

Heathmere Primary School – Pupil Premium Spending 2015-2016

Heathmere Primary School is situated in the heart of the Alton Estate in Roehampton. It serves a diverse population and numbers of children fluctuate depending on the year group. At the time of writing, there are 41 languages spoken at the school and pupil numbers in July 2016 were:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All	45	29	41	51	45	51	28	31
% Pupil Premium	29%	28%	38%	49%	47%	69%	64%	71%

The school runs breakfast club from 7.45am and there is an after school provision run by an external provider and in collaboration with another local primary school.

The school has shared values of Respect, Resilience and High Expectations and the children at Heathmere are expected to achieve, regardless of any additional barriers that they might have. Heathmere Primary School's motto is Always Learning and the school is committed to working tirelessly with the children and their families to ensure all children are learning and making progress. Inclusion is a key priority of the school and the needs of every single child are discussed as a team regularly.

The school faces significant challenges with Raise Online 2015 showing the school deprivation indicator as 0.38 and 59.9% of children are known to have been eligible to Free School Meals at some point in the last 6 years. Attendance is below what is expected due to a range of factors. The school remains committed to raising pupil attendance and there is a clear strategy for addressing this.

In November 2014, Heathmere was judged to be a 'good' primary school in all 5 areas.

Key improvements since the most recent inspection:

- The school has been awarded the Basic Skills Quality Mark showing that it provides all children with a strong focus on reading, writing and maths.
- The school has been awarded the Inclusion Quality Mark as a Centre of Excellence for 2 years running, showing that it is committed to meeting the needs of all children, regardless of any additional need that they may have.
- Following a reading survey, there have been a number of initiatives introduced to improve pupil attitudes towards reading, including a new school library, new books into each book corner and more carefully chosen class novels. As a result, reading at home rates have increased and children's attitudes to reading have significantly improved. The school has introduced the whole school approach of Reciprocal Reading, meaning that children are more engaged in reading during learning time and reading is taught in a more strategic and learning-focused way.
- There has been a major upgrade of the building and outdoor areas in EYFS and KS1 meaning that the learning environment is more conducive to learning
- Safeguarding audit has taken place by the LA showing that safeguarding is effective and with clear targets for continual improvements
- Investment has taken place in ICT infra-structure including 30 iPads which are used across the school to deliver computing within class where appropriate
- Active membership of a Teaching Alliance has increased opportunities for staff training and development. The school has had a leading teacher. A KS1 moderator and delivers training and support to NQTs in other schools.
- Engagement in learning is high throughout the school.

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Whole school

Year group	Item	Cost	Objective	Impact
Y1 – Y6	Place 2 Be	£26,217	Play therapy for children who require emotional support to access learning	<ul style="list-style-type: none"> *P2B impact identifies that classroom learning and friendships improves after counselling and that there is a reduction in the need for teachers to supplement emotional support *18 targeted children received 1:1 play therapy *50+ children self-referred to access P2Talk *3 parents have received parent counselling <p>Evidence: SDQs, impact report, P2B data analysis, P2B website</p>
YR – Y6	Learning Mentor	£23,806	To reduce barriers to learning for targeted children Learning targets set with individual children 1:1 sessions according to need – supporting in class and out of class	<ul style="list-style-type: none"> *14 targeted children receiving Tier 1 (intensive support) to access learning *20 children receiving Tier 2 (less intensive support) to access learning <p>Evidence: Support plans, impact reports</p>
N – Y6	Trips Clubs Uniform	£3000	All children allowed to access trips, clubs and uniform, regardless of financial status	<ul style="list-style-type: none"> *All trips subsidised to a maximum of £10 *Cost of clubs 100% subsidised for targeted disadvantaged children and 50% subsidised for others *Uniform purchased for families in a temporary state of financial hardship *After-school provision 100% funded for targeted children according to need *School Journey part subsidised for disadvantaged children according to need <p>Evidence: overview of trips and clubs</p>
N – Y6	Family Link Worker	£24,487	To increase attendance and reduce PA To reduce barriers for parents to help them support their children with their learning	
Y3 – Y6	Fruit	£1,560	To provide all children with a healthy snack every morning	<ul style="list-style-type: none"> *Improved focus and concentration during middle session *Importance of a eating healthily promoted
N – Y6	Books	£4,000	Regular update of books to incorporate latest releases and regular high level of investment in new home-reading books	<ul style="list-style-type: none"> *Children accessing a range of books *Home-reading books replenished to avoid dwindling stock *Positive response to reading across the school (86% agree they 'like reading', 96% say 'reading is important', 91% agree they are 'getting better

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				at reading', 95% 'like the Heathmere Library') *Significant improvement in pupil responses to books (e.g. increase from 76% in 2014 to 91% in 2015 who agree with the statement: 'the school has lots of books that interest books me') Evidence: reading questionnaire responses
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EYFS/KS1

Year group	Item	Frequency	Cost	Objective	Impact																
Reception	Additional teacher	Daily – all day	£37,862	To increase the percentage of children achieving a GLD at the end of Reception	*GLD data for disadvantaged children increased from 36% in 2015 to 50% in 2016. Evidence: assessment data																
Y1	0.1 HLTA	Daily – 30mins daily	£2,250	To increase percentage of children achieving the Y1 phonics test	*Overall phonics pass rate increased from 76% to 79% *Disadvantaged children phonics pass rate was 73% compared with 81% for other. This is a smaller gap than national. Evidence: assessment data																
Y2	0.3 Teacher	Daily – every morning	£11,359	Target children who start Y2 working slightly below ARE to ensure they attain ARE by the end of Y2	*Overall phonics pass rate by the end of Y2 is 87%. *Disadvantaged children phonics pass rate by the end of Y2 is 89% compared with 83% for other. *End of KS1 data: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>60</td> <td>60</td> <td>58</td> </tr> <tr> <td>Disadvantaged</td> <td>57</td> <td>54</td> <td>57</td> </tr> <tr> <td>Other</td> <td>64</td> <td>68</td> <td>60</td> </tr> </tbody> </table>		Reading	Writing	Maths	All	60	60	58	Disadvantaged	57	54	57	Other	64	68	60
	Reading	Writing	Maths																		
All	60	60	58																		
Disadvantaged	57	54	57																		
Other	64	68	60																		
Y2	0.4 teacher	Every afternoon	£15,145	Target children in Y2 with SEND who are also pupil premium children	All targeted children achieved the outcomes that had been identified on their action plan Evidence: assessment data																
Y2	Literacy Support Service	Once a week	£3,727	Individual 1:1 tuition for children with specific learning difficulties	*Advice and then implementation of strategies to meet the needs of targeted pupils with dyslexia *All children made progress against their specific targets *Engagement in writing for targeted children significantly improved Evidence: LLS Impact data																

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Y3/4

Year group	Item	Frequency	Cost	Objective	Impact
Y3	0.2 additional teacher	Daily – every literacy lesson	£7,572	To provide additional support in English for targeted at children who are below ARE to accelerate them to be on track to be ARE by the end of KS2	All (disadvantaged) at ARE by the end of year 3: Reading - 58% (62%) Evidence: assessment data
Y4	0.9 HLTA	Daily – 5hrs per day	£20,253	To provide additional support in maths and English targeted at children who are slightly below ARE to accelerate them to ARE	All (disadvantaged) at ARE by end Y4: Reading – 55% (49%) Writing – 51% (49%) Maths – 65% (60%) Evidence: assessment data
Y4	Beanstalk	Twice a week	£2,000	To improve reading stamina and enjoyment to read at length through targeted 1:1 reading programme	*All targeted children showed an improved attitude to reading and are reading more regularly at home Evidence: intervention impact data
Y3/4	Literacy Support Service	Once a week	£3,729	Individual 1:1 tuition for children with specific learning difficulties	*Advice and then implementation of strategies to meet the needs of targeted pupils with dyslexia *All children made progress against their specific targets *Engagement in writing for targeted children significantly improved Evidence: LLS Impact data

Y5/6

Year group	Item	Frequency	Cost	Objective	Impact
Y6	Full time teacher	Daily – all day	£37,862	To increase end of KS2 attainment and accelerate progress for Y6 pupils	All (disadvantaged) at ARE by end Y6: Reading – 50% (43%) Writing – 65% (71%) Maths –39 % (29%) Evidence: assessment data
Y6	0.3 additional teacher	Daily – every literacy lesson	£11,359	To increase end of KS2 attainment for Y6 in reading and writing through targeted intervention with children who are slightly below	

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				ARE	
Y6	0.2 additional teacher	Daily – every maths lesson	£7,527	To increase end of KS2 attainment for Y6 in maths through targeted intervention with children who are slightly below ARE	
Y5	Full time teacher	Daily – all day	£37,862	To increase the percentage of children who are at ARE	All (disadvantaged) at ARE by end Y5: Reading – 64% (67%) Writing – 61% (61%) Maths – 71% (67%) Evidence: assessment data
Y5	Literacy Support Service	Once a week	£3,729	Individual 1:1 tuition for children with specific learning difficulties	*Advice and then implementation of strategies to meet the needs of targeted pupils with dyslexia *All children made progress against their specific targets *Engagement in writing for targeted children significantly improved Evidence: LLS Impact data

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EYFS - % of pupils achieving a good level of development

	School	National
All children	53	69
FSM	50	Not available
Other	55	Not available

YEAR 1 – % of pupils achieving expected standard in phonics

	School	National
All children	79	81
Disadvantaged	73	70
Other	81	83

END KS1 - % of children achieving ARE or above

	Reading		Writing		Maths	
	School	National	School	National	School	National
All children	60	74	60	65	58	73
Disadvantaged	57	60*	54	50*	57	58*
Other	64	77*	68	68*	60	75

**FSM – disadvantaged data not available at the time of publishing*

YEAR 2 – % of pupils achieving expected standard in phonics

	School	National
All children	87	91
Disadvantaged	89	86
Other	83	93

YEAR 2 – progress from EYFS to end of KS1

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END KS2 - % of children achieving ARE

	Reading		Writing		Maths		RWM		SPAG	
	School	National	School	National	School	National	School	National	School	National
All children	48	74	76	65	38	73	31		55	
Disadvantaged	41	60*	68	50*	27	58*	23		45	
Other	71	77*	100	68*	71	75*	57		86	

*FSM – disadvantaged data not available at the time of publishing

END KS2 – progress value added (KS1 to end KS2)

	Reading		Writing		Maths	
	School	National	School	National	School	National
All children						
Disadvantaged						
Other						

END KS2 – % making expected progress (KS1 to end KS2)

	Reading		Writing		Maths	
	School	National	School	National	School	National
All children						
Disadvantaged						
Other						

END KS2 – % making more than expected progress (KS1 to end KS2)

	Reading		Writing		Maths	
	School	National	School	National	School	National
All children						
Disadvantaged						
Other						