

Heathmere Primary School – Pupil Premium Impact Report 2014-2015

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 language spoken at the school and pupil numbers in July 2015 were:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All	31	37	55	48	49	28	28	30
% Pupil Premium		24	38	38	69	50	68	73

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 0.5 and 57.5% of children known to have been eligible to Free School Meals at some point in the last 6 years. This figure has reduced by 6% in the last year. This is linked to a combination of more parents starting work and the introduction on UFSM.

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 showing that it is committed to meeting the needs of all children, regardless of any additional need that they may have.
- Results for GLD, end of KS1 and end of KS2 continued to improve meaning that children are more ready for the next stage in their learning.
- 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.
- There has been a major upgrade of windows in KS1 meaning that the learning environment is more conducive to learning
- Attendance across the school increased by 0.4% from the previous year and PA dropped significantly from 9.9% to 3.0%
- 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
- A teacher has been identified as a Leading Teacher within Wandsworth and is being used to train other teachers

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Whole school

Year group	Item	Cost	Objective	Outcome
Y1 – Y6	Place 2 Be	£26,217	Play therapy for children who require emotional support to access learning	<ul style="list-style-type: none"> *Place2Be improves behaviour and emotional and social wellbeing *18 targeted children have received 1:1 play therapy *50+ children have self-referred to access Place2Talk and discuss any issues they present *3 parents have received parent counselling <p>Evidence: SDQs, impact report, data analysis</p>
YR – Y6	Learning Mentor	£19,535	<p>To reduce barriers to learning for targeted children</p> <p>Learning targets set with individual children</p> <p>1:1 sessions according to need – supporting in class and out of class</p>	<ul style="list-style-type: none"> *14 targeted children receiving Tier 1 (intensive and frequent) support to access learning *20 targeted children receiving Tier 2 (less intensive) support to access learning <p>Evidence: support plans, impact report</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"> *Trips subsidised to a maximum of £10 *Clubs subsidised for all children who require: breakfast club, art club, computing club *Uniform purchased for families in a temporary state of financial hardship *After school club funded for a small number of children according to need <p>Evidence: overview of trips and clubs</p>
N – Y6	Family Link Worker	£23,811	To increase attendance and reduce PA	<ul style="list-style-type: none"> *Attendance increased from 94% to 94.4% *Persistent absence reduced from 9.9% to 3.0% *More structured approach to managing attendance <p>Evidence: attendance data</p>
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

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EYFS

Year group	Item	Frequency	Cost	Objective	Outcome
Reception	Additional Nursery Nurse	Full time	£20,601	Children are receiving a high level of adult support at a young age to increase the percentage of children working at ARE	*GLD increased from 47% in 2014 to 62% in 2015 *Significant improvements in listening and attention (+12%), reading (+22%), writing (+21%), number (+17%) and SSM (+23%) Evidence: assessment data

Y1/2

Year group	Item	Frequency	Cost	Objective	Outcome
Y1	0.1 HLTA	Daily – 30mins daily	£2,150	To increase percentage of children achieving the Y1 phonics test	*Overall attainment in phonics in line with national average *Y1 phonics data for home-grown children exceeds national average Evidence: assessment data
Y2	0.6 HLTA	Daily – every morning	£12,898	Target children who start Y2 working slightly below ARE to ensure they attain ARE by the end of Y2	*Increased overall attainment at the end of KS1 *APS uplift of groups were 6.0, 6.2 and 5.5 for Reading, Writing and Maths respectively *All children in the group achieved their challenging end of year target and one exceeded Evidence: assessment data
Y2	0.4 teacher	2 days per week (for 14 weeks)	£6,400	Target more able Y2 children to increase the percentage of children working above ARE at the end of Y2	*Increased overall attainment at the end of KS1 *Increased attainment at 2a+ by reading 10%, writing 8% and maths 12% *Significant improvement in L3 reading attainment Evidence: assessment data
Y2	Literacy Support Service	Once a week	£3,767	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 *Targeted children met end of year reading and writing targets Evidence: LSS impact data

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Y3/4

Year group	Item	Frequency	Cost	Objective	Outcome
Y3	0.2 teacher	Daily – every literacy lesson	£7,500	Target children within Y3 literacy with poor levels of spoken language	*Increased level of engagement from all targeted children *Improved confidence in writing from all targeted children *7/8 targeted children met end of year writing target Evidence: intervention impact data
Y3	SEND support	Daily – all day	£12,719	To provide targeted 1:1 and small group intervention for children with SEND	*Specific group interventions for children who have SEND and are pupil premium *Reading screening programme in place for all children to identify targeted needs *Speech and language groups, precision teaching, additional phonics Evidence: intervention impact data
Y4	0.4 teacher	Daily – every afternoon	£14,847	To embed writing skills through the curriculum by providing small group teaching for topic-based learning	*Pupil Premium children in Y4 made progress in line with children who were not pupil premium in reading, writing and maths *Children more focused on learning in the afternoons and therefore able to make more consistent progress across all elements of writing 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 show improved attitudes to reading and are now reading more regularly at home Evidence: intervention impact data
Y3/4	Everyday Magic	3 week project	£1,000	To develop teacher confidence and skills in teaching drama	*Teachers given strategies to incorporate drama into their literacy teaching Evidence: teachers' CPD evaluation
Y3/4	Literacy Support Service	Once a week	£3,767	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 targeted children made progress against their specific writing targets *Engagement in writing for targeted children significantly improved Evidence: LSS impact data

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Y5/6

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Y6	Full time teacher	Daily – all day	£37,119	To increase end of KS2 attainment and accelerate progress for Y6 pupils	<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>L4c+</td> <td>93</td> <td>96</td> <td>90</td> <td>86</td> <td>97</td> <td>91</td> <td>86</td> <td>81</td> </tr> <tr> <td>L4b+</td> <td>72</td> <td>68</td> <td>69</td> <td>68</td> <td>62</td> <td>50</td> <td>48</td> <td>46</td> </tr> <tr> <td>L5+</td> <td>25</td> <td>32</td> <td>28</td> <td>27</td> <td>35</td> <td>27</td> <td>10</td> <td>9</td> </tr> <tr> <td>2LG</td> <td>96</td> <td>96</td> <td>96</td> <td>96</td> <td>96</td> <td>96</td> <td></td> <td></td> </tr> <tr> <td>3LG</td> <td>46</td> <td>55</td> <td>54</td> <td>50</td> <td>46</td> <td>41</td> <td></td> <td></td> </tr> </tbody> </table> <p>Evidence: assessment data</p>		Reading		Writing		Maths		RWM			All	PP	All	PP	All	PP	All	PP	L4c+	93	96	90	86	97	91	86	81	L4b+	72	68	69	68	62	50	48	46	L5+	25	32	28	27	35	27	10	9	2LG	96	96	96	96	96	96			3LG	46	55	54	50	46	41		
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Y6	Transition project	4 week project	£1000	For a targeted group of children, at risk of exclusion, to regularly access a secondary school	<p>*Children more prepared for secondary school</p> <p>*All children who attended, at the time of writing, still accessing their chosen secondary school</p>																																																															
Y6	0.5 additional teacher	4 times per week every maths & literacy lesson	£15,600	To increase end of KS2 attainment for Y6 through 1:1 and 1:2 targeted intervention	<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>L4c+</td> <td>93</td> <td>96</td> <td>90</td> <td>86</td> <td>97</td> <td>91</td> <td>86</td> <td>81</td> </tr> <tr> <td>L4b+</td> <td>72</td> <td>68</td> <td>69</td> <td>68</td> <td>62</td> <td>50</td> <td>48</td> <td>46</td> </tr> <tr> <td>L5+</td> <td>25</td> <td>32</td> <td>28</td> <td>27</td> <td>35</td> <td>27</td> <td>10</td> <td>9</td> </tr> <tr> <td>2LG</td> <td>96</td> <td>96</td> <td>96</td> <td>96</td> <td>96</td> <td>96</td> <td></td> <td></td> </tr> <tr> <td>3LG</td> <td>46</td> <td>55</td> <td>54</td> <td>50</td> <td>46</td> <td>41</td> <td></td> <td></td> </tr> </tbody> </table> <p>Evidence: assessment data</p>		Reading		Writing		Maths		RWM			All	PP	All	PP	All	PP	All	PP	L4c+	93	96	90	86	97	91	86	81	L4b+	72	68	69	68	62	50	48	46	L5+	25	32	28	27	35	27	10	9	2LG	96	96	96	96	96	96			3LG	46	55	54	50	46	41		
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Y5	0.6 teacher	Daily – every morning	£22,271	To increase the percentage of children who were at ARE	<p>% of pupil premium children at ARE:</p> <p>Reading: increased by 30%</p> <p>Writing: increased by 21%</p> <p>Maths: increased by 16%</p> <p>Evidence: assessment data</p>																																																															
Y5	Literacy Support Service	Once a week	£3,767	Individual 1:1 tuition for children with specific learning difficulties	<p>*Advice and then implementation of strategies to meet the needs of targeted pupils with dyslexia</p> <p>*All targeted children made progress against their specific writing targets</p> <p>Evidence: LSS impact data</p>																																																															
Y6	Breakfast booster	4 times per week	£3,600	To increase attainment in L4 and L5 maths	<p>All children who attended breakfast booster achieved their target</p> <p>Evidence: assessment data</p>																																																															
Y6	Language intervention programme	3 times per week	£1,000	Intervention for children who have been slow to progress through KS2 – through language deprivation	<p>All children in the group achieved end of year target</p> <p>Evidence: assessment data</p>																																																															

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Total pupil premium allocation: £232,000

Total spent: £246,129

Pupil premium data

EYFS - % of pupils achieving a good level of development

	School	National
All children	53	61
FSM	40	45

YEAR 1 – % of pupils achieving expected standard in phonics

	School	National
All children	75	77
Pupil Premium	67	66

END KS1 - % of children achieving Level 2 or above

	Reading	Writing	Maths
	School	School	School
All children	77	77	92
Pupil Premium	73	78	86

YEAR 2 – % of pupils achieving expected standard in phonics

	School	National
All children	89	90
Pupil Premium	100	84

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END KS2 - % of children achieving Level 4 or above

	Reading		Writing		Maths		RWM		SPAG	
	School	National	School	National	School	National	School	National	School	National
All children	97	89	90	87	97	87	86	80	76	80
Pupil Premium	91	83	87	79	96	80	83	70	74	71

END KS2 - % of children achieving Level 5 or above

	Reading		Writing		Maths		RWM		SPAG	
	School	National	School	National	School	National	School	National	School	National
All children	24	48	28	36	34	41	10	24	55	55
Pupil Premium	22	34	30	22	26	28	9	13	52	43

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

	Reading		Writing		Maths	
	School	National	School	National	School	National
All children	100.5	100.0	101.0	100.0	101.1	100.0
Pupil Premium	100.3	99.7	101.1	99.8	100.8	99.7

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

	Reading		Writing		Maths	
	School	National	School	National	School	National
All children	96	91	96	94	96	90
Pupil Premium	96	88	96	92	96	86

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

	Reading		Writing		Maths	
	School	National	School	National	School	National
All children	46	33	54	36	46	34
Pupil Premium	43	No info	52	No info	43	No info