

Pupil premium strategy statement (primary)

1. Summary information					
School	Heytesbury Primary School				
Academic Year	19 - 20	Total PP income	£10,620	Date of most recent PP Review	Dec 2019
Total number of pupils	66	Number of pupils eligible for PP	15	Date for next internal review of this strategy	March 2020

2. Current attainment (summer 2019 years 1 – 5 – no pp Y6)		
	<i>Pupils eligible for PP (your school) 6 children</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	No PP in Y6 2019	100%
% making expected or better progress in reading	July 2018 – July 2019 73% expected+ progress	70%
% making expected or better progress in writing	July 2018 – July 2019 66% expected+ progress	73%
% making expected or better progress in maths	July 2018 – July 2019 73% expected+ progress	64%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	The majority of our PP (not military PP) children have significant SEND.
B.	Lack of vocabulary and poor sentence construction.
C.	Lower levels of resilience – this impacts on ability to perform well in assessment situations
D.	Poor comprehension skills which impedes on all curriculum areas.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Low attendance
F.	Family circumstances– lack of cultural capital; mental health of parents; financial situation of parents; lack of parental support
G.	Family welfare & involvement with social care

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For all pupils who are eligible for pupil premium to make at least the same amount of progress as those who are not eligible for the pupil premium grant.	All PP pupils will make good progress from their Sept 19 start points.
B.	At the end of KS2, Y6 pupils are resilient and well prepared for end of KS SATs and ready for transition to secondary education.	Pupils approach SATS with confidence and understanding of test techniques.
C.	Children's literacy skills will be developed so that vocabulary knowledge, spelling and writing outcomes are improved.	Progress in reading is at least good. This in turn impacts on writing and maths.
D.	Children's basic mathematical skills to be improved.	Progress in recall of basic number skills eg multiplication, addition, subtraction.
E.	All children to feel included – all PP children able to attend after school trips, residential visit, school trips, swimming lessons.	Children are excited about and participate in school events.
F.	PP pupils who have emotional struggles to have time with an experienced TA to address these matters.	Improved emotional well being.
G,	PP pupils who do not read at home to have 'back-up' in school – daily ready with CT/TA/volunteer.	Reading ages to improve

5. Planned expenditure

Academic year

2019-20

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	When will you review implementation?
A C D	Regular small group work with teacher and/or TA within class, focused on overcoming identified gaps in learning.	Many pupils both SEN & non SEN need target QFT support to close the gaps.	Lesson drop-ins; pupil progress meetings	HT & Sen T	Jan March June 20

A C D	Staff ensure feedback for all pupils and especially those eligible for PP.	EEF suggests that high quality feedback is an effective way to improve attainment.	Discussion at staff meetings; lesson obs; book scrutinies; discussions with children	HT & Sen T	Jan 2020 April 2020
A C D	Teachers to contact parents of PP children directly to invite to parent evenings, parent workshops, drop-in lessons etc	EEF suggest that parent involvement raises attainment & increases progress. Home – school links are an important part of our school ethos.	Records of attendance at parents meeting kept.	HT	ongoing
A C	CPD re phonics for TA new to EYFS. CPD re guided reading / reading to focus on teaching vocabulary and comprehension.	EYFS TA has moved from Y4/5/6 to EYFS/Y1 so needs to develop a different skill set / teaching approach to support the children.	Discussions with TA and with CT; lesson observations	LF	Feb 2020
Total budgeted cost: £7000					

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?
A B C	Reading catch-up programme and resources to deliver such. Training for lead teacher & TA Delivery time for TA Liaison time for CT/TA	Monitoring of homework diaries suggest that several of our PP children do not read at home. A number of our children can read the text but have little understanding – we need a tailored programme to develop reading and comprehension skills.	Tracking pre and post entry data; observation of sessions; discussion with children	HT	March 2020

F B	<p>Regular emotional support from a TA when needed by a child.</p> <p>Cost of training an ELSA. ELSA time to plan for and meet with the children.</p>	Children will not learn and progress if their emotional needs can not be met. By knowing there is a particular adult in whom they can confide, self-confidence and self esteem will improve over time and thus impact in all areas.	Observations of children; Discussion with children/staff/	SENCo	
					£3040
iii. Other approaches					
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?
E F	Funding for uniform, trips, swimming lessons, residential visit in Y4/5/6, school uniform, music lessons,	This supports our school vision of 'working together so all may flourish' valuing equality. Families who have previously received financial support have expressed gratitude that their child can 'join in'.	Discussions with pupils & their families.	HT	ongoing
					£580