

Heber Primary School
Pupil Premium Impact Report 2018-19

1. School context 2018-19						
Total number of pupils eligible for pupil premium funding in 2018-19: 68						
Number of eligible boys	Number of eligible girls	Number of looked after children (LAC)	Number of post-LAC	Number of service children	Number of Pupils eligible for PP in each Year Group	
34	31	1	2	0	Nursery	4
					Reception	6
					Year 1	6
					Year 2	12
					Year 3	8
					Year 4	9
					Year 5	11
					Year 6	12

2. Barriers to Future Attainment identified for Pupil Premium Children last year	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A large proportion of PP children have special education needs	
Social emotional factors	
External barriers (issues which also require action outside school)	
Poor attendance	
Some home environments provide a limited range of experiences for children.	

3. Attainment - July 2019

	Pupils eligible for PP		PP National Average (July 2018)
Reception	% Achieving expected standard in EYFS (Number of children with PP – 6)		
% Meeting good level of development in EY	100%		74%
% Achieving expected standard in RWM combined	100%		N/A
% Achieving expected standard in Reading	100%		N/A
% Achieving expected standard in Writing	100%		N/A
% Achieving expected standard in Maths	100%		N/A
	% Achieving expected standard in KS1 (Number of children with PP – 16)		
Key Stage 1	All pupils eligible for PP	Pupils eligible for PP excluding those with SEND	PP National Average (July 2018)
% Achieving expected standard in Year1 phonics screening	83%	100%	N/A
% Achieving expected standard in RWM combined	40%	71%	70%
% Achieving expected standard in Reading	70%	86%	75%
% Achieving expected standard in Writing	50%	57%	72%
% Achieving expected standard in Maths	60%	71%	74%
Key Stage 2	% Achieving expected standard in KS2 (Number of children with PP – 12)		
% Achieving expected standard in RWM combined	25%	66%	60%
% Achieving expected standard in Reading	58%	83%	68%
% Achieving expected standard in Writing	50%	66%	65%
% Achieving expected standard in SPAG	75%	100%	N/A
% Achieving expected standard in Maths	50%	66%	71%

Summary of objectives

1. To ensure that children in receipt of Pupil Premium funding make good or better progress from their starting points
2. To support parents in engaging with the school in order to provide effective support at home for their child.
3. To ensure children who are eligible for Pupil Premium funding have equal access to enrichment activities and educational visits.

Objective 1: To ensure that children in receipt of Pupil Premium funding make good or better progress from their starting points

Success Criteria: All children eligible for Pupil Premium funding having made significant and sustained progress in all areas of the curriculum, in line with overall school levels of progress.

Action	Costing/ Resources	Success criteria	Evaluation & monitoring (how, what & when)	Impact
All PP children receive quality first teaching	Class teachers Middle leaders Senior leaders £45,942	<ul style="list-style-type: none"> ▪ Teaching is judged as good or better ▪ Clear transition processes ensure that any concerns (including SEND, EAL and SG), are shared 	<p>Teacher appraisals in Autumn and Summer terms</p> <p>Teacher observations and book scrutiny feedback termly.</p>	<p>Teachers are very aware of PP pupils and used lesson and seating plans well to ensure that teachers questioned them, they were supported by peers and challenged in lessons.</p> <p>PP data as a whole – This is in line with expected progress and peers in Maths, a little slower progress wise in Reading, significantly slower progress in writing (3.0 vs 2.6)</p> <p>PP data without SEND – This only really shows a major difference for Y6 children in receipt of PP. Otherwise there is slower progress when there is both SEND and PP and expected progress where there is PP without SEND.</p> <p>Children with PP and SEND – These children made excellent progress from their starting points, particularly in Years 1, 4 and 6, with Maths is the strongest for progress for our children with SEND.</p>
PP children discussed individually at termly progress meetings – attainment, progress, learning behaviour discussed. SEND/SG/any other needs are identified and appropriate interventions and support is put into place	<p>Class teachers Senior leaders Inclusion Team</p> <p>Cost for 2 supply teachers to cover teachers for progress meetings daily for 2 weeks. This costs £3900. 50% of this time is allocated to PP = £1,950.</p> <p>Interventions: £25,840</p>	<ul style="list-style-type: none"> ▪ PP children are given priority for interventions and teacher led boosters ▪ Targeted interventions are identified and put into place ▪ Necessary exploratory work is undertaken to assess SEND and support accordingly ▪ SG concerns are followed up and necessary actions taken 	<p>Next Steps Register completed and the actions suggested being taken and monitored by Inclusion Manager</p> <p>Minutes from termly progress meetings</p>	<p>Teachers know how to account for PP children. They define specific barriers and know what actions to take to support needs. This is then measured at the next progress meeting to determine next steps. Such steps have included referral on to explore SEND where relevant. This has led to an enhanced understanding of need and reviewed appropriate support being put in place.</p> <p>PP data for each year group:</p> <p>Rapid Progress – Years 1,4 and 6.</p> <p>Slower progress – Year 3</p> <p>Expected – Years 2 and 5.</p> <p>Generally speaking, PP children make progress in line with their peers.</p>

Specific book scrutinies for PP children to monitor progress and attainment	Class teachers Subject leads Inclusion Man. SLT £10,914	<ul style="list-style-type: none"> PP children will have increased engagement shown by increased use of home learning tools and systems. Concerns with progress/attainment raised with CT and SLT 	Book scrutiny feedback termly. Termly data analysed	Teachers are clear on the academic barriers children with PP face, through clear discussions about the work they produce in books. Progress meetings and ongoing discussion with subject leads have enabled more fine-tuned targeting for specific interventions, including same day interventions with maths.
Following data analysis & progress meetings, targets shared with parents alongside suggestions/relevant resources	Class teachers Middle leaders Inclusion manager £ 7,854	<ul style="list-style-type: none"> Increased engagement with home learning- PP children will make at least expected progress or better 	Parents meeting held termly. End of year reports . Individual provision maps shared with parents	A thorough analysis was conducted as to which PP children were underachieving and why. Discussions held with parents following progress meetings enabled more focused support from home. There was marked increase in the access of home learning online from
In writing PP children will be prioritised for pupil conferencing, marking and feedback	Class teachers English Coordinator £9,282	<ul style="list-style-type: none"> Children will be aware of strengths and next steps Progress followed up in next piece of writing 	VK will observe teachers providing verbal feedback Pupil voice will show if pupils are aware of strengths and areas for development	Individually targeted PP children who were underachieving in writing showed significant improvement in their performance - (no significant data evidence as sample was small) Pupil conferencing will become a more embedded practice next year across the school to enable greater impact
PP children are prioritised for volunteer reader scheme	Class teachers Volunteer readers English Co. £2,825	<ul style="list-style-type: none"> Data shows expected or more progress in reading 	Volunteer readers trained by VK	An increase in reading scores especially in year 6 highlighted how children were using the skills learnt through the extra support to improve their understanding and reading ability.
Raise/improve attendance and punctuality of PP children to 96% or above to support a settled start to the day and increased engagement with learning. Social skills, sports coaching are offered throughout the session.	Fully subsidized breakfast club for targeted persistent absence PP children with Inclusion team Attendance Coordinator £13,604	<ul style="list-style-type: none"> Number of children who have an attendance of less than 90% decreases over time. Number of children who are consistently late decreases Children do not miss out on key teaching because of absence/lateness and therefore have better foundations for learning and progress. PP children are more punctual, settled/engaged ready for learning each day. 	Attendance for all children monitored weekly by Attendance Officer The LM monitors lateness daily	Persistent absence was identified and follow up actions taken – letters, phone calls, meetings etc. Additionally, the Learning Mentor has monitored lateness daily and followed up on concerns in liaison with the Attendance officer. Support was offered to parents where lateness was an issue. This included Learning Mentor liaison and inviting all children in receipt of PP and who are persistently absent to an early morning breakfast club. There were 25 children across the school who were persistently absent last year. 10 of these were children in receipt of PP. All 10 were invited as a priority, to attend the breakfast club and either attended or had increased liaison from the Learning Mentor. All 14 children who attended the breakfast club last year are in receipt of PP funding. This hugely improved punctuality, readiness for learning and additionally supported enhanced relationship building between the staff, children and parents. The attendance for children in receipt of PP improved slightly from the year before from 93.55% t 93.71%

Objective 2: To support parents in engaging with the school in order to provide effective support at home for their child.**Success Criteria:**

All children eligible for Pupil Premium funding having made significant and sustained progress

Parental engagement has improved as measured by teacher feedback in progress meetings

Action	Resources	Success criteria	Evaluation & monitoring (how, what & when)	Impact review
Targeted parents with parenting skills workshop 'The Incredible Years'	Specialist teacher LM support Inclusion Man. £1,008	<ul style="list-style-type: none"> ▪ Incredible years survey will show progress from starting points ▪ Improved access and engagement of PP children at school ▪ Increased attendance and punctuality ▪ Incidents of negative low level behaviour decrease – Sleuth 	Data from Incredible Years survey – Start and End Parental feedback via parent questionnaire	7 parents in receipt of PP completed an onsite Incredible Years Parenting program and now engage more actively with the school. This has further created strong links with the specialist behaviour support local school, which enhances the school's knowledge, understanding of and provision for specific needs.
Targeting specific parents for parent workshops across the school	Subject leads to liaise with class teachers Office staff to phone parents £1,355	<ul style="list-style-type: none"> ▪ Attendance of PP parents at workshops ▪ Children's increased participation in home learning 	Registers of parents attending workshops Leader boards/certificates for home learning Points for participating in home learning.	Register shows an increased number of parents in receipt of PP attending parent workshops
Parents of PP children are specifically phoned to make parents evening appointments	LSA's and office staff to monitor appointments £318	<ul style="list-style-type: none"> ▪ All PP parents attend parents evening 	Attendance tracking at Parent Conference Days. Parents who do not attend are invited to a meeting on another day.	Register shows an increased number of parents in receipt of PP attending parent meetings
Paper copies of newsletter and homework sent home to PP children	Class teachers £200	<ul style="list-style-type: none"> ▪ Children regularly complete home learning ▪ Parents attend school opportunities 	Points for participating in home learning Teachers monitor completion of homework.	Pupil premium children are able to participate in home learning projects at a similar level to their non-pupil premium peers. This is evident in the weekly merit assemblies where PP children rank among the top achievers.
Targeted review meetings for PP children where there are concerns	Inclusion Man. Learning mentor Class teachers £2,973	<ul style="list-style-type: none"> ▪ Support is defined and agreed with parents ▪ Children access any support that is needed 	Minutes from termly progress meetings	Team around the school meetings were held termly with the local authority to discuss hard to reach parents/children who we are concerned about. This enabled clarity for leaders on next steps and appropriate referrals to Early Help

Liaison with outside agencies such as family support	Inclusion team £1,215	<ul style="list-style-type: none"> Support given in the home context Clear liaison between home and school 	Family Support Officers engaging with families Regular meetings between home and school to monitor progress.	The school held two half-day early help drop in sessions with the Early Help Single Point of Contact (SPOC). This was for targeted parents who had concerns. Very clear positive next steps were identified and parents were thankful for the support.
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Objective 3: To ensure children who are eligible for Pupil Premium funding have equal access to enrichment activities and educational visits.

Success Criteria:

Numbers of Pupil Premium children accessing enrichment activities is in line with overall participation levels, and where possible is higher than overall levels to maximise those pupils' educational opportunities.

Action	Resources	Success criteria	Evaluation & monitoring (how, what & when)	Impact review
PP children get an 80% subsidy for school journeys	SLT Office staff £3,514	All PP children are given equal access to school journeys	School Business Manager budgets for trip to be subsidised Discussed and agreed with school governors	Through pupil interviews children voiced their successes, enjoyment and appreciation of the experiences gained. Anecdotal evidence has shown that all children developed extra self-confidence. Additionally, concerts, competitions and other performances showed children's developed skills and willingness to participate in front of an audience. All children in Year 6 in receipt of PP went on the Year 6 residential (22% of cohort) Reception - 6 children were subsidised for London Zoo trip (£27 per child) (10% of cohort) Year 1 - 6 children were subsidised for beach trip (£22 per child) (15% of cohort) Year 2 - 12 children were subsidised for 2 trips (FN / St Pauls) £7 total per child (21% of cohort) Year 4 - 10 children were subsidised for
PP children pay a voluntary contribution to any educational visits	SLT Office Staff £663	All PP children are given equal access to educational visits	School Business Manager budgets for trip to be subsidised Teachers increase voluntary contributions for trips to cover any shortfall.	
PP children get priority for after school activity clubs	School business manager Office staff SLT £4,355	Number of PP children accessing clubs increases	School Business Manager organises a wide range of external clubs Booking system is opened 24 hours earlier for PP parents	
PP children are prioritised for aspirational experiences like Dot collective immersive theatre and Aspiring Futures by Clifford Chance	Class teachers SLT £220	PP children are enabled to experience the wider world with exposure to increased opportunities	SLT source a range of wider world experiences Companies are contacted and appealed to	
PP children are prioritised to attend Coach Bright and Allyn's mentoring sessions	SLT Class teachers £360	PP children develop a growth mind set, resilience and greater aspirations	Monitored by STSA Mentoring sessions observed Regular meeting with Allyn's representatives to establish areas of support.	

PP children are prioritised for Saturday school scheme with local Independent secondary schools.	SLT £180	If children take up the opportunity, accelerated progress evident in books	Attendance register shows regular commitment Monitored by SLT	Wetlands trip (£12 per child) (20% of cohort) Year 5 - 11 children were subsidised for Broadstairs trip (£15 per child) (18% of cohort)
Burgess Sport club offer PP children free places in holiday and weekend clubs.	Vernon Neve Dunn £2800	Self-esteem of children who attend the clubs increases Increased social engagement Learning of sporting skills	Attendance register shows regular commitment	Burgess Sports club - 6 PP children attended holiday clubs 4 PP children attend weekend sports club
Let's Get Physical – outside agency brought in to encourage PP children to take part in sporting activities.	Healthy Schools coordinator £51	Self-esteem of children who attend the clubs increases Learning of sporting skills	Attendance register shows regular commitment Feedback from pupils showing enjoyment and progress	16 PP children accessed Let's get physical.
PP children are prioritised for lunchtime clubs and activities	SLT Lunchtime supervisors LSAs £1,710	Number of PP children accessing clubs increases PP children who struggle in the social context are supported	Variety of clubs are offered to encourage a wide range of participation. PP information shared with lunchtime staff Progress meeting identify chn who would benefit from attending a lunchtime club.	7 children accessed Lego club Library – 26 accessed Library / book clubs Colouring Club 6 children accessed
PP children given first access to in school home learning support club	SLT Lunchtime supervisors LSAs £684	Number of PP children accessing clubs increases Homework is completed.	Variety of clubs are offered to encourage a wide range of participation. PP information shared with lunchtime staff Progress meeting identify chn who would benefit from attending a lunchtime club.	Speed Stacks 4 children accessed Rubix Cube - 4 children accessed Just Dance 6 children accessed Homework Club Year 4 – 7 children accessed
PP children are given free entrance to P & F events such as school discos and international evening	SLT P & F £140	Number of PP attending extra family activities increases. PP families are actively involved in the wider life of the school	LJ liaises with P&F chair to establish a list of children who should be offered free places LJ to monitor attendance of children and families at P&F events.	Homework Club Year 3 – 5 children accessed Homework Club Year 5/6 – 9 children accessed Total 67 children (31% of Years 3-6)