

Heathmere Primary School – Pupil Premium Spending 2017 – 2018 – 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 38 languages spoken at the school and pupil numbers in September 2017 are:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All	36	38	41	26	38	46	41	46
% Pupil Premium (no. of children)	28 (10)	24 (9)	32 (13)	39 (10)	29 (11)	52 (24)	46 (19)	67 (31)

Budget setting in April 2017, allocated £199,070 indicating funding for 151 disadvantaged children.

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. Heathmere is recognised as a Centre of Excellence by the Inclusion Quality Mark and this has been sustained for three years.

The school faces significant challenges with the School Deprivation Indicator as 0.4 and 51% 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 but there was an increase of 0.6% in the previous academic year. The school remains committed to raising pupil attendance further.

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. (Currently, 9 children qualify for the 30hours provision and the rest of the children in Nursery have full-time provision funded by the school.) This is also the reason why 2 teachers are now employed in Nursery.
- 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.
- As part of the school's commitment to improving language for all children, all support staff and 3 teachers have been trained in ELKLAN in 2017 and the school is working towards being accredited as an ELKLAN-friendly school.
- 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

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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.
- At Heathmere, it is recognised that the vast majority of children who are not considered to be ‘disadvantaged’ are 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.
- There is a commitment to staff receiving high-quality CPD that focuses mainly on improving outcomes for children in language, reading, writing and maths. There is additional leadership time allocated to ensure the impact of such training is followed up and the impact monitored.

Whole school

Year group	Item	Cost	Objective
Y1 – Y6	Place 2 Be	£26,500	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.
Y1 – Y6	Learning Mentor	£24,507	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. Several of the children who are supported by the learning mentor can also have a detrimental effect on the learning of others’ if their provision is not carefully planned. 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.
N – Y6	Trips Clubs Uniform	£4000	Heathmere places a high emphasis on making sure that the 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. Children have their breakfast club funded if it will work as a strategy to get the children into school on time. There are funded after-school club places that all families are invited to apply for.

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			Y6 School Journey is part-funded for children who require financial assistance. Uniform will be provided for children should the family need financial assistance with this.
N – Y6	Family Link Worker	£24,510	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. The Family Link Worker is also able to target children with low attendance to address the under-lying reasons directly with them.
Y3 – Y6	Fruit	£1,560	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 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.

EYFS

Year group	Item	Frequency	Cost	Objective
Nursery	Additional teacher	Daily	Difference in cost between M3 teacher and NN £9205	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
Nursery	Additional adult (apprentice TA)	Daily	£6,200	To improve language skills for children in Nursery
Nursery & Reception	Wellcomm Screening	12 days of assessment	£2,400	to identify gaps in children’s speech and language skills and develop programmes to address the gaps
Reception	Additional adult (Nursery Nurse)	0.5 daily	£11,260	To improve language skills for children in Reception

KS1

Year group	Item	Frequency	Cost	Objective
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Year 1	Additional adult support to deliver interventions	2 x 1.5 hours daily	£5,850	5 children receiving precision teaching to improve word fluency (4x per week) 6 children receiving speech and language programme (3x per week) 7 receiving additional phonics intervention (3x per week)
Year 2	Beanstalk	Twice weekly	£1926	9 children to improve their reading stamina and enjoyment to read at length
Year 2	Additional adult support to deliver interventions	1.5 hours daily	£2,925	4 children receiving precision teaching to improve word fluency (4x per week) 6 children receiving speech and language programme (3x per week) 1 child receiving toe-by-toe (4x per week) 1 child receiving Nessy (4x per week)
Year 2	Literacy support service		£660	2 children receiving guidance on how to support with their specific learning difficulty

Y3/4

Year group	Item	Frequency	Cost	Objective
Y3/4	Beanstalk	Twice per week	£1284	6 children to improve their reading stamina and enjoyment to read at length
Y3/4	Literacy Support Service		£3,630	11 children receiving guidance on how to support with their specific learning difficulty
Y3/4	Additional TA time	4x1.75hrs hours daily	£14,396	10 children receiving Rapid Reading to improve reading comprehension (3x per week) 5 children receiving Precision Teaching to improve word fluency (4x per week) 2 child receiving toe-by-toe (4x per week) 3 child receiving Nessy (4x per week) 7 children receiving Power of One to improve basic maths skills (4x per week) 9 children receiving speech and language programme (3x per week) 10 children receiving Reading Wise to improve word decoding (4x per week)
			£300	

Y5/6

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Year group	Item	Frequency	Cost	Objective
Y5/6	Beanstalk	Twice per week	£1284	6 children to improve their reading stamina and enjoyment to read at length
Y5/6	Literacy Support Service		£5,610	17 children receiving guidance on how to support with their specific learning difficulty
Y5/6	Additional TA time	4x1.75hrs hours daily	£14,396 £520	5 children receiving Rapid Reading to improve reading comprehension (3x per week) 12 children receiving Precision Teaching to improve word fluency (4x per week) 6 children receiving Power of One/Two to improve basic maths skills (4x per week) 8 children receiving speech and language programme (3x per week) 13 children receiving Reading Wise to improve word decoding (4x per week)
Y5	Additional teacher	0.25 daily	£14,771	To raise the quality of teaching in Y5 to ensure long-term improved outcomes for children in Y5
Y6	Additional teacher	0.3 daily - every maths and reading lesson	£14,953	To increase the percentage of children working at ARE in Y6 through targeted teaching in smaller groups
Y6	Additional teacher	0.2 daily – every maths lesson	£10,849	To increase the percentage of children working at ARE in Y6 through targeted teaching in smaller groups
Y6	Breakfast boosters	3 times per week for 30mins (25 weeks)	£9,000	To increase the percentage of children working at ARE in Y6 through 10 children receiving targeted, 1:2 or 1:3 additional teaching

Total pupil premium allocation: £199,070

Total spent: £216,496

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Pupil Outcomes

	Reading		Writing		Maths		Phonics
Year 6	% Expected	% Greater Depth	% Expected	% Greater Depth	% Expected	% Greater Depth	
All children (46)	59	11	57	9	59	17	
PP (36)	50	12	44	6	53	15	
Year 5	% Within	% Secure	% Within	% Secure	% Within	% Secure	
All children (43)	74	16	70	9	74	23	
PP (22)	73	18	68	14	77	23	
Year 4	% Within	% Secure	% Within	% Secure	% Within	% Secure	
All children (45)	60	20	62	11	73	18	
PP (24)	50	17	50	0	58	13	
Year 3	% Within	% Secure	% Within	% Secure	% Within	% Secure	
All children (36)	67	22	56	11	72	17	
PP (12)	58	8	42	0	58	0	
Year 2	% Expected	% Greater Depth	% Within	% Greater Depth	% Within	% Greater Depth	% Pass
All children (26)	73	35	65	15	77	27	96
PP (13)	85	31	69	15	92	23	100
Year 1	% Within	% Secure	% Within	% Secure	% Within	% Secure	% Pass
All children (40)	58	8	45	8	58	8	75
PP (12)	58	8	33	0	50	8	75
Reception	% Expected	% Exceeding	% Expected	% Exceeding	% Expected	% Exceeding	%GLD
All children (40)	53	20	53	3	68	15	50
PP (12)	To follow						