

Heathmere Primary School Pupil Premium Strategy 2018 – 2019

Heathmere



**Respect Resilience
High expectations**

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 2018 are:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Overall (R-Y6)
All	28	39	39	41	27	35	45	42	268
Number of pupil premium children	7	15	15	17	14	12	26	23	122
% Pupil Premium	25%	38%	38%	40%	52%	34%	58%	55%	45.5%

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, having been a centre of excellence for three years. 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.

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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 school remains committed to raising pupil attendance as a priority.

Summary information					
School	Heathmere Primary School				
Academic Year	2018/9	Total PP budget	£163,140	Date of most recent PP Review	Sept 2018
Total number of pupils	268 (+28 Nursery)	Number of pupils eligible for PP	122 (+7 Nursery)	Date for next internal review of this strategy	Jan 2019

2018 KS2 Attainment		
	<i>Pupils eligible for PP at Heathmere</i>	<i>All pupils nationally (provisional)</i>
% achieving age-expected in reading, writing and maths combined	38%	64%
Average progress score in reading	-0.4 (-2.4 – 1.6)	0.9
Average progress score in writing	-1.3 (-3.2 – 0.6)	0.9
Average progress score in maths	-1.0 (-2.8 – 0.8)	1.3

2018 KS1 Attainment		
	<i>Pupils eligible for PP at Heathmere</i>	<i>All pupils nationally (provisional)</i>
% achieving in reading, writing and maths in Y2	69%	65%
% achieving phonics screening check by the end of Y1	75%	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"> • Staff modelling language • Wider access to language through increased numbers of in-school and out-of-school experiences • Becoming an ELKLAN Friendly school • Targeted speech and language interventions • A focus on reading for pleasure • Specific focus on language development across the curriculum 	<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 staff 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 	<ul style="list-style-type: none"> • 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"> • Engaging parents in reading for pleasure • Introduction of Learn to Love to Read • Young Readers Project for Nursery, Y1, Y2 and Y3 • Carefully chosen texts sent home (N, Rec, Y1 – six texts per year, Y2 – Y6 two texts per year) • Strong focus on the teaching of phonics in Reception and KS1 • 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"> • Use of the Inclusion Team to work with children to reduce the barriers • Investigation into different strategies to support the children • Train 2 key staff in Nurture • Review of High Needs provision 	<ul style="list-style-type: none"> • Reduction in the number of fixed term exclusions • All children screened using the Boxall Profile • Staff more skilled at meeting children's emotional needs • Wider range of strategies in place to support children with emotional difficulties
D.	<p>Improve attendance and reduce persistent absence through:</p> <ul style="list-style-type: none"> • Improved and more robust tracking of PA children • Better communication with parents around attendance and support identified to help improve it • Greater use of the school nurse to influence attendance 	<ul style="list-style-type: none"> • Whole school attendance to increase from 94.1% in 2017/8 to above 95% in 2018/9 • Persistent absenteeism to reduce from 15.6% in 2017/8 to below 10% in 2018/9

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2. Planned expenditure					
Academic year	2018/2019				
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>Increased reading provision for all children</p> <p>Training for staff on the teaching of reading and on the importance of reading for pleasure</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>Pupils at Heathmere show a positive response to the library so this is being extended to allow greater access for EYFS and KS1</p>	<p>Books chosen by literacy lead</p> <p>Support from SLT to implement training</p> <p>Teaching of reading supported</p> <p>Library use to have clear expectations</p>	DHT	Half termly
B	<p>Putting books into children's homes linked to what they are studying in school</p> <p>Improving home/school reading links</p>	<p>One in eight disadvantaged children do not have a single book in their home (National Literacy Trust 2017).</p> <p>Direct correlation between number of books in the home and the child's future attainment (research evidence)</p> <p>During EYFS home visits, the vast majority of children are on an electronic device and there is little physical evidence of books in many homes.</p>	<p>Curriculum leader to select the appropriate texts</p> <p>Phase leaders to track reading at home</p>	<p>DHT</p> <p>Literacy leader</p>	Half termly
A	<p>Improved language skills for children</p> <p>S&L groups in EYFS and KS1</p>	<p>Wellcomm screening baseline in Sept 2017 indicated that 74% of children entering Nursery needed extra support and intervention for their speech and language.</p>	<p>Termly screening in place</p>	EYFS lead	July 2019
Total budgeted cost					£83551

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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 speech and language: *Rapid reading *Beanstalk *Precision teaching for phonics and key words *Speech and Language interventions *LNSS	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) Baseline data (Oct 2018) shows that only one child entered Reception at age-related expectations for reading	Impact of interventions tracked termly Pupil progress addressed every 6 weeks where any	AHT for 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	Y6 pupil progress meetings are held every 3-4 weeks	HT	July 2019
B	DHT to provide targeted support to ensure the highest possible quality first teaching in Y5	Y5 are where there is the highest percentage of disadvantaged children with less experienced teachers.	Through monitoring of quality of teaching and pupil progress meetings	DHT	Spring 2 2019
Total budgeted cost					£16,973
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. Implement new attendance reward system	School can't improve attainment for children who are not actually at school. Links between low school attendance and low rates of progress. Internal data states 22/27 of pupils who are persistent absentees due to either repeated	2-weekly attendance meetings with FLW, HT and admin team Half termly attendance monitoring	HT	July 2019

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		short-term illness or parental barriers is are entitled to pupil premium funding			
C	Provide children in KS2 with daily fruit	20% of children in Reception at Heathmere (2014 – 2017) were starting school overweight and this number rose to 47% by Y6 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	March 2019
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 91% of children in lowest 20% IDACI	Curriculum planning	DHT	Half termly
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	January 2019
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 2019
C	Train staff in nurture as a way to tackle needs of children with high levels of SMEH	When children are in crisis, they are not able to make progress in their learning and there is a risk that they have a detrimental affect on other children’s learning EEF refer to meta-cognition and its links to self-regulation	Staff training to screen all children using the Boxall Profile	AHT for Inclusion	July 2019
Total budgeted cost					£88,411

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3. Review of expenditure for 2018-9				
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
B	<p>Increased reading provision for all children</p> <p>Training for staff on the teaching of reading and on the importance of reading for pleasure</p>	<p>Children demonstrate positive attitudes to reading</p> <p>Percentages of children reading daily at home have increased. In KS1 this increased from less than 50% to over 80%</p>	<p>High staff turnover means that there still needs to be ongoing training in place so staff are highly skilled in teaching children to read.</p> <p>More work needs to be done to train support staff in how to teach children to read.</p>	£13,280 spent on books
B	<p>Putting books into children's homes linked to what they are studying in school</p> <p>Improving home/school reading links</p>	<p>Children demonstrate positive attitudes to reading</p> <p>Percentages of children reading daily at home have increased. In KS1 this increased from less than 50% to over 80%</p>	<p>Children who want to read show strong attitudes to the rest of the curriculum. School will continue to prioritise reading for pleasure and target those children next year who are still not doing this</p>	
A	<p>Improved language skills for children</p> <p>S&L groups in EYFS and KS1</p>	<p>Welcomm analysis</p> <p>End of Nursery analysis</p> <p>Attainment at the end of Nursery and end of Reception in 2019 has risen. There is no gap between children who are/are not disadvantaged</p> <p>100% of children in KS1 with a S&L target made progress against their targets</p>	<p>The focus on Communication and Language should continue – unless this element is strong, the children will not be able to access many other areas of the EYFS curriculum so must be prioritised</p>	<p>KS1 S&L 7.5 hrs (SENCO) £14,625</p> <p>EYFS S&L 10 hrs (TA) £5,860</p> <p>Wellcomm programme £73</p> <p>ELKLAN training £1,500</p>
				Total: 35,338

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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
A B	Targeted interventions for reading and speech and language: *Rapid reading *Beanstalk *Precision teaching for phonics and key words *Speech and Language interventions *LNSS	All interventions demonstrated accelerated progress for children 100% of children with a S&L target made progress against their targets LNSS assessments identified specific ways for school to improve quality first teaching for children with specific learning difficulties	*Precision teaching was most impactful where the member of staff was relentless in administering this *For Rapid Reading intervention, this needs to be accompanied with a greater emphasis on developing children's inference skills. This will be addressed in 2019/20 *Additional phonics intervention for children in Y1 did not have the desired impact – this will need to be reviewed in 2019/20 and a more targeted intervention delivered	RR 10hrs (TA) £5,860 PT 10hrs (TA) x 4 staff £23,440 Beanstalk x 8 £5,136 S&L 10 hrs (TA) £5,860 LNSS assessments x13 £4,740 Readingwise £850 Nessy £263
B	Targeted boosters for children in Y6	All children targeted for boosters achieved their targeted levels at the end of KS2	The individual approach for specific children has a positive impact on their readiness for secondary. Note that this approach targets a relatively small number of children who have significant gaps in learning – usually due to moving schools in KS2, a special need or a specific event causing gaps to appear	1.5hrs (T) x3 £3600
B	DHT to provide targeted support to ensure the highest possible quality first teaching in Y5	Staffing changes mid-year in Y5 meant the presence of the DHT was able to keep the consistency of planning and teaching for the children	High staff turnover of teachers in July 2019 means that a focus on improving the quality of teaching and learning will need to remain in place in 2019/20 to support teachers who are new to the school.	Cost removed from PP budget as staffing changes meant DHT was teaching full time in Y5 Oct 18 – Mar 19
				Total: 49,749

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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
D	Family Link Worker employed to monitor attendance, follow up immediately on absences and put in steps with children and families to reduce PA. Implement new attendance reward system	<p>Whole school attendance Rec-Y6 94.1% Y1-Y6 94.5%</p> <p>Persistent Absenteeism Rec-Y6 15.9% Y1 – Y6 12.7%</p> <p>While data is similar to 2017-8, it was skewed by a small group of children having very specific medical issues. There was a significant reduction in children not attending school due to parental barriers.</p>	<p>The school has conducted a thorough attendance audit and as a result, is going to look at attendance differently in 2019/20, starting with a more detailed analysis into what the parental barriers actually are.</p> <p>The high numbers of medical absences in Reception are going to be more thoroughly investigated.</p> <p>Attendance rewards have been received positively by the children and have made a real difference for some children with historic poor attendance.</p>	<p>£35,874</p> <p>Salary of FLW (including on-costs) plus rewards</p>
C	Provide children in KS2 with daily fruit	Children tell staff that they enjoy fruit and it has a high uptake.	Obesity levels are high so it is vital to provide children with healthy options at school.	£3,500
C	Cost of many trips subsidised, School Journey paid/subsidised Trips and uniform paid where needed	High number of hands on experiences to support the children's learning All children who wanted to attend school journey, had the opportunity to; money was not a barrier	Many children have limited experiences outside school so this is vital to provide children with these opportunities to enhance their learning in school and to support the children to become more rounded individuals.	£5,000
C	Develop P2B service to support children with emotional challenges	P2B provides in-school support for children with emotional difficulties. Heathmere bucks the P2B national trend with an equal number of boys and girls accessing its services.	With mental health so high profile and there being a high number of children at Heathmere with SMEH difficulties, this service works to support these children. With the increase in male suicide, P2B also teaches the children that it is ok to ask for help with your emotional needs	£23,834
C	Develop the role of the learning mentor	There was a significant reduction in the number of recorded behaviour incidents for children working with the Learning Mentor	The learning mentor focuses on removing barriers to learning with some children with the highest needs. This work is vital to not only support these children, but also to ensure that the teacher can focus on teaching all children	£26,243
C	Train staff in nurture as a way to tackle needs of children with high levels of SMEH	The staff have a greater understanding about the underlying needs of why children behave in a certain way	Now training has taken place, the school is going to trial the implementation of a KS1 nurture group. The aim is to better meet needs of children with SMEH difficulties and as a result, reduce the number of behaviour incidents for these children.	<p>£2,400</p> <p>Cost of training plus salary costs of staff to attend</p>
				£96,851

Total money spent: £181,938