDC/opening of an Early Help Plan with good liaison with Family Support Workers going into the home.
D.	Parental engagement with learning and accessing funding and support, including Free School Meals and PP.
E.	Higher age-related expectations for children, particularly the most able, combined with the demands of the National Curriculum.
F.	Quality First Teaching still to be good or better across the whole school.

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

A.	School is in Central Ward which is a significant area of deprivation and is a Lower Layer Super Output Area (LSOA). Central ward is the most deprived ward in Worthing/6th most deprived ward in West Sussex– information from Indices of Deprivation 2015 and Community Profile 2014*
B.	Central Ward saw the largest increase in the ethnic group 'White - Other' from 2001 to 2011. A rise of over a 100% (Community Profile 2014)*
C.	Difficulties at home experienced by some children requiring outside agency support, e.g. Early Help Plan, Social Services, increased numbers of Operation Encompass notifications for Domestic Violence. Parents requiring Housing and Money Management Advice.
D.	Attendance of some Pupil Premium children of concern, some being Persistent Absentees requiring support of Attendance Support Worker and school.

* Most up to date statistics

Planned Expenditure – 2019 to 2020

Quality of Teaching for All

Desired Outcome	Chosen Action/Approach	Success Criteria: How will we know we have achieved the aim/outcome?	Evaluation and Impact To be reviewed annually	Cost
For there to be consistently good or better teaching across the school.	<ul style="list-style-type: none"> • Coaching. • Observations. • Drop-Ins • CPD opportunities. 	100% of teaching is consistently good or better across the school.		
To increase the percentage of PP children who meet end of year expectations, inc. GDS when compared to July 2019/ National.	<ul style="list-style-type: none"> • Quality First Teaching consistent throughout the school – coaching for teachers that require it. • Subject Leaders 	Increased percentage of PP children meeting end of year expectations from Year 2		

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To reduce the gap between PP and all pupils in reading, writing and mathematics.	<p>monitoring English and Maths alongside SLT – planning, observations, work scrutiny.</p> <ul style="list-style-type: none"> • Regular Drop-Ins by SLT focussing on PP children matching to data • Personalised interventions at all levels of ability based on formative and summative assessments. (inc. PP funded teacher led booster lessons) • Same day interventions, including pre-teaching and follow up • Pastoral support in place where needed to ensure children ready to learn. 	Reduce the gap between PP and all children by the end of the academic year (R/W/M/ Combined)		
Phonics	<p>Continuity and progression to be at the core of the Phonics teaching in Years 1 and 2. All staff to liaise and work as team. Gaps quickly identified and rectified.</p>	Increased numbers of PP children passing the Phonics Test/Re-Test in Years 1 and 2 in Summer 2019		
Budgeted Cost			£113,926.00	
Targeted Support				
Desired Outcome	Chosen Action/Approach	Success Criteria: How will we know we have achieved the aim/outcome?	Evaluation and Impact To be reviewed annually	Cost
To target children in Early Years with low baseline.	Early Year's interventions for both expected and exceeding, e.g. Reading/Writing/Maths.	Children with low baseline will achieve at least Expected at end of EYFS.		
To improve speaking and listening skills of identified children with a focus on Early	<ul style="list-style-type: none"> • School Start intervention programme delivered by trained TA in Early Years • Early Years to focus 	<ul style="list-style-type: none"> • Identified children will no longer need SALT referral. • Improved spoken language, communication and level 		

Heene Church of England (Aided) Primary School

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Years, including EAL.	<p>on speaking and listening for whole class, including the use of Makaton</p> <ul style="list-style-type: none"> • SALT programmes throughout the school delivered by trained TA. • Liaison with SALT and referrals made if needed with timely re-referrals made 	<p>of vocabulary for identified children.</p> <ul style="list-style-type: none"> • School Start assessment at end of programme shows an increase in confidence, participation and contributions to class discussion. • Parents aware of their child's needs and good liaison established to ensure child has the best support 		
To increase parental engagement with their children's learning and progress.	<ul style="list-style-type: none"> • Parent's Consultations focussed on progress and areas where parents can support their children at home. • Hard to engage parents approached 1:1 or telephoned. • Homework focuses on basic skills • Family Learning offered to support parents with their learning 	<ul style="list-style-type: none"> • Parents attend meetings, contribute to discussions and work with the teacher to review and set targets. • Homework is completed. • Parents attend Family Learning to learn how to best support their children • Parents go on to further their own basic skills 		
To increase attendance and punctuality of some children.	<ul style="list-style-type: none"> • Half Termly Attendance Meetings with Attendance Support Worker. • Locality Attendance Meetings giving support to Heene. • 1:1 with parents if needed. • Adherence to Attendance Policy with regard to letters etc. • Use of 3BM and CPOMs to monitor attendance 	<ul style="list-style-type: none"> • Attendance percentage for PP children will meet school target of 96%. • Lateness for PP children will decrease. 		
Budgeted Cost			£34,390.00	

Other Approaches				
Desired Outcome	Chosen Action/Approach	Success Criteria: How will we know we have achieved the aim/outcome?	Evaluation and Impact To be reviewed annually	Cost
For children (and families) to be well supported in times of need so that they have increased emotional resilience, the ability to manage situations effectively and be ready to learn.	<ul style="list-style-type: none"> • Learning Mentor – Board Games Club/1:1 with identified children/support for families/working with outside agencies/working with Inclusion Lead/lunchtime supervision/food provided if children are hungry and say they have not eaten. • Support for children when Operation Encompass notification received. • 1 day a week Pastoral Leader to support Learning Mentor • Offer regular coffee and chat sessions, open to all, on Friday mornings after Reading Together. 	<ul style="list-style-type: none"> • Children's emotional resilience and their ability to use learnt strategies to manage their feelings will be observed. • Learning Mentor/Pastoral Lead evaluations, case studies, behaviour logs, use of CPOMs, pupil voice as well as comments and parent/carer feedback will give evidence that children are ready to learn and progress effectively. • Children approach adults in school especially Learning Mentor/Pastoral Lead for support 		
For children to have professional support with SEMH and other needs so that the impact on their capacity to learn is diminished.	<ul style="list-style-type: none"> • Play Therapy – Your Space. • Early Help Plan. • Timely referral to outside agencies, e.g. CAMHS, CDC, Speech and Language etc. followed up if not accepted. 	<ul style="list-style-type: none"> • Play Therapist reports, feedback from parents, observations of children. • Given strategies are in place and children meet targets set. • Parents take their children to appointments and give feedback to school if necessary 		
To ensure a calm start to the school day so children are ready to learn.	<ul style="list-style-type: none"> • Learning Mentor leading Calm Start for invited children. • Breakfast provided. 	<ul style="list-style-type: none"> • Children express and discuss any worries they have prior to the start of the school day. • Information is passed on 		



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		<p>to teachers and used to minimise impact on learning.</p> <ul style="list-style-type: none"> • Feedback from parents is positive. • Children are not hungry at the start of the school day. 		
<p>For children to access and enjoy activities that will support their learning and all round development.</p>	<ul style="list-style-type: none"> • Funded after school clubs. • Funding towards trips, visitors and residentials. • Music lessons funded • Transport costs for curriculum swimming lessons • Free uniform on entry and per academic year/launched secondhand uniform offered to parents • Enrichment and Sports Opportunities e.g. Time to Dance, sport competitions and events. 	<ul style="list-style-type: none"> • 100% of PP children attend school trips, residentials, swimming lessons. • Free uniform so all children feel included and part of the school community. • Money is not seen as a barrier to children participating in enrichment and sports events. PP children are seen as equals to non-PP children. 		
Budgeted Cost				£29,973.00
Total Budgeted Cost				£178,289.00



Review of Expenditure – 2018 to 2019				Income : £148,540
Quality of Teaching for All				
Desired Outcome	Chosen Action/Approach	Success Criteria: How will we know we have achieved the aim/outcome?	Evaluation and Impact To be reviewed annually	Cost
For there to be consistently good or better teaching across the school.	<ul style="list-style-type: none"> Coaching. Observations. CPD opportunities. 	100% of teaching is consistently good or better across the school.	<ul style="list-style-type: none"> Observation and Drop-In evidence of good teaching Coaching Programme for 1 teacher 2019 to 2020 	
To increase the percentage of PP children who meet end of year expectations, inc. GDS when compared to July 2018/ National.	<ul style="list-style-type: none"> Quality First Teaching consistent throughout the school – coaching for teachers that require it. Subject Leaders monitoring English and Maths alongside SLT – planning, observations, work scrutiny. Personalised interventions at all levels of ability based on formative and summative assessments. (inc. PP funded teacher led booster lessons) Same day interventions Pastoral support in place where needed to ensure children ready to learn. 	<p>Increased percentage of PP children meeting end of year expectations Summer 2019 <u>Year 2 All ARE+ (60 children)</u></p> <ul style="list-style-type: none"> Reading: 75% Writing: 65% Mathematics: 72% <p><u>Year 2 All GDS 2019</u></p> <ul style="list-style-type: none"> Reading: 23% Writing: 12% Mathematics: 15% <p><u>Year 6 All (48 children)</u> Test outcomes ARE+ 2019</p> <ul style="list-style-type: none"> Reading: 69% GPS: 73 % Mathematics: 60% Combined: 52% <p>TA outcomes ARE+ 2019</p> <ul style="list-style-type: none"> Reading: 83% Writing: 75 % Mathematics: 73% Combined: 67% 	<p>Summer 2019 outcomes: <u>Year 2 PP – ARE+</u> (12 children)</p> <ul style="list-style-type: none"> Reading: 67% (16% lower than 2018 PP at 83%) Writing: 50% same as 2018 PP at 50% Mathematics: 67% (16% lower than 2018 PP at 83%) <p><u>Year 2 PP GDS 2019</u></p> <ul style="list-style-type: none"> Reading: 8% Writing: 0% Mathematics: 8% <p>All lower than All pupils 2019. No figures for 2018 GDS PP.</p> <p><u>Year 6 PP (18 children)</u> Test outcomes ARE+2019</p> <ul style="list-style-type: none"> Reading: 50% GPS: 56% Mathematics: 39% Combined: 28% <p>TA outcomes PP ARE+ 2019</p> <ul style="list-style-type: none"> Reading: 67% (11% lower than 2018 PP at 78%) Writing: 61% (5% higher than 2018 PP at 56%) 	

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			<ul style="list-style-type: none"> Mathematics: 50% (22% lower than 2018 PP at 72%) Combined: 44% (12% lower than 2018 PP at 56%) 	
To reduce the gap between PP and all pupils in reading, writing and mathematics.		Reduce the gap between PP and all children by the end of the academic year (R/W/M/ Combined)	<p><u>Year 2 PP V School All 2019 ARE+</u> Gap maintained at -13%</p> <ul style="list-style-type: none"> Summer 2019 Year 2 PP 50% (6/12) v school all pupils 63% (38/60) – difference of -13% <p><u>Year 6 PP V All 2019 ARE+</u></p> <ul style="list-style-type: none"> Summer 2019 Year 6 Test PP 28% (5/18) Test v school all pupils 52% (25/48) – difference of -24% 	
Phonics	Improved liaison between the teacher (who is leading phonics) and the Year 1 TA to ensure continuity and progression.	<p>Increased numbers of PP children passing the Phonics Test/Re-Test in Years 1 and 2 in Summer 2018.</p> <ul style="list-style-type: none"> 79% (11/14) Year 1 PP children passed the Phonics Test compared to 83% (50/60) all pupils 67% (2/3) Year 2 PP children passed the Phonics Test as a re-test compared to 80% (12/15) all pupils 	<p>Summer 2019</p> <ul style="list-style-type: none"> 70% (7/10) Year 1 PP children passed the Phonics Test compared to 82% (49/60) School All – (9% lower than 2018 -3 PP that didn't pass, 1 SEND/2 on monitoring list) 100% (3/3) Year 2 PP children passed the Phonics test as a re-test compared to 64% (7/11) school all pupils-(33% higher than 2018) Impact – Year 1 children who did not achieve continue to receive intervention in Year 2 	
Total Budgeted Cost				£64,000.00
Actual Expenditure				£86,302.00

Targeted Support				
Desired Outcome	Chosen Action/Approach	Success Criteria: How will we know we have achieved the aim/outcome?	Evaluation and Impact To be reviewed annually	Cost
To target PP children in Early Years with low baseline.	Early Year's interventions for both expected and exceeding, e.g. Reading/Writing/Maths.	Children with low baseline will achieve at least Expected at end of EYFS.	33% (3/9) PP children achieved GLD 6 children will continue to receive targeted intervention in Year 1.	
To improve speaking and listening skills of identified children with a focus on Early Years, including EAL.	<ul style="list-style-type: none"> School Start intervention programme delivered by trained TA in Early Years (may use Talk Boost). Early Years to focus on speaking and listening for whole class. SALT programmes throughout the school delivered by trained TA. Liaison with SALT and referrals made if needed. 	<ul style="list-style-type: none"> Identified children will no longer need SALT referral. Improved spoken language, communication and level of vocabulary for identified children. School Start assessment at end of programme shows an increase in confidence, participation and contributions to class discussion. 	<ul style="list-style-type: none"> 3 Early Years children made good progress on School Start and did not need a referral or support in year one. 1 child referred to SALT, support continuing into Yr 1. 1 child continue to work with and monitor. SALT programmes delivered regularly and advice sought from therapist throughout the year. School accredited with as Makaton friendly. 	
To increase parental engagement with their children's learning and progress.	<ul style="list-style-type: none"> Parent's Consultations focussed on progress and areas where parents can support their children at home. Hard to engage parents approached 1:1 or telephoned. 	<ul style="list-style-type: none"> Parents attend meetings, contribute to discussions and work with the teacher to review and set targets. Homework is completed. 	<ul style="list-style-type: none"> Teachers approached parents and telephoned to make appointments to ensure parents attended. Telephone conversations with some persistently hard to reach parents. Targets reviewed and set with parents. Homework monitored by 	

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			teachers	
To increase attendance and punctuality of some children.	<ul style="list-style-type: none"> • Half Termly Attendance Meetings with Attendance Support Worker. • Locality Attendance Meetings giving support to Heene. • 1:1 with parents if needed. • Adherence to Attendance Policy with regard to letters etc. 	<ul style="list-style-type: none"> • Attendance percentage for PP children will meet school target of 96%. Attendance – 95% • Lateness for PP children will decrease. 	<ul style="list-style-type: none"> • Attendance July 2019 PP - 95% All – 96.27% Difference 1.27% • Attendance July 2018 PP – 93.53% All 95.57% Difference 2.04% <p>= Improved attendance for PP children</p> <ul style="list-style-type: none"> • Lateness July 2019 PP – 3.38% All – 1.48% Difference 1.9% • Lateness July 2018 PP – 2.28% All – 1.19% Difference – 1.09% <p>= Improved punctuality for some children</p>	
Total Budgeted Cost				£66,750
Actual Expenditure				£39,130
Other Approaches				
Desired Outcome	Chosen Action/Approach	Success Criteria: How will we know we have achieved the aim/outcome?	Evaluation and Impact To be reviewed annually	Cost
For children (and families) to be well supported in times of need so that they have increased emotional resilience, the ability to manage situations effectively and be ready to learn.	<ul style="list-style-type: none"> • Learning Mentor – Board Games Club/1:1 with identified children/support for families/working with outside agencies/working with Inclusion Lead/lunchtime supervision. • Offer regular coffee and chat sessions, open to all, on Friday mornings after Reading Together. 	<ul style="list-style-type: none"> • Children's emotional resilience and their ability to use learnt strategies to manage their feelings will be observed. • Learning mentor evaluations, case studies, behaviour logs, pupil voice as well as comments and parent/carer feedback will give evidence that children are ready to learn and progress effectively. 	<ul style="list-style-type: none"> • Successful attendance at Calm Start and Board Games • Individual children worked with Learning Mentor on feelings, anxiety, emotions etc. • A range of strategies successfully used, e.g. Zones of Regulation • Successful parental liaison resulting in shared strategies and 	

			<p>support for the child</p> <ul style="list-style-type: none"> • Introduction of CPOMs resulting in increased early intervention, staff liaison and communication with Inclusion Manager/Learning Mentor 	
<p>For children to have professional support with SEMH and other needs so that the impact on their capacity to learn is diminished.</p>	<ul style="list-style-type: none"> • Play Therapy – Your Space. • Early Help Plan. • Referral to outside agencies, e.g. CAMHS, CDC, Speech and Language etc. 	<ul style="list-style-type: none"> • Play Therapist reports, feedback from parents, observations of children. • Given strategies are in place and children meet targets set. 	<ul style="list-style-type: none"> • Play Therapy ran all year with a 3rd PP child being funded from Pupil Premium/1 child partly funded by Fair Access • Excellent liaison with Therapist • Early Help Plans opened when needed and closed after work with families. Good liaison with Support Worker • Timely referrals made to outside agencies 	
<p>To ensure a calm start to the school day so children are ready to learn.</p>	<ul style="list-style-type: none"> • Learning Mentor leading Calm Start for invited children. 	<ul style="list-style-type: none"> • Children express and discuss any worries they have prior to the start of the school day. Information is passed on to teachers and used to minimise impact on learning. • Feedback from parents is positive. 	<ul style="list-style-type: none"> • Positive impact seen on all children particularly 2 children with extreme anxiety, inc. EBSA work. • Good relationships with parents established and maintained 	
<p>For children to access and enjoy activities that will support their learning and all round development.</p>	<ul style="list-style-type: none"> • Funded after school clubs. • Funding towards trips, visitors and residentials. • Transport costs for curriculum swimming lessons • 2 funded courses Davison's Youth 	<ul style="list-style-type: none"> • 100% of PP children attend school trips, residentials, swimming lessons. • DYU feedback. • Free uniform so all children feel included and part of the school community. • Money is not seen as a 	<ul style="list-style-type: none"> • No child missed a trip, visitor, swimming, residential etc. due to financial difficulties • PP children included in enrichment activities 	



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	University (DYU). <ul style="list-style-type: none"> • Free uniform on entry and per academic year • Enrichment and Sports Opportunities – Dance Time, sport competitions and events. 	barrier to children participating in enrichment and sports events. PP children are seen as equals to non-PP children.	<ul style="list-style-type: none"> • DYU – positive feedback from children and parents • Laundered, good condition uniform offered to parents/sold at school functions for minimal charge • 100% new parents received vouchers for uniform 	
Total Budgeted Cost				£22,500
Actual Expenditure				£21,156
Total Expenditure				£146,588.00
18/19 Balance				£1,952.00