

Heathmere Primary School Pupil Premium Strategy 2019 – 2020

Heathmere



**Respect Resilience
High expectations**

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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 37 languages spoken at the school and pupil numbers in September 2019 are:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Overall
All	27	34	37	36	42	26	38	41	254 (+27 Nursery)
Number of pupil premium children	4	11	13	14	17	11	16	24	106 (+4 Nursery)
% Pupil Premium	15%	32%	35%	39%	40%	42%	42%	59%	42% (excluding N)

Heathmere 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. Heathmere places reading at the heart of its curriculum and drives the agenda of all children reading for pleasure. There is also a strong emphasis at Heathmere on Quality First Teaching; getting it right the first time rather than spending time catching up.

Heathmere is a highly inclusive school. It has achieved Flagship Status for the Inclusion Quality Mark. Again, Quality First Teaching is at the heart of the school's inclusion strategy; meeting the children's needs in the classroom rather than withdrawing children for a separate curriculum. Every child is discussed every half term through comprehensive pupil progress meetings and children entitled to pupil premium funding are always highlighted during these discussions. On a strategic level, every piece of data produced is also produced for disadvantaged pupils.

The school faces significant challenges with the School Deprivation Indicator at 0.4 and a much higher than national percentage of children known to have been eligible to Free School Meals at some point in the last 6 years. Attendance is low and Persistent Absence is high. The

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school remains committed to raising pupil attendance as a priority; this was identified as a key area of improvement needed by Ofsted in February 2019

Summary information					
School	Heathmere Primary School				
Academic Year	2019-20	Total PP budget	£139,920 (+4 Nursery)	Date of most recent PP Review	Sept 2019
Total number of pupils	254 (+27 Nursery)	Number of pupils eligible for PP	106 (+4 Nursery)	Date for next internal review of this strategy	Jan 2020

2019 KS2 Attainment		
	<i>Pupils eligible for PP at Heathmere</i>	<i>All pupils nationally</i>
% achieving age-expected in reading, writing and maths combined	65%	65%
Average progress score in reading	-0.4 (-2.4 – 1.6)	0.03
Average progress score in writing	-1.3 (-3.2 – 0.6)	0.03
Average progress score in maths	-1.0 (-2.8 – 0.8)	0.03

2019 KS1 Attainment		
	<i>Pupils eligible for PP at Heathmere</i>	<i>All pupils nationally (provisional)</i>
% achieving in reading, writing and maths in Y2	39%	65%
% achieving phonics screening check by the end of Y1	60%	81%
% achieving phonics screening check by the end of Y2	100%	92%

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Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	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.	
B.	Children's reading skills are often very poor when they arrive at Heathmere and opportunities to read widely and for pleasure can be limited. Many families find it difficult to support children with their reading at home. This is often exacerbated by high numbers of children with specific learning difficulties.	
C.	High emotional needs which create a significant barrier to learning for some children. This is exacerbated by high numbers of children with additional needs such as medical, housing, transport and wider family difficulties	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance, high persistent absence and poor punctuality	
1. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve language skills through: <ul style="list-style-type: none"> • Developing a structured approach to teaching language • Carefully planned language opportunities across the curriculum • Use of ELKLAN strategies to develop children's speaking and listening • Wider access to language through increased numbers of in-school and out-of-school experiences • Targeted speech and language interventions • A focus on reading for pleasure 	<ul style="list-style-type: none"> • All children in EYFS to make at least 6 steps progress in all areas of Communication and Language • Wellcomm Screening shows an increase in children achieving 'green' • Increase the percentage of disadvantaged children achieving age-related in reading, writing and maths • 100% of children with Speech and Language plans to make progress against their targets
B.	Raised attainment in reading through: <ul style="list-style-type: none"> • Quality First Teaching of reading • Training teachers and teaching assistants in the teaching of reading • Maintaining the focus on reading for pleasure • Children having access to high-quality texts • Reading intervention in place for children who are below age-expected or who are not reading for pleasure • Engaging parents in reading for pleasure 	<ul style="list-style-type: none"> • Phonics supported through improved home reading texts • End of year targets met for reading and phonics • Increase in the numbers of children who are reading for pleasure • Increase in the number of books being borrowed from the school library • Increase in the percentage of children reading daily

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	<ul style="list-style-type: none"> • Learn to Love to Read Project • Carefully chosen texts sent home (N, Rec, Y1 – six texts per year, Y2 – Y6 two texts per year) • Reviewing phonics provision across the school and implementing new home reading books to support early reading • Children with specific learning difficulty to have their needs properly identified and then addressed through quality first teaching and additional intervention where needed 	<ul style="list-style-type: none"> • 100% of children with a reading target on their learning plan to make progress
C.	<p>Reduction in the barriers caused by high emotional needs through:</p> <ul style="list-style-type: none"> • Nurture provision for high-needs children in targeted year groups Improve the targeted support from the learning mentor • Develop P2B assessment processes to ensure children are receiving the right therapeutic support at the right time 	<ul style="list-style-type: none"> • Reduction in the number of fixed term exclusions • Overall reduction in the number of behaviour incidents • Reduce behaviour incidents of children with SEND by 50% • More consistent approach to supporting high needs children
D.	<p>Improve attendance and reduce persistent absence through:</p> <ul style="list-style-type: none"> • Better understanding of barriers to good attendance • Wider approach to improving attendance • More structured and consistent approach to responding to poor attendance 	<ul style="list-style-type: none"> • Whole school attendance to increase from 94.1% in 2018/9 (94.5% without Reception) to above 95% in 2019/2020 • Persistent absenteeism to reduce from 15.9% in 2018/9 (12.7% without Reception) to below 10% in 2019/2020

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2. Planned expenditure					
Academic year	2019/2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B	<p>Improve the quality of how reading is taught across the school</p> <p>Focus on the teaching of reading; considering both fluency (phonics) and mastery (comprehension)</p>	<p><i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils (The EEF Guide to Pupil Premium 2019)</i></p> <p>Improving Literacy in KS1 (EEF) states that children should be taught a balance of phonics and comprehension</p> <p>Improving Literacy in KS2 (EEF) states that children should be taught reading comprehension</p> <p>Wayne Tennant identifies that:</p> <ul style="list-style-type: none"> - decoding text is more difficult for younger children - there are specific processes required to comprehend written text <p>Outcomes at KS2 reading are lower than writing and maths and this is a pattern over time at Heathmere.</p> <p>Outcomes in phonics at the end of Y1 have been below national for the past 2 years at Heathmere. There was also a disadvantaged gap in phonics outcomes for Y1 pupils in 2019</p>	<p>Prioritising reading training – both internal and external</p> <p>Literacy leader to support class teachers with text choices, planning whole class reading and modelling how to teach whole class reading</p> <p>Focus on vocabulary with the teaching of reading</p> <p>Support from the English Hub including a phonics audit</p>	AHT (Literacy)	Half termly

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B	<p>Improving home/school reading links</p> <p>Prioritise reading for pleasure</p> <p>Putting books into children's homes linked to what they are studying in school</p>	<p><u>DFE SEED report (2017) Good Practice in Early Education</u> identified that encouraging home learning and the quality of parent-child interactions through providing activities for children to do at home with their parents and encouraging reading at home was a feature of good practice.</p> <p>Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all (National Literacy Trust 2017)</p> <p>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD 2002). Linked to this, children from lower socio-economic backgrounds read less for enjoyment than children from more privileged social classes. DFE Research Evidence on Reading for Pleasure 2012</p> <p>One in eight disadvantaged children do not have a single book in their home (National Literacy Trust 2017).</p> <p>EYFS home visits show few homes have evidence of books in the home</p> <p>Audit by English Hub showed a gap in school's provision of suitable home reading books in EYFS and KS1</p>	<p>Conduct a review into the school's approach to home reading</p> <p>Consultation with the children around reading for pleasure</p> <p>Carefully chosen text choices, supported by literacy and curriculum readers</p> <p>New home reading books to be purchased for EYFS and KS1</p> <p>Work with parents to show them how to use these books at home</p>	<p>DHT (Curriculum)</p> <p>AHT (Literacy)</p>	<p>Half termly</p>
A	<p>Develop the school's approach to how vocabulary is taught</p>	<p>EYFS baseline data typically shows that 85% of children arrive in Nursery below their age-related expectations. A large proportion of pupils are "word poor" and are not exposed to the "word rich" lives, characterised by lots of talk around the dinner table, debate and rich discussions with adults, as described by Alex Quigley in 'Closing the Vocabulary Gap'.</p> <p>Improving Literacy in KS1 (EEF) and Improving Literacy in KS2 (EEF) both focus on the important of developing good speaking and listening skills as vital, in order to improve reading and writing.</p> <p>When vocabulary is divided into 3 tiers (core, describing and specialised), it is the focus on the Tier 2 words (describing) that will accelerate the children's vocabulary development.</p>		<p>DHT (Curriculum)</p> <p>AHT (Literacy)</p>	<p>July 2020</p>
Total budgeted cost					<p>£25,460</p>

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ii. Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A B	Targeted interventions for reading and S&L *Rapid reading *Beanstalk *Readingwise *Precision teaching *Speech and Language interventions *LNSS	Baseline reception data (Oct 2019) shows that only 35% of children are at age-related expectations for reading and 32% for communication and language Outcomes in reading are lower than writing and maths Where children have specific reading difficulties and therefore require a targeted approach Mobility is high at Heathmere and there needs to be targeted reading support to ensure newly arrived and mobile children catch up where this is needed	Impact of interventions tracked termly Pupil progress addressed every 6 weeks	AHT (Inclusion)	Termly
B	Targeted boosters for children in Y6	To work intensively with targeted children to fill any gaps which are preventing them from achieving age-related expectations at the end of Y6	Y6 pupil progress meetings are held every 3-4 weeks	HT	July 2020
D	Daily minibuss collection for children who live in Putney Vale	Analysis of attendance shows children living in this part of the catchment area have lower attendance. A daily minibuss pick up should address some of this and improve attendance for this group of children.	Daily register kept	FLW	Initially Oct 2019 (trial period) and then July 2020

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C	Nurture provision for KS1 group and Y6 group	<p>Every child who has been excluded in the past 2 years has been disadvantaged</p> <p>After a trial with Y5 (last year) there was a significant reduction in afternoon incidents.</p> <p>2 staff have been trained to deliver nurture and the evidence from training shows that the children will become better skilled in managing their emotions and better able to cope in the classroom</p> <p><i>“The safe base of the nurture group classroom, the fact that the children are understood and managed in a developmentally appropriate way and a recognition of behaviour as communication is the perfect environment in which to develop language skills.”</i></p> <p><i>“A nurture group environment provides the ideal opportunity to develop a curriculum for language and communication that treats each child as an individual and allows them to revisit areas that may be missing or poorly developed.”</i> (Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve)</p> <p><i>2009 Ofsted were looking at exclusion rates they noted that none of the schools with nurture groups excluded children while all the other schools did.</i></p> <p><i>“Nurture groups help support some of the country’s most vulnerable children. Well-planned, rigorous intervention that focuses on academic as well as social, emotional and behavioural progress can make a huge difference to the lives of children who might otherwise be left behind.”</i> (Miriam Rosen Director of Ofsted 2009)</p>	Provision overseen by the head of Inclusion. Weekly meetings with the leaders of the Nurture provision.	AHT (Inclusion)	July 2020
Total budgeted cost					£90,050

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iii. Other approaches					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D	Family Link Worker employed to monitor attendance, follow up immediately on absences and put in steps with children and families to reduce PA.	School can't improve attainment for children who are not actually at school. Links between low school attendance and low rates of progress. In 2018/9 there were 8 boys who did not achieve their GLD in Reception; of these, 7 were PA children Internal data shows that attendance of disadvantaged children is lower in every year group (Y1-Y6) than for non-disadvantaged children Main attendance barriers are	2-weekly attendance meetings with FLW, HT and admin team Half termly attendance monitoring	HT	July 2020
C	Provide children in KS2 with daily fruit	Children at Heathmere are in the highest percentile for weight Children who are very active in the middle of the day are often more settled after eating fruit Lack of fruit in children's lunch boxes	Weekly purchasing	SBM	July 2020
C	Cost of all trips subsidised School Journey paid or subsidise where needed Trips and uniform paid where needed	Children's experiences outside of school are limited. The school prioritises children engaging in quality, first-hand experiences and doesn't want financial implications to be a barrier to this. There are no children who don't attend school journey because of financial barriers 91% of children in lowest 20% IDACI	Curriculum planning	DHT	July 2020
C	Develop P2B service to support children with emotional challenges	Children need to have their emotional needs met in order to be able to concentrate on their learning	2 weekly inclusion meetings Termly reports	HT	February 2020
C	Develop the role of the learning mentor	For children to have an intensive package of support put into place at a time when they are in crisis. These children need to have their emotional needs met in order to focus on their learning	2 weekly inclusion meetings	AHT for Inclusion	July 2020
Total budgeted cost					£79,028

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3. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

4. Additional detail
<p>In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk</p>