

## Pupil premium strategy statement:

1. Summary information					
School	Heckington St Andrew's Church of England Primary School				
Academic Year	2018/19	Total PP budget	£52100.00	Date of most recent PP Review	September 2018
Total number of pupils	158	Number of pupils eligible for PP	34 (22%)	Date for next internal review of this strategy	
2. Current attainment					
<b>KS2 Attainment for: 2017-2018 (25 pupils)</b>			<i>Pupils eligible for PP (7 pupils)</i>	<i>Pupils not eligible for PP (18 pupils)</i>	
% achieving expected standard or above in reading, GAPS and maths			43%	61%	
% achieving expected standard or above in reading			71%	78%	
% achieving expected standard or above in GAPS			57%	78%	
% achieving expected standard or above in maths			43%	61%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers					
A.	Attitudes and progress in maths				
B.	Consistency of Teaching and Learning- expectation and challenge				
C.	Needs of our PP children who also have SEND needs as well				
D.	Attitudes and progress in spelling, grammar and reading.				
External barriers					
E.	Attendance of Pupil premium children				
F.	Parental engagement				

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To improve progress and attainment in maths in KS1 and 2, diminishing the difference between those children who attract PP funding and those who do not.	71% of PP children meet ARE in maths in KS2 (non PP- 83%) 60% of PP children meet ARE in maths KS1 (non PP- 75%)
<b>B.</b>	To engage in high quality CPD opportunities which raise expectations and levels of challenge for PP children	CPD for staff- challenge, differentiation, planning format- evidence in books and through lesson observations of increased challenge. Cornerstones curriculum to have an impact on PP children.
<b>C.</b>	To improve progress and attainment with our PP children who also have SEND needs as well.	Intervention to support the children and breakdown their individual barriers to learning. 60% of PP/SEND children to make progress
<b>D.</b>	To maximise the impact of pupil premium spending through rigorous monitoring and reporting.	Monitoring of the money being spent- reports to governors of impact of intervention The gap between PP children and non-PP children to be reduced.
<b>E.</b>	To utilise intervention opportunities to support pupil progress	Intervention resources to be purchased, provision mapping established with on entry and exit data demonstrating impact on standards
<b>F.</b>	To improve attendance of those pupils who attract PP funding and reduce persistent absenteeism	2017/18 - 48% of PP children had attendance of 96%+ 2018/19 – we would like to see this increase to 80% Where PP attendance slips below 90% intervention is evidenced together with impact
<b>G.</b>	To improve progress and attainment in reading in KS1 and 2, diminishing the difference between those children who attract PP funding and those who do not.	71% of PP children meet ARE in reading in KS2 (non PP- 94%) 60% of PP children meet ARE in reading KS1 (non PP- 70%) 57% of PP children meet standard in phonics (non PP- 87%)
<b>H.</b>	To improve progress and attainment in spellings in KS2, diminishing the difference between those children who attract PP funding and those who do not.	Word Wasp Intervention purchased and TA trained and timetabled to deliver the programme. On entry and exit data demonstrating impact on standards.

## 5. Planned expenditure

Academic year

2018/19

### i. Quality of teaching for all- improved attainment and progress

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?
<p>To provide our PP children with opportunities to achieve their potential in Reading and Maths and close the gaps between their peers through the use of high-quality intervention opportunities.</p> <p>To ensure that teaching staff have high quality professional development to support all learners through differentiated tasks and challenge</p> <p>To secure good progress for PP children.</p> <p>To provide our PP/SEND children with opportunities to achieve their full potential and close the gaps between their peers through the use of high-quality intervention opportunities.</p>	<p>Teaching Assistant Phonics, Spellings, Maths and Reading Comprehension intervention</p> <p>High-quality Teaching Assistant intervention for targeted children following pupil progress meetings.</p> <p>Training and professional development for all staff.</p> <p>NFER assessment schedule established throughout school together with in house and external moderation</p> <p>Employment of our SENDCo to provide intervention through groups and classroom time.</p>	<p>Our Phonics data for 2018 was below National and progress has been. We wanted to prevent the gap growing.</p> <p>The number of children reaching age related expectations is good but we want to ensure it improves year on year and that no child is left behind. Providing quality first interventions to close the gaps is important to us.</p> <p>Although the EEF toolkit recognises 1:1 tuition as a high cost/ low impact intervention, at Heckington St Andrew's we have identified that the children would benefit for the 1:1 support to ensure the support is clearly targeted.</p> <p>Our current PP/SEND children are not making rapid progress and are not meeting age related expectations. We want to prevent the gap growing.</p>	<p>Pupil progress meetings will take place and will challenge assessments and identify ways to support vulnerable learners through interventions.</p> <p>Intervention plans will be put together by SLT following pupil progress meetings.</p> <p>Interventions will be monitored by SLT and children will be tracked to assess the impact on their learning following the sessions. Books scrutinies will be carried out.</p> <p>The school improvement plan for 2018-2019 highlights CPD opportunities for all members of staff.</p>	<p>Sarah Temperton</p> <p>Judith Bentley</p>	<p>On-going throughout the year using data and pupil progress meetings.</p> <p>Annual report to Governing Body</p> <p>Termly meeting with PP Governor</p>

**ii. Targeted support- Attendance and emotional wellbeing**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>To support our most vulnerable learners to assess a high quality curriculum</p> <p>To develop children's self-esteem and emotional intelligence to develop resilience and aid progress</p> <p>To provide additional resources to support PP children</p>	<p>Employment of a CASY counsellor to support vulnerable children.</p> <p>Employment of a Play Therapist to support vulnerable children and families.</p>	<p>Our CASY counsellor plays a pivotal role in supporting the children with their emotional and mental well being to allow them to not only attend school but also make progress.</p> <p>Our Play Therapist plays a vital role in working with both parents and children to support them.</p> <p>The EEF toolkit recognises that good literacy skills are crucial to closing attainment gap. Ensuring we have the correct resources to close our literacy gap will continue to benefit all subjects.</p>	<p>Monthly attendance panels will be held to identify and support vulnerable pupils.</p> <p>CASY evidence will be reviewed to ensure that support is having an impact on targeted children.</p> <p>SLT will meet with both our CASY counsellor and our Play Therapist regularly to ensure that we are supporting vulnerable children in the best possible way.</p>	<p>Sarah Temperton</p> <p>Judith Bentley</p>	<p>Ongoing throughout the year</p> <p>Termly meeting with PP Governor</p>