

Pupil premium strategy statement (primary)

1. Summary information					
School	Heytesbury Primary School				
Academic Year	18 - 19	Total PP budget	£12,660	Date of most recent PP Review	July 2018
Total number of pupils	54	Number of pupils eligible for PP	12 (7 service, 5 FSM)	Date for next internal review of this strategy	Spring 2019

2. Current attainment (summer 2018 years 1 – 6)		
	<i>Pupils eligible for PP (your school) 10 children</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	Year 6: 50% (2 children)	Year 6: 60%
% making expected or better progress in reading	Year 6 (progress since Y2): 100% Years 1 – 5: 78%	58%
% making expected or better progress in writing	Year 6 (progress since Y2): 50% (2 children) Years 1 – 5: 67%	64%
% making expected or better progress in maths	Year 6 (progress since Y2): 50% (2 children) Years 1 – 5: 89%	64%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Emotional SEN needs
B.	1 pupil is EAL
C.	
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Low attendance
E.	Family welfare concerns

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 18 start points.

5. Planned expenditure					
Academic year	18 - 19				
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?
Pupils receive immediate intervention to fill any gaps in learning.	Maintain level of teaching assistants who will support learning in the classroom for English and maths, TAs will also provide small group & 1:1 intervention to close gaps.	EEF indicates that pupils make most progress if the TA is working to support learning within the classroom.	<ul style="list-style-type: none">• Lesson observations• Work scrutiny• Pupil progress meetings• Lesson drop-ins• Planning incl intervention planning	Head Teacher	3 yearly pupil progress meetings Reports to Academy Council Overall reviewed July 19
Improved oral language skills particularly in FS2 & Y1 Improved results in writing progress and attainment.	Parent workshops Improve FS2 outside play area to provide quality resources to encourage language development. Staff development – writing TD dav	We want to invest some of our PP in longer term change which will help all pupils. Writing development is key to attainment in all subjects. 'Getting it Right First Time' points out the importance of working with parents o support the child's learning.	<ul style="list-style-type: none">• Lesson observations• Work scrutiny• Pupil progress meetings• Lesson drop-ins	English Subject Leader	Mid review Feb 2019 Overall review July 2019
Total budgeted cost					£7,579

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?
Year 4/5/6 Badgers Class) to make good progress from their Sept start point.	Year 4/5/6 class taught in small groups for maths. Before school booster club for Y6.	EEF suggests that reducing class size to less than 15, especially when sustained for 3 – 4 years may have benefits. The class had small groups in 2017-18 too.	<ul style="list-style-type: none"> • Pupil progress meetings • Lesson observations • Book scrutiny • Data analysis 	Head Teacher	End term 2 4 & 6
Total budgeted cost					£4,048
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?
Positive interactions with peers.	Lunchtime club run by TA supported by 1:1 emotional support.	Children who lack social interaction skills are left isolated which leads to unhappiness. This impacts on general well-being and on learning.	TA to be trained by SENCo. Observation of focus group before and after the intervention	SENCo	End term 2, 4 & 6
Total budgeted cost					£1,053

6. Review of expenditure 17 – 18				
Previous Academic Year		Pupil Premium funding 2017-18 - £10,850		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils receive immediate intervention to fill any gaps in learning.	Maintain level of teaching assistants who will support learning in the classroom for English and maths, TAs will also provide small group & 1:1 intervention to close gaps.	Expected progress or better from Sept start point. <div>PPnon-PP</div> <div>Reading80%58%</div> <div>Writing50%36%</div> <div>Maths80%64%</div>	Our PP children made better progress from their Sept than non-pupil premium pupils. However, to close the gap, their progress must now accelerate further so that all pp pupils make at least good progress. TAs to support in class will continue next year with additional professional development for all staff to build upon current good practice.	£6,302
For PP children to receive emotional support when needed.	Timetabled intervention for specific children; access to 1:1 support for others when needed.	Staff noted the specific focus children implement some of the emotional strategies taught.		

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Year 4/5/6 Badgers Class) to make good progress from their Sept start point.	Year 4/5/6 class taught in small groups for maths. Before school booster club for Y6.	100% of the pp children made good or better progress in maths as did 100% of the non pp children.	A very effective approach – to be continued in 18/19.	£3,154

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For staff to feel empowered to be able to support the management of PP pupils with behavioural difficulties.	Bought into LA Behaviour Support Services to work alongside staff and pupils.	Staff reported an increase in their understanding and knowledge of strategies to support the pupils. It was observed that the behaviour of specific pupils at specific trigger points improved as staff used different approaches to previous occasions.	BSS not needed in Sept 18.	£1,244
For PP pupils to have access to all activities.	Supplement school outings, trips and residential visits.	Conversations with pupils and their parents indicate that children enjoy and benefit emotionally and socially from such enrichment activities.		£150

7. Additional detail
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: www.aschool.sch.uk</p>