



# Heygarth Primary School - Pupil Premium Strategy Statement 2019-2020

1. Summary information					
<b>School</b>	Heygarth Primary School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£89,220		
<b>Total number of pupils</b>	362 (including F1)	<b>Number of pupils eligible for PP</b>	50 FSM 2 Service 5 Post LAC 5 LAC	<b>Date for next internal review of this strategy</b>	December 2019 April 2020 July 2020

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Appropriate challenge for all pupils to ensure at least good progress
<b>B.</b>	Limited vocabulary / language skills
<b>C.</b>	Social and emotional barriers hinder progress
<b>D.</b>	Behaviour / attitude to learning
<b>E.</b>	Gaps in learning
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>A.</b>	Poor language skills at home
<b>B.</b>	Negative attitudes to school
<b>C.</b>	Limited experiences / opportunities
<b>D.</b>	Lack of aspiration
<b>E.</b>	Home issues

<b>3. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved progress and outcomes for <b>all</b> vulnerable pupils.	All staff and pupils in school have high aspirations for themselves and each other and are supported to reach their full potential irrespective of any barriers.
<b>B.</b>	To make the best use of Teaching Assistants across school.	Teaching Assistants will provide either 1:1 support for behaviour, pastoral support, SALT, Orrets Meadow Outreach, or effective in-class support.
<b>C.</b>	Pupils with Social, Emotional, Mental Health (SEMH) issues receive appropriate support and advice.	Early intervention in place for all vulnerable pupils to support and address SEMH, either within school or other relevant agency will be contacted and appropriate interventions in place.
<b>D.</b>	Improve behaviour and attitude to learning.	Focus on positive behaviour choices. Calls will be made home to celebrate success. Behaviour and attitude to learning will not hinder the progress for individuals, or others. Pupils' can access learning in class because their issues due to attachment as well as physiological, safety, belongingness and esteem needs are met.
<b>E.</b>	Gaps are identified and targeted teaching/interventions teach to gaps.	Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress because of responsive feedback and immediate intervention.

#### 4. 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	Reviewed
<p>Quality First Teaching and high expectations for all pupils.</p> <p>Improved progress for all pupils</p>	<p>CPD around challenging high attaining pupils in Reading, Writing and Maths.</p>	<p>The number of children achieving higher than 'Expected Standard' in Reading, Writing and Maths is lower than other pupils in our school as well as nationally, particularly in Key Stage 1.</p> <p>We want to ensure that all disadvantaged pupils can achieve higher attainment as well as achieving 'Expected Standard'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils.</p>	<p>Scrutiny of books to check for suitable challenge. Pupil Voice. Shadowing pupils &amp; observing learning. Regular meetings with teachers to discuss ways of extending more able disadvantaged pupils. CPD selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning.</p> <p>Half-termly analysis of Internal tracking systems will support the identification of PP who are not achieving their potential.</p> <p>Provision maps will ensure that appropriate intervention and provisions is in place. Half termly pupil progress meetings will be used to frequently review the impact of quality first teaching and interventions.</p>	<p>KH (Pupil Premium Leader)</p> <p>GL (English Leader)</p> <p>NH (Maths Leader)</p> <p>Pupil Premium Link Governor</p>	

<p>Continued improvement in phonics in EYFS and Key Stage 1 resulting in improved reading throughout the whole school.</p>	<p>Further implementation and embedding of Read, Write, Inc.</p> <p>Purchase of resources and further training for all staff.</p>	<p>Phonics scores will continue to improve in Year 1 &amp; Year 2.</p> <p>Research suggested that RWI Phonics would provide a strong and well-structured approach to teaching for all staff.</p>	<p>CPD. EYFS Leader &amp; Key Stage 1 Leader to monitor regularly to ensure consistency of approach. Resources. Scrutiny of books. Observations of teaching &amp; learning, including formal observations &amp; learning walks.</p>	<p>KH (Pupil Premium Leader)</p> <p>GL (English Leader)</p> <p>LB (Phonics Leader)</p> <p>HB (Head Teacher)</p> <p>Pupil Premium Link Governor</p>	
<p>All pupils have every opportunity to practice and refine their writing skills across all subjects.</p>	<p>Early intervention for Speech &amp; Language, predominantly in EYFS &amp; KS1.</p> <p>Specialist intervention for pupils with specific difficulties from Orrets Meadow Outreach.</p> <p>Quality Long Term Plan for English developed to incorporate all genres and have</p>	<p>A high percentage of pupils enter our school with Speech &amp; Language development below that expected for children of their age so early Speech &amp; Language intervention is vital.</p> <p>Research shows that Orrets Meadow intervention addresses specific difficulties that children have allowing differences to be diminished between children's attainment.</p> <p>Where children see the purpose for their writing, they are more motivated and willing to apply their learning to a wide range of genres, thus improving their writing skills. Teachers closely liaise with SALT for strategies to support in class.</p>	<p>Scrutiny of books to check for challenge &amp; cross-curricular writing. Discussions with pupils. Pupil voice. Shadowing pupils and observing learning. Data analysis carried out each half term. TA to deliver speech and language intervention on a 1:1 basis.</p>	<p>KH (Pupil Premium Leader)</p> <p>GL (English Leader)</p> <p>LB (EYFS Leader)</p> <p>GC (SENCo)</p> <p>HB (Head Teacher)</p> <p>Pupil Premium</p>	

	strong cross-curricular links.	<p>Reception children will receive a baseline assessment.</p> <p>'Lunch Club' to support identified children with communication skills.</p> <p>Phonic booster groups in F2, Year 1, and Year 2 where needed.</p>		Link Governor	
To continue to provide more opportunities for pupils to engage in activities, including problem solving, in order to deepen their understanding of mathematics	<p>Adopted the Singapore Maths approach to teaching and learning using 'Maths No Problem' resources. This involves children reasoning throughout their learning to deepen their understanding of mathematical concepts.</p>	<p>Much research suggests this approach to be effective in deepening children's conceptual understanding - children learn concepts in a concrete way in order to deepen their understanding and minimise the need for repetition as they progress through school.</p> <p>Parent workshops delivered by Maths Lead initially in Year 2 and Year 6.</p>	<p>Scrutiny of books to check for challenge &amp; deep learning. Discussions with pupils. Pupil voice. Shadowing pupils and observing learning. Data analysis carried out each half term. Coaching opportunities for with colleagues from within school and other schools.</p> <p>Feedback form parents.</p>	<p>KH (Pupil Premium Leader)</p> <p>NH (Maths Leader)</p> <p>GL (KS2 Leader)</p> <p>LB (EYFS &amp; KS1 Leader)</p> <p>HB (Head Teacher)</p> <p>Pupil Premium Link Governor</p>	
<b>Total budgeted cost</b>					£40,877

**ii. Targeted support**

Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>Higher rate of progress for all vulnerable pupils to impact on attainment in core subjects.</p>	<p>Singapore Maths – resources and training to be purchased.</p> <p>Power of Reading used across school</p> <p>Class reading areas used</p> <p>School library</p> <p>High level quality feedback to challenge high attaining PP pupils.</p> <p>Targeted teacher /TA support in class and group work for PP pupils identified as ‘more able’.</p>	<p>Progress of disadvantaged children has improved in school in Reading, Writing &amp; Maths in Year 1 Phonics and in Key Stage 2 in 2017. We need to continue to build on this and ensure all vulnerable children are well supported to ensure improved progress in Key Stage 1 also.</p> <p>Research shows that whole class reading sessions are effective in challenging all pupils – Power of Reading.</p> <p>The Singapore Maths approach is based upon 20 years or research and practice and is the most successful approach. Maths No Problem is the only Singapore Maths text book on the DfE recommended list.</p> <p>The role of the Teaching Assistant is changing and we need to continue to work on how they are deployed within the classroom to achieve maximum results in terms of all vulnerable children.</p>	<p>Scrutiny of books to check progress</p> <p>All staff trained in Singapore maths including EYFS staff</p> <p>Books for staff purchased</p> <p>Practical apparatus available across school</p> <p>Stickers will be placed in children’s books at a random point-share progress</p> <p>Quality intervention with well trained staff monitored by teaching assistants for challenge and support</p> <p>Observations by SLT</p>	<p>NH (Maths Leader)</p> <p>SLT</p> <p>Pupil Premium Link Governor</p>	

<p>For identified gaps in learning to be addressed.</p> <p>Children who have had experienced early life trauma make good or better progress.</p>	<p>Varied interventions (according to need) to be provided.</p> <p>Pre-teach and immediate intervention in place for all pupils.</p>	<p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> <li>• Pupils having clear goals/objectives.</li> <li>• Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</li> </ul> <p>Pupil Premium lead teacher to use release time to....</p> <ul style="list-style-type: none"> <li>- Gather attainment and progress data for PP children across the school in reading, writing and maths.</li> <li>- Identify which children are of concern.</li> <li>- Liaise with teachers to identify barriers to learning and put in place support for those individuals.</li> <li>- Record barriers and actions for all PP children.</li> <li>- Monitor the impact of actions for these children at the end of each half term.</li> <li>- Update data at the end of each term.</li> <li>- Share impact of actions to SLT and Link Governor.</li> <li>- Understand how Pupil Premium grant is spent within school and support the review of impact and modify accordingly.</li> <li>- Provision map for all PP children across the school for each half term.</li> <li>- Identify interventions and evaluate impact.</li> <li>- Liaise with Pastoral workers when required.</li> <li>- Support inclusion team</li> </ul>	<p>Targeted adult support in every classroom.</p> <p>Teacher or TA.</p> <p>PP Lead to create a team around the child to provide in school support for the child and adults working with children who have experienced early trauma</p> <p>Designated 1:1 TA, teacher and PP lead to form a team around the child to work with those who are experiencing severe attachment issues, who need catch up programmes and to develop independence.</p>	<p>KH (Pupil Premium Leader)</p> <p>ALL Teachers</p> <p>ALL TAs</p> <p>SLT</p> <p>Pupil Premium Link Governor</p>	
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<p>Teaching Assistants are used effectively throughout school to enhance teaching and learning of disadvantaged pupils, including higher attaining disadvantaged pupils.</p>	<p>Make the best use of teaching assistants across school.</p> <p>Time given to teaching assistants to allow them to meet with teachers to discuss planning.</p>	<p>The EEF study shows the negative impact teaching assistants can have on progress of vulnerable children, if they are not deployed correctly-to enhance rather than replace teachers.</p> <p>Research shows that when teaching assistants are given the time to discuss planning with teachers they have a greater impact on progress of children they are supporting.</p>	<p>All staff trained on effective deployment of Teaching Assistants.</p> <p>Teaching Assistant development meetings monthly.</p> <p>Teaching Assistants/ teacher's observations</p>	<p>KH (Pupil Premium Leader)</p> <p>ALL staff</p> <p>Pupil Premium Link Governor</p>	
<b>Total budgeted cost</b>					£46,614



### iii. Other approaches

Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
A home/school strategy for supporting individuals and their families.	VIP (Very Important Pupil) meetings with child, parent and teacher.	<p>Encouraging parents/carers to become involved in their child's learning will have a positive impact in terms of communication, self-esteem.</p> <p>Parents can lack confidence when it comes to helping their child.</p> <p>Feedback from other primary schools suggests that this approach has had a positive impact.</p>	<p>A letter will be sent, phone call made to parents to invite them in for an informal chat.</p> <p>Parents will be asked for feedback</p>	<p>KH (Pupil Premium Leader)</p> <p>ALL staff</p> <p>Pupil Premium Link Governor</p>	
Pupils with social, emotional, mental health (SEMH) issues receive appropriate support and advice	<p>Identify an appropriate support programme for students who require support with SEMH issues.</p> <p>Learning Mentor</p> <p>Play Therapist (when required)</p>	Evidence suggests that the number of students with SEMH issues has risen sharply and that targeted early intervention matched to specific students with specific SEMH issues can be effective, especially for younger pupils.	<p>Use Pupil Premium Lead to engage with both pupils and parents, as required.</p> <p>Regular meetings between SLT to discuss caseload and number of new referrals.</p>	<p>KH (Pupil Premium Leader)</p> <p>ALL staff</p> <p>Pupil Premium Link Governor</p>	
Children are not hungry during the morning and therefore can focus better on their learning.	Toast club at break time as well as 'breakfast' given to children who come to school without having had any.	Children can concentrate better on their learning when they have eaten as they are not feeling hungry.	Monitor children who are vulnerable to being hungry and ensure they eat 'breakfast'.	<p>KH (Pupil Premium Leader)</p> <p>ALL Staff</p> <p>Pupil Premium Link Governor</p>	

<p>Children feel that they belong to our school community by wearing school uniform that is clean and tidy and fits them.</p>	<p>School uniform is subsidised for those children who need it.</p>	<p>Children's social &amp; emotional well-being is improved by them not feeling self-conscious about the clothes they are wearing.</p>	<p>Monitor children's uniform and support parents who require help.</p>	<p>KH (Pupil Premium Leader) KA (Business Manager) SLT Pupil Premium Link Governor</p>	
<p>Children are able to access residential visits without detrimental financial impact to their family.</p>	<p>Educational residential visits are subsidised for all pupils school is in receipt of PPG Funding for.</p>	<p>We want all pupils to be able to enjoy residential visits, that they may not otherwise be able to access.</p>	<p>Monitor spending on trips &amp; visits as well as residential, offering support to parents/families who require help &amp; support.</p>	<p>KH (Pupil Premium Leader) KA (Business Manager) SLT Pupil Premium Link Governor</p>	
<b>Total budgeted cost</b>					<b>£19,517</b>

**5. Review of expenditure****Previous Academic Year****i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**6. Additional detail**

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