

Pupil Premium Strategy Statement: Heckington St. Andrew's C of E Primary School

1. Summary information					
School	Heckington St Andrew's Church of England Primary School				
Academic Year	2019/20	Total PP budget	£48,440	Date of most recent PP Review	November 2019
Total number of pupils	167	Number of pupils eligible for PP	39 (23%)	Date for next internal review of this strategy	Nov 2020
2. Current attainment					
KS2 Attainment for: 2018-2019 (19 pupils)			<i>Pupils eligible for PP (5 pupils)</i>	<i>All Pupils (19 pupils)</i>	
% achieving expected standard or above in reading, writing and maths			60%	47%	
% achieving expected standard or above in reading			60%	68%	
% achieving expected standard or above in writing			80%	95%	
% achieving expected standard or above in maths			60%	58%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers					
A.	Attitudes and progress in maths				
B.	Social and emotional needs				
C.	Needs of our PP children who also have SEND needs as well				
D.	Reading skills and limited vocabulary				
External barriers					
E.	Attendance of Pupil premium children				
F.	Parental engagement				

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	<ul style="list-style-type: none"> • Ensure the amount of PP children reaching the expected standard in Maths is in line with their peers. • Assessment tracking system monitoring to corroborate predictions and outcomes. • Pupil premium progress and pupil progress reviews to take place termly for staff accountability.
B.	To provide an enriching curriculum.	<ul style="list-style-type: none"> • PP children tend to lack life experiences, which in turn have an impact on creativity etc. in terms of writing. Children will receive support in being able to afford trips; school will invite external companies into school in order to provide children with experiences. • Through the use of play leaders, PP children with social/ emotional needs will be supported in being part of a group and taking part in play activities. • Planning will include enrichment activities to increase cultural capital particularly for PP children. .
C.	To improve progress and attainment with our PP children who also have SEND needs as well.	<ul style="list-style-type: none"> • Intervention to support the children and breakdown their individual barriers to learning. • 60% of PP/SEND children to make expected progress
D.	To maximise the impact of pupil premium spending through rigorous monitoring and reporting.	<ul style="list-style-type: none"> • 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.
E.	To utilise intervention opportunities to support pupil progress	<ul style="list-style-type: none"> • Intervention resources to be purchased, provision mapping established with on entry and exit data demonstrating impact on standards
F.	To improve attendance of those pupils who attract PP funding and reduce persistent absenteeism	<ul style="list-style-type: none"> • To ensure that PP attendance is line with non PP pupils (96%+) • Where PP attendance slips below 90% intervention is evidenced together with impact
G.	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.	<ul style="list-style-type: none"> • Ensure the amount of PP children reaching the expected standard in reading is in line with their peers. • Assessment tracking system monitoring to corroborate predictions and outcomes. • Pupil premium progress and pupil progress reviews to take place termly for staff accountability.
H.	To develop the key skills of speech, language and vocabulary across school but particularly in EYFS and KS1.	<ul style="list-style-type: none"> • School is involved in the LEAP programme • Ensure planning accounts for key vocabulary that the children will need • Targeted intervention for those pupils requiring additional support.

5. Planned expenditure

Academic year

2019/2020

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 Assistants to deliver Phonics, vocabulary, 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>Engagement with the English Hub, LEAP and Mobilise to support quality first teaching in phonics, maths and reading.</p>	<p>Our Phonics data for 2019 was significantly below the National average. We want to prevent the gap growing.</p> <p>We want to ensure that the number of pupils attaining age related expectations 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>Teaching Assistant support in classrooms during maths and English.</p> <p>The school improvement plan for 2019 – 2020 highlights CPD opportunities for all members of staff.</p> <p>Evaluations from the English Hub/LEAP and Mobilise</p>	<p>TF, CC, JB, GB, KL</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>
Total Budgeted Cost					£29,517 (61%)

ii. Targeted support

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 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>Introduction of ELSA to support with emotional needs of pupils.</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>ELSA will help to develop children's emotional literacy and enable them to develop resilience which will impact on their learning.</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>JB, GB</p>	<p>Ongoing throughout the year</p> <p>Termly meeting with PP Governor</p>
<p>Accelerate the progress of all pupil premium pupils</p> <p>To develop key skills of speech and language</p>	<p>Teaching assistants to support PP pupils within classes across school including interventions.</p> <p>To develop key member of through CPD to have daily interventions with PP children developing S & L</p>	<p>Pupil premium children achieving expected standard and greater depth standard was below national average.</p> <p>Assessments have identified significant need for S & L development on entry</p>	<p>Groups will be tracked termly and assessment information will be analysed.</p> <p>Focus pupils identified through pupil progress meetings will have outcomes tracked to determine effectiveness of the support.</p>	<p>Class teachers</p> <p>TF, KL</p>	<p>Ongoing through pupil progress meetings</p> <p>Through assessments and pupils progress meetings</p>

Provide an enriching curriculum	Children will have an opportunity to be involved in a wide variety of experiences through the use of trips, workshops etc.	Children lack experiences and are unable to draw on them during Topic and English work. This can sometimes hinder the children's creativity during writing in particular.	School will plan and book events for the children to observe/take part in for example theatre companies, dance companies, local museums etc.	Teaching staff	Ongoing
Total budgeted cost					£18,923 (29%)