

Pupil premium strategy statement for Heatherside Junior School 2019

Pupils in school	406 (November 2019) 15 pupils with PP
Proportion of disadvantaged pupils	4%
Pupil premium allocation for 18/19 academic year	£ 26 600
Pupil premium allocation for 2018 to 2019 financial year	£28 660
Pupil premium allocation for 2019 to 2020 financial year	£23 720
Academic year or years covered by statement	2018 – 2019 (Review) 2019 - 2020 (Strategy)
Publish date	November 2019
Review date	November 2020
Statement authorised by	Governing Body
Pupil premium lead	Mrs Hannah Dunn (Headteacher)

School Context

As the number of pupils in receipt of Pupil Premium is very small (17 pupils out of 381 in 2018 -2019) and all of whom have very individual needs and circumstances, the School adopts a tailored and bespoke approach to the expenditure of Pupil Premium funds. Some funding is used on a one-to-one basis whilst other expenditure is planned which meets those children's needs but also has a wider benefit for other pupils. The School tracks these (and other children's) academic progress but also looks closely at other factors such as participation, attendance and parental engagement so that PP expenditure can be targeted in areas which will have the greatest impact on pupils' long term development and success.

Review: last year's aims, outcomes and expenditure (Academic year 2018 to 2019)

Key Aim	Outcomes
To ensure that children in receipt of Pupil Premium are supported to achieve their best across all aspects of school life; through the provision of focused teaching, appropriate intervention, partnerships with parents and access to additional opportunities.	Based purely on KS1 starting points, 59% of the 17 pupils made expected or better progress by the end of the year. Progress data for pupils in Year 6 was less strong but it is recognised that comparative progress data for Junior school based on national tests is not fully indicative of progress. The use of PP funds to pay for a private tutor had no measurable impact. Of the children in Year 6, all children made excellent in-year progress gains, there was a significant improvement in their participation rates and completion of homework. Attendance for 82% of the 17 children was above 90% with illness being a factor for two of the remaining three pupils. Children attending Forest Schools were observed to develop lasting confidence and resilience. All eligible PP children participated in their residential trips in addition to funding being used to support ongoing curriculum events and clubs.
Targeted academic support	Staffing, Booster, Homework Club, Training One to one tuition, PSA, Resources £17 696
Wider strategies	Clubs, trips, music lessons, Forest schools £6 348

Disadvantaged pupil achievement for last academic year (2018 to 2019)

Of the eight children in receipt of PP in Year 6 five (62%) were also on our SEN register.

Measure	Number of the 8 children achieving ARE
Reading	3 out of 8
Writing	4 out of 8
Maths	4 out of 8

1. Strategy aims for disadvantaged pupils in 2019- 2020 (School Improvement Plan)

Measure	Outcomes
To continue to develop and improve outcomes for children with SEN and other disadvantaged groups. (Key Improvement 4 in School Improvement Plan 2019 to 2020)	Outcomes will show that pupils maintain or improve on their attainment against ARE whilst also having access to a broad, rich and relevant curriculum.
Measure	Key strategies
To further improve teaching, learning and curriculum provision to achieve good progress for all pupils, including those with SEN and who were assessed as Greater Depth at Key Stage 1 (Key School Improvement Target for 2019 to 2020)	<p>To provide training for new Support Staff so that they are able to undertake their role with confidence, skill and a clear focus on outcomes for children.</p> <p>To further improve pupil outcomes in Reading and Writing through the development of a metacognitive approach (Let's Think in English staff training and development)</p> <p>To further develop teaching and learning through the participation in the local Maths Hub project; sharing good practice and continuing to shape planning, teaching, assessment and staff subject knowledge.</p>
Barriers to learning these priorities address	Helping children to develop the core skills in Reading, Writing and Maths to enable children to make good progress. For those at Greater Depth, helping children to develop higher order thinking and cognition.
Projected spending	<p>Staff training (Let's Think in English)</p> <p>Staff training (Cognitive approaches led by Educational Psychology)</p> <p>Additional staffing</p> <p>Resources to support learning (including Maths Hub)</p> <p>£1860</p>

2. Targeted academic support for current academic year

Measure	Key strategies
To further improve teaching, learning and curriculum provision to achieve good progress for all pupils, including those with SEN and who were assessed as Greater Depth at Key Stage 1 (Key School Improvement Target for 2019 to 2020)	<p>As each of the School's Pupil Premium children have very individual needs, the strategies and support is tailored to each pupil. Examples of specific approaches include</p> <ul style="list-style-type: none"> • Additional reading skills session weekly taught by a teacher • Pre-teaching • Provision of study guides • Support in class • Additional intervention groups • Booster lessons • Homework Club • Training for staff • Shared employment of a Parent Support Advisor • Additional resources • Proactive approach to working with parents, including partnerships with other agencies where relevant.

Barriers to learning these priorities address	Lack of confidence and independence, development of core skills, lack of parental engagement/active support.
Projected spending	£11, 400

3.Wider strategies for current academic year

Measure	Key strategies
To ensure that PP children have access to a full and broad curriculum, including participation in events, trips and wider opportunities	<p>As each of the School's Pupil Premium children have very individual needs, the strategies and support is tailored to each pupil. Examples of specific approaches include</p> <ul style="list-style-type: none"> • Support for school trips and events, including residential trips in Years 4 and 6 • Support for peripatetic music lessons • Support for extracurricular clubs • Resources for free lunchtime club • Resources to support learning in the classroom
To develop children's Growth Mindset and encourage independence, resilience, self-confidence and positive well-being.	<ul style="list-style-type: none"> • Forest Schools provision • ELSA training and hours
Barriers to learning these priorities address	Opportunities outside of school, family and individual pupils' circumstances and post-adopted status.
Projected spending	£10 865

Monitoring and Implementation

The School tracks all children's progress through the year and also other indicators such as attendance and participation. For children in receipt of Pupil Premium, this information is captured termly on a Pupil Premium Tracker, which then identifies where good progress is being made, what strategies are in place and any next steps.

How?	When?	Who?
<p>Pupil Premium tracker to monitor</p> <ul style="list-style-type: none"> • Progress in Reading, Writing, Maths • Attendance • Participation • Parental engagement • Homework 	At least termly	Headteacher lead, information is shared with staff and anonymously with Governors