



Heene Primary School: Pupil Premium Strategy Statement 2018 to 2019

Summary Information – September 2018					
Academic Year	2018 – 2019	Total PP Budget	£143,500 to March 2019 + £9,498 carry forward from 17/18	Date of most recent PP review	July 2018
Total Number of Pupils	406	Number of Pupils eligible for PP	Y1-6 – 85 (21%) EYFS – 10 FSM (13%) = 95 (24%)	Date of next internal review	July 2019
		Number of Pupils not eligible for PP	309 (76%)		

Attainment - July 2018 Year 2						
	Pupils eligible for PP – School (12)		All Pupils – School (59)		Other Pupils - National	
	EXS	GDS	EXS	GDS	EXS	GDS
% achieving in reading	83%	15%	80%	25%	75%	26%
% achieving in writing	50%	8%	63%	14%	70%	16%
% achieving in maths	83%	0%	75%	12%	76%	22%
% achieving in R, W, M	50%	0%	63%	7%	N/A	N/A

Attainment - July 2018 Year 6						
	Pupils eligible for PP – School (18)		All Pupils – School (54)		Other Pupils – National	
	EXS	GDS	EXS	GDS	EXS	GDS
% achieving in reading	61% Test 78% TA	6%	78% Test 83% TA	26%	80%	33%
% achieving in writing	56% TA 78% GPS Test	0%	70% TA 76% GPS Test	9% 22%	83%	24%
% achieving in maths	44% Test 72% TA	0%	59% Test 80% TA	19%	81%	28%
% achieving in R, W, M	33% Test 56% TA	0%	54% Test 69% TA	7%	70%	12%

Phonics Attainment – Year 1 - 2018			
	Pupils eligible for PP – School (14)	All Pupils – School (60)	Non-PP Pupils - National
Year 1 Phonics Screening	79% (11)	83% (50)	83%
Year 2 Phonics Retakes	67% (2)	80% (12)	62%



**Barriers to Future Attainment (for Pupils eligible for PP, inc. Higher Ability)
September 2018**

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

A.	Early Years Children <ul style="list-style-type: none"> • Baseline Autumn 2018 – 67% were assessed to be 'not school ready' • Baseline Autumn 2017 – After Baseline assessments undertaken between 43 and 51 pupils were predicted to be GLD by the end of year. At the end of July 2018 70% (42/60) children achieved GLD. 64% (7/11) PP children achieved GLD. • 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 2018 Listening and Attention – 27% (16/60) Understanding – 23%% (14/60) Speaking – 35% (21/60)
C.	Challenging circumstances children experience at home requiring school support (e.g. Learning Mentor, Play Therapy etc.) and/or referral to outside agencies/opening of an Early Help Plan.
D.	Parental engagement with learning and accessing PP funding and support.
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 in a significant area of deprivation (Central Ward) – information from Community Profile 2014. Central ward is the most deprived ward in Worthing/4th most deprived ward in West Sussex*
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.
D.	Attendance of some Pupil Premium children of concern.

* Most up to date statistics

Planned Expenditure – 2018 to 2019

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.		
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. 	Increased percentage of PP children meeting end of year expectations from Year 2 Summer 2018 outcomes: <ul style="list-style-type: none"> • Reading: > 83% • Writing: > 50% • Mathematics: > 83% 		

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	<ul style="list-style-type: none"> Subject Leaders monitoring English and Maths alongside SLT – planning, observations, work scrutiny. 	Year 6 Summer 2018 Test outcomes: <ul style="list-style-type: none"> Reading: > 61% Writing TA: > 56% Mathematics: > 44% 		
To reduce the gap between PP and all pupils in reading, writing and mathematics.	<ul style="list-style-type: none"> 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. 	Reduce the gap between PP and all children by the end of the academic year (R/W/M/ Combined) <ul style="list-style-type: none"> Summer 2018 Year 2 PP 50% (6/12) v all pupils 63% (37/59) – difference of -13% Summer 2018 Year 6 PP 44% (8/18) Test & TA v all pupils 54% (29/54) – difference of -10% 		
To increase the rate of progress for PP children from their starting points.		Rate of progress will be in line with non-PP children.		
Phonics	Improved liaison between the teacher (who is leading phonics) and the Year 1 TA to ensure continuity and progression.	Increased numbers of PP children passing the Phonics Test/Re-Test in Years 1 and 2 in Summer 2018. <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 		
Total Budgeted Cost				£64,000.00
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.		£31,000
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 (may use Talk 	<ul style="list-style-type: none"> Identified children will no longer need SALT referral. Improved spoken language, communication and level 		£30,000

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Years, including EAL.	<ul style="list-style-type: none"> 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"> of vocabulary for identified children. School Start assessment at end of programme shows an increase in confidence, participation and contributions to class discussion. 		
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. 		£5,000
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. 		£750
Total Budgeted Cost				£66,750
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	<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 	<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 		£10,000

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effectively and be ready to learn.	<p>supervision.</p> <ul style="list-style-type: none"> • Offer regular coffee and chat sessions, open to all, on Friday mornings after Reading Together. 	<p>comments and parent/carer feedback will give evidence that children are ready to learn and progress effectively.</p>		
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. • 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. 		£2,400
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. 	<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. 		£1,100
For children to access and enjoy activities that will support their learning and all round development.	<ul style="list-style-type: none"> • Funded after school clubs. • Funding towards trips, visitors and residential. • Transport costs for curriculum swimming lessons • 2 funded courses Davison's Youth University (DYU). • Free uniform on entry and per academic year • Enrichment and Sports Opportunities – Dance Time, sport competitions and events. 	<ul style="list-style-type: none"> • 100% of PP children attend school trips, residential, swimming lessons. • DYU feedback. • 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. 		£9,000
Total Budgeted Cost				£22,500

Review of Expenditure 2017-2018				
Targeted Support				
Desired Outcome	Chosen Action/Approach	Impact: Was success criteria met?	Lessons learned (and whether you will continue with this approach).	Cost
For Early Years PP children to achieve GLD or better in line with starting points.	Early Years intervention groups to include: Language skills, Reading, Writing, Phonics and Maths, Fine Motor Control, Social Skills and Jump Ahead	<ul style="list-style-type: none"> 70% (42/60) Early Years children achieved GLD. 64% (7/11) Early Years PP children achieved GLD. 71% (35/49) Early Years Non-PP children achieved GLD. 	Approach to be continued. Gap between PP and Non-PP to close.	
For PP children to pass Phonics test in Year 1 or in re-test Year 2.	<ul style="list-style-type: none"> Year 1 – Experienced TA to run Phased Phonic Group and interventions. Year 2 - Teacher to run Phased Phonic Group and interventions. 	<ul style="list-style-type: none"> 79% (11/14) Year 1 PP children passed the Phonics Test compared to 85% (39/46) non-PP children. 67% (2/3) Year 2 PP children passed the Phonics Test as a re-test compared to 83% (10/12) non-PP children. 	Approach to be continued with greater liaison between the teacher (who is leading phonics) and the Year 1 TA to ensure continuity and progression.	
To increase the percentage of PP children who meet end of year expectations, inc. GDS when compared to July 2018	Personalised group and 1:1 intervention sessions in English, Phonics and Maths across the school aimed at higher and lower ability children, including: Rapid Reading, Accelerated Reader, Precision Teaching, Maths, Fine Motor Control/Putty, Lego Therapy, 'Jump Ahead'.	<p>Increased percentage of PP children meeting end of year expectations between Year 2 Summer 2017 and Year 2 Summer 2018 outcomes:</p> <p>2017</p> <ul style="list-style-type: none"> Reading: > 71% Writing: > 50% Mathematics: > 57.1% <p>2018</p> <ul style="list-style-type: none"> Reading: > 83% Writing: > 50% Mathematics: > 83% <p>Year 6 – no 2017 data</p> <p>Year 6 Summer 2018 Test outcomes:</p> <ul style="list-style-type: none"> Reading: > 61% Writing TA: > 56% Mathematics: > 44% 	There will be increased focus on More Able pupils in order to improve the number of children who achieve GDS at end of year. Interventions for children working towards Expected will continue with particular focus on writing and maths.	
To improve speaking and listening skills of	<ul style="list-style-type: none"> Specialist Speech and Language Teaching Assistant (proportion 	<ul style="list-style-type: none"> Children met targets set by Speech and Language Therapist – 2 	SALT TA appointed to take over from previous one who has	

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<p>identified children with a focus on Early Years, including EAL.</p>	<p>for PP children) – Specialist English as an Additional Language Teaching Assistant (proportion for PP children)</p> <ul style="list-style-type: none"> Support staff salaries including 2 Higher Level Teaching Assistants (proportion for PP children) both on sick leave for significant proportion of the year. 	<p>CI/1 EHCP.</p> <ul style="list-style-type: none"> School Start speech and language programme run in school by Early Years TA – partially successful due to absence of TA. 3 children out of 8 referred to SALT. EAL TA consistent support was given to children. E.g. 2 Year 3 boys Target Tracker Yr 2 Sum to Yr 3 Sum: Child A – R-11 steps / W-12 steps / M-13 steps Child B – R-5 steps / W-5 steps / M-6 steps 	<p>left. Training/liaison in place for this year. School Start to run by TA as above, possibly Talk Boost to run as recommended by our therapist. EAL TA to continue with focus on Early Years EAL in-take.</p>	
				<p>Total Expenditure £96,670</p>
<p>Other Approaches</p>				
Desired Outcome	Chosen Action/Approach	Impact: Was success criteria met?	Lessons learned (and whether you will continue with this approach).	Cost
<p>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.</p>	<ul style="list-style-type: none"> Learning Mentor support for vulnerable children and their families, including: Board Games Club Calm Start Group Lunchtime supervision Attending Locality Hub Network meetings with the Inclusion Coordinator working with children and families in times of need Working with outside agencies Invited Homework Club Parenting Group 	<ul style="list-style-type: none"> Group of 3 Year 5 boys who have been attending Board Games Club for 3 years show great improvement in their social skills and ability to manage feelings, anger and attitude towards losing/making mistakes. Observed in class. Child who no longer needs Calm Start still wants to attend. Parents request coffee time with Learning Mentor when they need support. Homework completed in club. 	<ul style="list-style-type: none"> Approach to be continued as impact across the school is observed as positive and contributes to the emotional development of individuals (see LM notes) Learning Mentor to keep more thorough records of support given and outcomes to show impact. Offer regular coffee and chat sessions, open to all, on Friday mornings after Reading Together. 	<p>£10,781</p>
<p>For children to</p>	<ul style="list-style-type: none"> Play Therapy – Your 	<ul style="list-style-type: none"> Positive impact of Play 	<ul style="list-style-type: none"> Approach to be 	<p>£5,390</p>

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<p>have professional support with SEMH and other needs so that the impact on their capacity to learn is diminished.</p>	<p>Space.</p> <ul style="list-style-type: none"> • Early Help Plan. • Learning Mentor (Tier 1 Mental Health trained) support with behaviour/anger management etc. 	<p>Therapy shown in reports on individual children. Positive feedback from parents. Most children not requiring more sessions.</p> <ul style="list-style-type: none"> • Early Help Plans closed • Child with exclusions Spring Term 2018 (3 fixed term exclusions=5.5 days)/none Summer Term 2018 (LM support/Play Therapy/E H Plan in place). 	<p>continued.</p> <ul style="list-style-type: none"> • Funding for Play Therapy to be sought from other sources as need increases, i.e. Early Help. • Learning Mentor to continue working with individuals. 	
<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 residential. • Transport costs for curriculum swimming lessons • 2 funded courses at Davison's Youth University (DYU). • Enrichment and Sports Opportunities - Dance Time, sport competitions and events. 	<ul style="list-style-type: none"> • PP children attended clubs, school trips, residential, swimming lessons as evidenced in PP Provision Map. • Children attending DYU gave positive feedback as evidenced on feedback forms. • PP children always included in events as evidenced on PP Provision Map. • Parents express gratitude at not having to worry about financial pressures of trips etc. 	<ul style="list-style-type: none"> • Approach to be continued. • PP children to be included in sporting and enrichment events as previous years. • Talent to be encouraged and enhanced by opportunities given to them with no barriers. 	<p>£7,044</p>
Total Expenditure				£23,215