

## Heathmere Primary School – Pupil Premium Spending 2016 - 2017

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.

In November 2014, Heathmere was judged to be a ‘good’ primary school in all 5 areas. This was a significant moment for the school as it was the first time in its history that Heathmere had been judged as ‘good’. All previous inspections, dating back to the 1990s, had only ever been satisfactory or requiring improvement.

### 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.

### 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.
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

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			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 a certain number of funded after-school club places that all families are invited to apply for. A significant amount of money is allocated to part-fund Y6 School Journey to allow as many children to attend as possible.
N – Y6	Family Link Worker	£24,049	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.
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/KS1

Year group	Item	Frequency	Cost	Objective
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
Nursery	Additional TA	0.5 daily	£6,422	To improve language skills for children in Nursery
Reception	Additional TA	0.5 daily	£6,422	To improve language skills for children in Nursery
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

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### 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
Y3/4	Literacy Support Service	Once per week	£11,808	Individual 1:1 tuition for children with specific learning difficulties
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.
Y4	Rapid Reading Precision Teaching	Three times per week	£3,853 (0.3 additional TA support)	For targeted children who are currently below ARE in reading to be at ARE by the end of Y4.

### 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
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
Y6	Breakfast boosters	3 times per week for 30mins	£1,650	For targeted children to reach ARE by the end of Y6 in maths
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
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
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.

**Total pupil premium allocation: £228,099**

**Total spent: £280,658**