

Heathmere Primary School – Pupil Premium Spending 2016 – 2017 – IMPACT REPORT

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 September 2016 are:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All	37	45	29	41	51	45	51	82
% Pupil Premium	38	29	38	20	49	47	69	64

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

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 2016 showing the school deprivation indicator as 0.38 and 59.9% of children 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.

Overall Strategy for disadvantaged children

- Deprivation of language is a considerable challenge at Heathmere and affects our non-EAL children and our EAL children. Typically, 85% of children in Nursery arrive with language below that of what is expected. Where children have English as a second language, they tend to have very little, if any English before they arrive. Where the children have English as their first language, they tend to have a very poor grasp and many children are not speaking in sentences. This means that the children who are new to English do not have good modelling of English spoken to them by other children. This makes the adult role even more crucial. It is because of this that Heathmere Primary School provides full time Nursery provision. (The LA fund 32 children at 15 hours and 8 children at full time.) This is also the reason why 2 teachers are now employed in Nursery and there are 2 additional members of support staff.
- The focus on language remains a high priority as the children move school. In maths for example, there is a strong emphasis on making sure that children respond in full sentences and use the correct language. Classrooms are language-rich and all children receive support in lessons to improve language. Reciprocal Reading has been introduced across the school as one of the many strategies to broaden children's language.
- Moving through the school, many families find it difficult to support children with their reading at home. The team at Heathmere are very aware of the importance of reading and how significant future education is if children are confident readers and also enjoy reading. There is a considerable amount of effort put into making sure that all children read regularly and also read for pleasure. Reading interventions and additional support are prioritised for this reason. A reading-based curriculum is the chosen approach at Heathmere for this reason.
- A significant number of children require additional support with their emotional well-being. The child protection caseload is high and approximately 50% of children have an additional need and have required some kind form of emotional support during their time in school. As a result, stability for the children is absolutely key. There is a high priority placed on supporting children to be settled which in turn means that they can focus on their learning. The school invests heavily in pastoral support and the learning routines are very heavily structured. As a result, engagement in learning is very strong at Heathmere.

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- At Heathmere, it is recognised that the vast majority of children who are not considered to be ‘disadvantaged’ and not advantaged. Many of the school’s most vulnerable children have never been entitled to Free School Meals and therefore do not qualify for Pupil Premium Funding. The philosophy of the school around this is that if a child needs extra support then they receive it, regardless of whether they are ‘disadvantaged’ or not. This is why there is more money allocated on this spending plan than the school receives just for ‘disadvantaged’ children.

Impact of how the money was spent

Whole school

Year group	Item	Cost	Objective	
Y1 – Y6	Place 2 Be	£23,834	Play therapy for children who require emotional support to access learning. The children who gain the most from this service are often children who have busy households, can be easily distracted, enjoy interactions with adults and actively seek out attention from adults. Children who spend time in P2B often become more settled with their learning and are less likely to seek out attention. Children who attend are also often children who don’t express their feelings in an explosive way and so can be at risk of falling under the radar; there needs are as important to address as those who show their needs in other ways.	<p>*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</p> <p>*18 targeted children received 1:1 play therapy. SDQs show that 11 of these children are ‘a bit better’ or ‘much better’ after their time in P2B</p> <p>*On average, 55% of children in the school access P2Talk each term. Of these visits, 27% relate to friendships, 23% check in with SPM, 21% to support a friend, 16% to share personal achievements and 14% because they are worried about something</p> <p>*3 parents have received parent counselling</p> <p>Evidence: SDQs, P2B impact report, P2B data analysis, P2B website</p>
Y1 – Y6	Learning Mentor	£24,265	The learning mentor offers a very different type of emotional support to the children. The focus tends to be more with children who demonstrate their frustration actively and as a result can find it very difficult to focus on learning in class. All children who are supported by the learning mentor have a planned, tailored programme of support that is specifically created for each child, depending on what their need is. The model of a learning mentor at Heathmere is totally flexible and allows for the support to be responsive where needed.	<p>*10 targeted children receiving intensive support to access learning</p> <p>*In addition, the Learning Mentor responded to 5 children through the year who had significant and radical changes in their behaviour. His intervention allowed for the impact of these children on the rest of the class to be minimised and allowed the class TA to remain focused on the children in class</p> <p>Evidence: Support plans, impact reports</p>
N – Y6	Trips	£4000	Heathmere places a high emphasis on making sure that the	*16 children had their breakfast club fully funded. Of these

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	Clubs Uniform		<p>curriculum is rich and varied. Experiences are key and the teachers plan accordingly. This emphasis on first hand learning means that trips and visits in are frequent. The school uses public transport where possible, and where a coach is required, it is heavily subsidised for all children so no trip ever costs more than £10. Several children then have the full cost of trips covered if the family's financial situation requires it.</p> <p>Children have their breakfast club funded if it will work as a strategy to get the children into school on time.</p> <p>There are a certain number of funded after-school club places that all families are invited to apply for.</p> <p>A significant amount of money is allocated to part-fund Y6 School Journey to allow as many children to attend as possible.</p>	<p>children, 8 children now have attendance above 95% and 3 children have attendance between 90-95%. Of the 6 children who remain PA, one is improving and the other 5 (2 families) remain steady.</p> <p>*1 family had after school club (until 6pm) fully funded every day and the children's attendance improved by 10% and 23% over the year.</p> <p>*1 family had after school club (until 6pm) fully funded one day per week. This has supported the children's transition to Y1 and Y3 and there is a noticeable reduction in the children's anxiety.</p> <p>*20 children had after school clubs (until 4.30pm) fully or part funded. This meant that all children were able to access the clubs if they wished, regardless of financial barriers. 10 of these children were specifically targeted and invited to the clubs to support their wider needs e.g. children with SMEH targeted for yoga</p> <p>*4 disadvantaged children had school journey part funded which allowed for these children to go who would otherwise not have been able to.</p> <p>Evidence: overview of trips and clubs</p>
N – Y6	Family Link Worker	£24,049	<p>Attendance data shows that a significant number of children, who have persistent absence that is not due to illness or holiday, are 'disadvantaged' children. This is also the case for families who are being supported by Children's Services. Having a Family Link Worker in school means that parents are supported wherever possible to make sure children are coming to school on time, and are also settled when they arrive in school. There is a consistent person who attends all TAC meetings and has the time to ensure that parents are supported, which in turn means that children will be more settled in school.</p>	<p>*Whole school attendance increased by 0.6%.</p> <p>*Persistent absence reduced by 4.1%</p> <p>*There are 27 PA children who were disadvantaged in 2016/7 compare with 36 in 2015/16</p> <p>*85% of children on a CP plan are disadvantaged and all children apart from one have attendance above 90%. The one PA had attendance above 90% for the final term.</p> <p>Evidence: attendance reports</p>
Y3 – Y6	Fruit	£1,560	<p>School lunchboxes show that several children do not bring fruit into school as a matter of routine. Heathmere provides fruit at morning play to all children to encourage healthy eating and to make sure that they are not hungry during the session after play. This will mean</p>	

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			children can be more focused on their learning.	
N – Y6	Books	£4,000	The school has a strong commitment to reading. As a result, additional money from the budget is allocated to ensure there is a yearly upgrade and replacement programme of all books. This ensures that latest releases are in the school library and the love of reading is promoted.	<ul style="list-style-type: none"> *Children accessing a range of books *Home-reading books replenished to avoid dwindling stock *Library replenished to ensure easy access to popular texts *Positive response to reading across the school (93% say 'reading is important', 93% agree they are 'getting better at reading', 94% 'like the Heathmere Library') *Particular improvement in pupil responses to books (e.g. 'I like it when the teacher reads a story (6% increase), 'I like to read with an adult' (11% increase) <p>Evidence: reading questionnaire responses</p>

EYFS/KS1

Year group	Item	Frequency	Cost	Objective	Impact																												
Nursery	Additional teacher to replace a Nursery Nurse	Daily	£38,241	To improve language skills for children in Nursery To increase capacity for ensuring that planning is more responsive to the needs of individual children To close the gap for disadvantaged children early by ensuring high quality provision at all times	<ul style="list-style-type: none"> *Quality of teaching in Nursery is never less than good *Improved outcomes at the end of Nursery in July 2017 compared with July 2016 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th colspan="2">Listening</th> <th colspan="2">Understanding</th> <th colspan="2">Speaking</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>N 2016</td> <td>45</td> <td></td> <td>34</td> <td></td> <td>23</td> <td></td> </tr> <tr> <td>N 2017</td> <td>59</td> <td>100 (8/8)</td> <td>63</td> <td>100 (8/8)</td> <td>56</td> <td>100 (8/8)</td> </tr> </tbody> </table> <p>Evidence: data</p>		Listening		Understanding		Speaking			All	PP	All	PP	All	PP	N 2016	45		34		23		N 2017	59	100 (8/8)	63	100 (8/8)	56	100 (8/8)
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Nursery	Additional TA	0.5 daily	£6,422	To improve language skills for children in Nursery	See above																												
Reception	Additional TA	0.5 daily	£6,422	To improve language skills for children in Reception	Gap closed between end of Nursery and end of Reception for the cohort of children in all areas of Communication and Language (numbers show percentage at ARE)																												

	Listening		Understanding		Speaking	
	All	PP	All	PP	All	PP
End of N 2016	45		34		23	

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					End of R 2017	62	62 (8/13)	59	69 (9/13)	65	69 (9/13)
					Evidence: data						
Year 1	Additional teacher	Daily	£38,241	To improve attainment for all children in Y1 by increasing the percentage of children who are at ARE. For 8 of the 12 children who didn't achieve GLD to be at ARE by July 2017 in reading, writing and maths	*100% of disadvantaged children passed their phonics screening check *All Y1 disadvantaged children are now either at age-related or on track to be age related by the end of KS1 in either reading, writing or maths						
						Reading		Writing		Maths	
						All	PP	All	PP	All	PP
					2016	55	67 (8/12)	55	67 (8/12)	62	75 (9/12)
					2017	62	70 (7/10)	65	70 (7/10)	65	70 (7/10)
					Projected 2018	73	90 (9/10)	69	80 (9/10)	77	90 (9/10)

Y3/4

Year group	Item	Frequency	Cost	Objective	
Y3/4	Beanstalk	Twice per week	£2,500	To improve reading stamina and enjoyment to read at length through targeted 1:1 reading programme	100% of disadvantaged children receiving Beanstalk made at least expected progress in reading over the year and 33% made better than expected progress Evidence: assessment data, literacy impact report
Y3/4	Literacy Support Service	Once per week	£11,808	Individual 1:1 tuition for children with specific learning difficulties	*22 children with concerns around specific literacy difficulties were assessed by a specialist teacher *Recommendations have been given for these children and specific interventions were then put into place to target their specific need Evidence: LNSS reports
Y3	Rapid Reading Precision Teaching	Three times per week	£7,706 (0.6 additional TA support)	For targeted children who are currently below ARE in reading to be at ARE by the end of Y3.	*On average, children in Y3 could read and spell an additional 62 words after their precision teaching intervention Evidence: assessment data, intervention impact data
Y4	Rapid Reading	Three times	£3,853	For targeted children who are	*On average, children in Y4 could read and spell an additional

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	Precision Teaching	per week	(0.3 additional TA support)	currently below ARE in reading to be at ARE by the end of Y4.	51 words after their precision teaching intervention *Children in the Rapid Reading Programme made on average 10.2 months progress in 3 months Evidence: assessment data, intervention impact data
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Y5/6

Year group	Item	Frequency	Cost	Objective																																					
Y6	Full time teacher	Daily – all day	£38,241	To increase the percentage of children who are at ARE by the end of Y6 in reading, writing and maths	<table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> <th colspan="2">RWM</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>50 <small>(14/28)</small></td> <td>43 <small>(9/21)</small></td> <td>79 <small>(22/28)</small></td> <td>71 <small>(15/21)</small></td> <td>39 <small>(11/28)</small></td> <td>29 <small>(6/21)</small></td> <td>32 <small>(9/28)</small></td> <td>24 <small>(5/21)</small></td> </tr> <tr> <td>2017</td> <td>57 <small>(16/28)</small></td> <td>65 <small>(13/20)</small></td> <td>68 <small>(19/28)</small></td> <td>65 <small>(13/20)</small></td> <td>75 <small>(21/28)</small></td> <td>70 <small>(14/20)</small></td> <td>46 <small>(13/28)</small></td> <td>50 <small>(10/20)</small></td> </tr> </tbody> </table>		Reading		Writing		Maths		RWM			All	PP	All	PP	All	PP	All	PP	2016	50 <small>(14/28)</small>	43 <small>(9/21)</small>	79 <small>(22/28)</small>	71 <small>(15/21)</small>	39 <small>(11/28)</small>	29 <small>(6/21)</small>	32 <small>(9/28)</small>	24 <small>(5/21)</small>	2017	57 <small>(16/28)</small>	65 <small>(13/20)</small>	68 <small>(19/28)</small>	65 <small>(13/20)</small>	75 <small>(21/28)</small>	70 <small>(14/20)</small>	46 <small>(13/28)</small>	50 <small>(10/20)</small>
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Y6	0.3 additional teacher	Daily - every maths and reading lesson	£11,472	To increase the percentage of children who are at ARE by the end of Y6 in reading and maths	<p>*On average, children in Y6 could read and spell an additional 55 words after their precision teaching intervention Evidence: assessment data, intervention impact data</p>																																				
Y6	Breakfast boosters	3 times per week for 30mins	£1,650	For targeted children to reach ARE by the end of Y6 in maths	<p>All 6 disadvantaged children receiving additional support through this achieved their end of year targets. This included 2 children who achieved greater depth in writing Evidence: assessment data, intervention impact data</p>																																				
Y5	0.4 additional reading and writing teacher	Daily – every reading and writing lesson	£15,296	To increase the percentage of children who are at ARE by the end of Y5 in reading and writing	<table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>50</td> <td>45</td> <td>46</td> <td>45</td> <td>60</td> <td>55</td> </tr> <tr> <td>2017</td> <td>60</td> <td>60</td> <td>51</td> <td>50</td> <td>60</td> <td>56</td> </tr> </tbody> </table>		Reading		Writing		Maths			All	PP	All	PP	All	PP	2016	50	45	46	45	60	55	2017	60	60	51	50	60	56								
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Y5	0.3 additional maths teacher	Daily – every maths lesson	£11,472	To increase the percentage of children who are at ARE by the end of Y5 in maths	<p>Evidence: assessment data</p>																																				
Y5	Rapid Reading	3 times per week	£6,422 (0.5 TA)	For targeted children who are currently below ARE in reading to be at ARE by the end of Y5.	<p>*On average, children in the Rapid Reading Programme in Y5 made 18 months progress in 6 months *On average, children in Y5 could read and spell an additional 99 words after their precision teaching intervention *On average, children in Y6 could read and spell an additional 55 words after their precision teaching intervention Evidence: assessment data, intervention impact data</p>																																				

Total pupil premium allocation: £228,099

Total spent: £280,658

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	No of children in brackets	Reading			Writing			Maths			GLD (Rec only)	Phonics (Y1 and Y2 only)
		At expected %	Secure/ Greater Depth %	Progress steps	At expected %	Secure/ Greater Depth %	Progress steps	At expected %	Secure/ Greater Depth %	Progress steps		
Rec	All pupils (44)	52	7		48	12		59	7		48	
	Disadvantaged (13)	62	8		54	8		69	8		54	
	Non-disadvantaged (31)	48	7		45	13		55	7		45	
Y1	All pupils (26)	62	31	3.7*	65	12	3.5*	65	12	3.2*		81
	Disadvantaged (10)	70	40	3.7*	70	10	3.1*	70	10	3.0*		100
	Non-disadvantaged (16)	56	25	3.8*	63	13	3.7*	56	13	3.3*		67
Y2	All pupils (41)	69	29	6.0	60	14	5.8	74	19	6.4		90
	Disadvantaged (9)	64	18	5.8	45	9	5.5	55	9	6.3		100
	Non-disadvantaged (32)	72	35	6.1	66	17	6.0	81	24	6.4		92
Y3	All pupils (48)	56	17	5.7	63	10	5.9	60	19	5.9		
	Disadvantaged (23)	52	13	5.4	52	8	5.7	52	13	5.7		
	Non-disadvantaged (25)	60	21	6.0	72	13	6.0	68	25	6.0		
Y4	All pupils (42)	55	14	6.2	52	10	6.4	71	19	6.0		
	Disadvantaged (18)	58	11	6.4	58	5	6.5	54	11	5.7		
	Non-disadvantaged (24)	52	17	5.9	48	13	6.4	70	26	6.2		
Y5	All pupils (47)	60	15	**	51	13	**	60	19	**		
	Disadvantaged (32)	60	19	**	50	13	**	56	22	**		
	Non-disadvantaged (15)	60	7	**	53	13	**	67	13	**		
Y6	All pupils (28)	57	4	**	68	14	**	75	4	**		
	Disadvantaged (20)	65	5	**	65	10	**	70	5	**		
	Non-disadvantaged (8)	25	0	**	63	13	**	75	0	**		

*Y1 appear to make fewer steps progress due to transition from EYFS framework to National Curriculum

**Y5/6 progress data in this format not available due to technical issues when converting from old NC levels to new assessment system