

Heber Primary School
Pupil Premium Report 2019-20

We have established clear lines of responsibility with all members of the Senior Leadership Team and with all staff to ensure pupil premium children progress well as they move through the school. This year there is a named member of the Senior Leadership Team acting as the school “Pupil Premium Champion” and there is a named “link” governor taking this role on the Local Governing Body.

1. School context 2019-20						
Total number of pupils eligible for pupil premium funding in 2019-20: 56						
Number of eligible boys	Number of eligible girls	Number of looked after children eligible for PP (LAC)	Number of post looked after children eligible for PP (LAC)	Number of service children	Number of Pupils eligible for PP in each Year Group	
					Nursery	tbc
32	24	0	0	0	Reception	4
					Year 1	6
					Year 2	6
					Year 3	11
					Year 4	8
					Year 5	10
					Year 6	11

2. Attainment - July 2019			
	Pupils eligible for PP		PP National Average (July 2018)
	% 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)		
	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%
	% 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%

As part of our pupil premium review, we have identified the following barriers to our pupil premium children accessing their learning. It is these barriers, which we are working to overcome to achieve the outcomes, set out below.

1. Barriers to Future Attainment for Pupil Premium Children
In-school barriers (issues to be addressed in school, such as poor literacy skills)
Special Educational Needs for a large proportion of Pupil Premium pupils
Social emotional factors, including low self-esteem and or a lack of aspiration
External barriers (issues which also require action outside school)
Poor attendance
Lack of support or a lack of parental confidence to support with learning at home.
The need for improved parental engagement especially for children with PP who are underperforming
Limited opportunities to take part in wider curriculum and enrichment activities due to low income.

Academic Year 2019-20

Total pupil premium allocation for 2019-20: £88,440

Resource Implications of Support Programme: £179,423

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

We provide a range of interventions, targeted support groups and tailored activities to ensure pupils' needs are identified and targeted on an ongoing basis. There is a clear focus on academic progress for Pupil Premium pupils and progress against actions will be reviewed termly in line with data trawl.

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.

Resource Implications of Support Programme: £165,707

Action	Resources	Success criteria	Evaluation & monitoring (how, what & when)	Impact review
All PP children receive quality first teaching	Class teachers Middle leaders Senior leaders	<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>Termly Learning walks</p> <p>Teacher observations and book scrutiny feedback termly.</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	Class teachers Senior leaders Inclusion Team	<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 ▪ LSAs attend rigorous program of CPD through the year with specific focus of the barriers PP face and best practice to support. ▪ All staff support children with growth mind set so that self-confidence is enhanced and 	<p>Next Steps Register completed and the actions suggested being taken and monitored by Inclusion Manager</p> <p>Minutes from termly progress meetings</p>	
Strategic planning of a targeted academic support programme across the curriculum with a range of interventions, alongside a	Class teachers Senior leaders Inclusion Team		Interventions Coordinator half termly monitoring and tracking of interventions	

pastoral support programme of 1:1 and small group work.	CPD time for LSA	PP children aspire to do better, in both how they do and how they approach tasks.		
Phase meetings focused specifically on the progress of the children in receipt of PP funding. Specific book scrutinies for PP children to monitor progress and attainment. This will include support from the SENDCO to identify any further SEND barriers	Phase meeting times	<ul style="list-style-type: none"> PP children will make at least expected progress or better Concerns with progress/attainment raised with Class teacher and SLT 	Book scrutiny feedback termly. Termly data analysed	
Following data analysis and progress meetings targets shared with parents alongside suggestions and relevant resources	Class teachers Middle leaders Inclusion manager	<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	
In writing PP children will continue to be prioritised for pupil conferencing, marking and feedback	Class teachers English Coordinator	<ul style="list-style-type: none"> Children will be aware of strengths and next steps Progress followed up in next piece of writing 	KF will observe teachers providing verbal feedback Pupil voice will show if pupils are aware of strengths and areas for development	
PP children will continue to be prioritised for volunteer reader scheme	Class teachers Volunteer readers English Co.	<ul style="list-style-type: none"> Data shows expected or more progress in reading 	Volunteer readers trained by KF	
Continue to 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. Extend social skills opportunities with extended	Fully subsidized breakfast club for targeted persistent absence PP children with Inclusion team Attendance Coordinator	<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 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 at the start of the day. 	Attendance for all children monitored weekly by Attendance Officer The LM monitors lateness daily	

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

As methods of teaching have changed and parents may have negative perceptions of school, it is crucial to actively and relentlessly engage with parents to encourage their involvement in school life. We will do this via a programme of workshops, meetings and written communications, but also by engaging verbally with specific parents and building stronger communications to encourage positive relationships with parents.

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

Resource Implications of Support Programme: £5,916

Action	Resources	Success criteria	Evaluation & monitoring (how, what & when)	Impact review
Engage with specialist setting to deliver second program of Incredible Years. Target specific parents. Widen such opportunities by alerting parents to other such opportunities and off site support	Specialist teacher LM support Inclusion Manager	<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 Learning mentor regular check ins with parents attending program and their children	
Curriculum workshops, with PP parents targeted to attend following consultation to find out what PP parents would like support with	Subject leads to liaise with class teachers Office staff to phone parents	<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.	
Teachers engage specifically with parents directly to invite them to parent conference days and other events	LSA's and office staff to monitor appointment	<ul style="list-style-type: none"> ▪ All PP parents attend parents evening ▪ PP parents become increasingly involved in the life of the school 	Attendance tracking at Parent Conference Days. Parents who do not attend are invited to a meeting on another day.	
Parents are targeted with hard copies of school communication. Paper copies of newsletter and homework sent home to PP children	Class teachers	<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.	
Targeted review meetings for PP children where there are concerns. Secondary Transfer Meeting and	Inclusion Man. Learning mentor	<ul style="list-style-type: none"> ▪ Support is defined and agreed with parents ▪ Children access any support 	Minutes from termly progress meetings	

Support	Class teachers	that is needed		
Liaison with outside agencies such as family support	Inclusion team	<ul style="list-style-type: none"> ▪ Support given in the home context ▪ Clear liaison between home and school ▪ Smooth transition between year groups and into secondary school 	Family Support Officers engaging with families	Regular meetings between home and school to monitor progress.

Objective 3: To ensure children who are eligible for Pupil Premium funding have equal access to enrichment activities and educational visits.
 We strongly believe that our enriched, creative curriculum is what enables our children to flourish academically. We want to ensure that all pupils have equal access to this enrichment and no child misses an experience for financial reasons. Therefore, we heavily subsidise extra-curricular activities and visits to develop children's wider experiences and skills.

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.

Resource Implications of Support Programme: £7,800

Action	Resources	Success criteria	Evaluation & monitoring (how, what & when)	Impact review
PP children get an 80% subsidy for school journeys	SLT Office staff	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	
Educational Visits (subsidised for all and all contributions are voluntary – no pupil left behind who cannot contribute).	SLT Office Staff	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 Parents are invited first to accompany their children on educational visits	Office Staff Class teachers	All PP parents feel fully engaged with the school and are themselves part of the learning journeys of the educational trips	Teachers ensure that all PP parents are regularly approached and able to accompany educational visits as a priority focus. Attendance register shows regular commitment.	
PP children get priority for after school activity clubs	School business manager Office staff SLT	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	Class teachers SLT	PP children are enabled to experience the wider world with exposure to	SLT source a range of wider world experiences Companies are contacted and appealed to	

Aspiring Futures by Clifford Chance		increased opportunities	
PP children are prioritised to attend Coach Bright and Allyn's mentoring sessions	SLT Class teachers	PP children develop a growth mindset, 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	If children take up the opportunity, accelerated progress evident in books	Attendance register shows regular commitment Monitored by SLT
Burgess Sport club offer PP children free places in holiday and weekend clubs.	Vernon Neve Dunn	<ul style="list-style-type: none"> ▪ Self-esteem of children who attend the clubs increases ▪ Increased social engagement ▪ Learning of sporting skills 	Feedback from PE lead to SLT Attendance register shows regular commitment
Let's Get Physical – outside agency brought in to encourage PP children to take part in sporting activities.	Healthy Schools coordinator	<ul style="list-style-type: none"> ▪ 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
PP children are prioritised for lunchtime clubs and activities	SLT Lunchtime supervisors LSAs	<ul style="list-style-type: none"> ▪ 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.
PP children given first access to in school home learning support club	SLT Lunchtime supervisors LSAs	<ul style="list-style-type: none"> ▪ 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.
PP children are given free entrance to P & F events such as school discos	SLT P & F	<ul style="list-style-type: none"> ▪ 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.