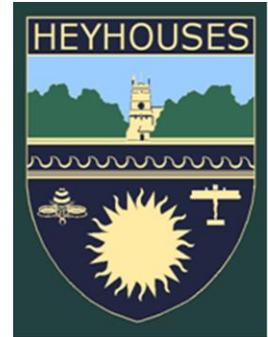


# Heyhouses Church of England Primary School

## Pupil Premium Strategy 2018 to 2019



### Pupil Premium Strategy at Heyhouses Church of England Primary School

#### **Pupil Premium Grant Allocation 2017 to 2018**

At Heyhouses C.E. Primary School we have always strived to ensure that all children make good progress. Our pastoral care and vigorous monitoring and tracking of all pupils help us to identify any pupils who are at risk of not making sufficient progress and have helped us to plan and implement good intervention strategies. The profile of our school shows that 15% of pupils are eligible for Pupil Premium funding in the financial year 2018 to 2019 and that the school will receive £127,220.

This funding also includes extra funding for Service Children who are allocated £300 per child per year. Funding is also received for CLA (Children Looked After.)

#### **Barriers to achievement**

Heyhouses C.E. Primary School has identified the following areas as potential barriers for some of the pupils currently in receipt of Pupil Premium:

- specific social and emotional needs which may affect their learning
- access to extra-curricular activities and educational experiences such as trips, music lessons, and participation in physical activities
- access to a variety of learning materials outside of school
- greater fluency and deeper understanding in reading
- mathematical understanding in problem-solving contexts

## Nature of Support

| Area of spend   | Intended Outcomes / Rationale  | Actions  | Success criteria   |
|---|--|--|--|
| <p><b>One to one support and tuition in classes and for focused interventions</b></p> | <ul style="list-style-type: none"> <li>• 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting, mathematics)</li> <li>• Support within lessons to improve and apply understanding of learning in reading, writing and maths</li> <li>• Consolidation of learning completed in classes – time for practice and application of skills</li> <li>• Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in Spelling Punctuation and Grammar (SPAG) and maths calculation strategies and terminology</li> <li>• Careful tracking of homework to include reading diaries – ensure regular reading takes</li> </ul> | <ul style="list-style-type: none"> <li>• Weekly liaison between teachers / support staff and Pupil Premium Lead / SENCo where necessary – review of interventions, reshaping of groupings and focuses, sharing of ideas and resources</li> <li>• Planning of interventions to be completed over a specified time.</li> <li>• Teachers / support staff / PP lead to provide evidence of outcomes and plan for next steps</li> <li>• Pupil Premium lead / SENCo (where relevant) to observe interventions and provide feedback regarding strategies, next steps, resources.</li> <li>• Clear communication between teachers and TA's – expectations within lessons</li> <li>• Support timetables carefully planned – making best use of morning work, registration and afternoon intervention</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils develop confidence and levels of participation in class.</li> <li>• Pupils make at least age related expectations in line with non-PP children.</li> </ul> |

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|  | <p>place</p> <ul style="list-style-type: none"> <li>• Priority reading with support staff if pupils are unable to read at home</li> </ul>  | <p>time for pre-teaching and consolidation of learning</p>  |  |
| <b>Area of spend</b>                                   | <b>Intended Outcomes / Rationale</b>   | <b>Actions</b>  | <b>Success criteria</b>  |
| <b>Pastoral support, counselling and safeguarding.</b> | <ul style="list-style-type: none"> <li>• To provide dedicated time and support (1:1) to help build pupils emotional development</li> <li>• To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom</li> <li>• Children to be given help, guidance and a key person to support them through difficult times, building long term emotional resilience.</li> <li>• Strategies to keep safe and support emotional health provided in small groups.</li> <li>• Chat time for social and emotional concerns.</li> </ul> | <ul style="list-style-type: none"> <li>• 1:1 support through nurture sessions</li> <li>• Small nurture groups, Happy to be Me and Choosing to Cope provide children with further strategies to create improved mindset for learning.</li> <li>• Lunchtime craft sessions</li> <li>• Chat time for children with friendship worries.</li> <li>• Individual regular sessions to support through cancer treatment, bereavement and involvement with Children's Social Care.</li> <li>• Children with social and emotional needs to be monitored regularly and significant events recorded</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils develop their social skills, growing in and demonstrating increased levels of confidence, self-esteem and resilience.</li> <li>• Pupils are able to maintain their learning through difficult times</li> <li>• Pupils demonstrate improved levels of engagement and participation in classes</li> <li>• Children develop secure and meaningful friendships within their peer groups <ul style="list-style-type: none"> <li>• Pupils achieve age-related expectations or better.</li> </ul> </li> </ul> |

|  |  |   |  |
|--|--|---|--|
|  |  | <p>on CPOMS, our safeguarding and behaviour system. Patterns of behaviour and changes to be monitored and any necessary steps taken to ensure the child's safety and emotional well-being.</p> <ul style="list-style-type: none"><li>• Clear protocols in place to ensure pupils are referred for appropriate pastoral programme</li><li>• Regular opportunities for Pastoral lead to feedback to Senior Leadership team and parents.</li></ul> | <ul style="list-style-type: none"><li>• Children have long term strategies to cope in life.</li><li>• Children know they are loved within a Christian school family.</li></ul> |
|--|--|---|--|

| Area of spend   | Intended Outcomes / Rationale   | Actions  | Success criteria  |
|---|---|--|---|
| <b>Funding for extra-curricular music lessons/clubs</b> | <ul style="list-style-type: none"> <li>• Social skills are developed through participation in a range of clubs provided by the school or external providers</li> <li>• Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities</li> <li>• Talent, skills and efforts in are celebrated and develop self-confidence</li> </ul> | <ul style="list-style-type: none"> <li>• Annual analysis of number of pupils who have taken part in clubs</li> <li>• Staff to explore with children/parents possible interests and available clubs</li> <li>• Arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing)</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils take part in a variety of extracurricular opportunities throughout the year.</li> <li>• Pupils will learn and develop a new skill</li> <li>• Pupils develop confidence during social interactions and build secure friendships</li> </ul> |

| Area of spend                        | Intended Outcomes / Rationale  | Actions   | Success criteria   |
|--------------------------------------|--|---|--|
| <b>Additional learning resources</b> | <ul style="list-style-type: none"> <li>• Pupils are fully supported by learning resources being made available to them</li> <li>• Pupils enjoy using resources such as iPads / Laptops to complete games/tasks that consolidate learning</li> <li>• A range of learning styles can be catered for</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils regularly asked for ideas about how to spend funding – School Council</li> <li>• Teachers and TA's made aware of programmes available to support different areas of need (i.e.IDL for spelling, Cogmed for memory, times tables)</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils access a range of resources to support their physical, social and academic development. No pupil to be disadvantaged due to possible financial constraints at home.</li> </ul> |

| <b>Funding for school trips and residential experiences</b> | <b>Intended Outcomes / Rationale</b>  | <b>Actions</b>  | <b>Success criteria</b>   |
|---|---|---|---|
|   | <ul style="list-style-type: none"> <li>• Pupils are able to participate fully in school trips and residential trips</li> </ul>  | <ul style="list-style-type: none"> <li>• Initial letters to include information for parents about available funding</li> </ul>  | <ul style="list-style-type: none"> <li>• Pupils have equal opportunities and access to trips and</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>• Learning is supported by trips that are carefully planned to enhance the school's curriculum</li> <li>• Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential experiences</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers to liaise with parents and HT regarding specific requests for funding</li> <li>• Teachers made aware of funding available – can approach parents if appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>residential experiences</li> <li>• Pupils attend a variety of trips and residential experiences</li> <li>• Pupils grow in confidence and independence</li> </ul> |

| Leadership and Management | Intended Outcomes / Rationale   | Actions   | Success criteria  |
|---------------------------|---|---|---|
|                           | <ul style="list-style-type: none"> <li>• Children are supported on an individual basis and their progress rigorously monitored.</li> <li>• Accountability at every stage of the year for the progress of children in pupil premium groups.</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction of management posts to support, monitor and develop initiatives to enhance pupil premium groups.</li> <li>• Time to discuss individual barriers to learning and plan necessary actions to overcome these barriers.</li> </ul> | <p>Actions taken to ensure children are given the best support and make the best possible progress over the year.</p> |

## **Measuring the impact of funding**

### **How will the school measure the impact of the Pupil Premium?**

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At Heyhouses Church of England Primary School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment is used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Progress meetings take place each term and include a member of Senior Management, teachers, and the Pupil Premium Lead as appropriate. The new Teaching and Learning Responsibility allowances are focused on raising the attainment of groups throughout school including Pupil Premium children.

During attainment reviews and pupil progress meetings, the school reviews the impact of actions taken and plans for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school looks at all pupils across the school. There are some pupils who are not eligible for Pupil Premium who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the governors' School Standards and Effectiveness Committee and Curriculum committee.

*Designated staff members in charge: Mrs Elizabeth Hodgson  
and Mrs Alison Townsend  
Nominated governor:*

### **Dates of next Pupil Premium Strategy Review**

July 2019

## **Impact of spending and strategies for Academic Year 2018-2019**

Spending and support at Heyhouses Church of England Primary School for Year 2017-2018 took many different forms and were used to enhance provision specifically for individual children and thereby promote learning and deepen engagement. The money was also used to provide, as needed, pastoral support through access to the Pastoral team and its many activities and groups. Funding was also used to ensure that children were not disadvantaged in taking part in wider curriculum opportunities (e.g. Residential Trips). Analysis of assessment data shows that some children who received Pupil Premium funding in the academic year 2017-8 made expected or better than expected progress during the year. The school continues to prioritise the use of quality and experienced teachers to provide for children for whom Pupil Premium is allocated. As the school places a high priority on the support of all children, additional funding from the school budget was used to supplement the funding provided by the Government. In the year 2017-18, funding has also been used to ensure rigorous monitoring of each cohort takes place throughout the year and strategies are adapted to meet individual needs.