

Pupil Premium Strategy

Summary information 2016-2017					
School	Heath Fields Primary School				
Academic Year	2016-2017	Total PP budget	£51,480	Date of most recent PP Review	Internal review conducted 2015-2016
Total number of pupils	244	Number of pupils eligible for PP	39	Date for next internal review of this strategy	July 2017
Barriers to future attainment (for pupils eligible for PP)					
A.	Attainment and progress in writing from EYFS to Year 6				
B.	Basic number fluency at LKS2				
C.	Weakness of fully-rounded reading comprehension skills at KS2				
D.	A small number of PP children have social and emotional issues				
E.	A small number of PP children have low attendance				
Addressing barriers to learning					
Desired outcome	Chosen action / approach/ provision	Expenditure	Estimation of impact	Measurement	
A. Improved attainment and progress in writing from EYFS to Year 6.	<ul style="list-style-type: none"> We have invested in FFT Write Away Together provision designed to target children who require additional support to enable them to meet age-related expectations in writing. Children receive two sessions per week, each 20-30 minutes, over 12 weeks. 	£1080	The gap in achievement between disadvantaged children and their non-disadvantaged peers is reduced and children are able to access their year group's ARE.	Write Away Together baseline and end-point reviews take place on a 12 weekly cycle, using a measure of number of ARE objectives partially or fully met.	

	<ul style="list-style-type: none"> Quality-first teaching, following 3 years of continued development of writing through internal CPD. 		Increased YOY progress and raised attainment of writing in line with national averages for both non-disadvantaged and disadvantaged pupils.	Measured through whole-school data tracking.
	<ul style="list-style-type: none"> We have selected Rapid Phonics as a catch-up intervention targeted at children who need additional help in the retention and fluency of phonics, based on systematic synthetic phonics. Children receive two, twenty minute sessions per week alongside their usual phonics/spellings classroom provision. 	£2149	Children readily transfer and apply phonics knowledge to their writing across the curriculum.	Rapid Phonics is divided into 3 core steps, each with fine levelling. Children are assessed against key attributes in each step and are judged against their progression within or across steps.
	<ul style="list-style-type: none"> We have chosen Jungle Journey as an Early Years provision which targets children who are struggling to mark-make by using whole body movements and gross motor exercises. This is intended to lead to the development of fine motor skills for handwriting. Sessions are held four times per week for 20 minutes each. 	£198	Children who have previously struggled to mark-make, meet Early Years learning goals for physical development: moving and handling as a precursor for handwriting.	The measurement is based on the number of points scored in each exercise and progression is based on a combination of improvement in both fine and gross motor skills.

B. Improved number fluency	<ul style="list-style-type: none"> Our chosen approach was to invest in First Class @ Number KS1 and KS2 which are two separately delivered interventions designed to improve mathematical fluency by targeting the number and calculation strands of the curriculum and by developing children's mathematical understanding, communication and reasoning skills. Sessions are twice weekly for 30 minutes each, in addition to the children's classroom provision. 	£2100	The gap between children's maths ages and their actual age will diminish.	The Sandwell Assessment is undertaken pre and post the intervention period which provides a raw score and maths age to determine progress against.
	<ul style="list-style-type: none"> Success @ Arithmetic is a calculation-based intervention for learners in Key Stage 2 who have difficulties with arithmetic proficiency and need support to improve their understanding of number and written calculation skills. It helps them to make faster progress and to catch up with their peers through a mastery approach. 	£1176	The gap between children's maths ages and their actual age will diminish.	The Sandwell Assessment is undertaken pre and post the intervention period which provides a raw score and maths age to determine progress against.
	<ul style="list-style-type: none"> Third Space Learning has been selected to improve fluency of a broad range of 	£1136	Children meet Year 6 age-related expectations.	Children are measured against learning steps for each objective they undertake. A target of

	<p>mathematical skills for those Year 6 children who need extra support in meeting ARE. Sessions are on a 1:1 basis, once a week and take between 45 minutes and an hour.</p>			70% or above is set for each objective.
C. Increased reading comprehension skills at KS2	<ul style="list-style-type: none"> We continued with our investment in Rapid Readers as an intervention designed to improve the decoding, word recognition and comprehension skills of KS2 pupils. Children access this outside the classroom, twice a week for 20 minutes each session. 	£2500	Gap between non-disadvantaged and disadvantaged children is diminished.	Children undertake a series of benchmarks and assessments which are measured on a pre and post basis, after each reading stage.
	<ul style="list-style-type: none"> The teaching and learning of reading has become a new focus of the school improvement plan with particular emphasis on improving comprehension skills. 		Raised attainment of reading in line with national averages for both non-disadvantaged and disadvantaged pupils.	Measured through the use of PiRA (to generate a standardised score) alongside teacher assessment.
D. Social and emotional issues addressed	<ul style="list-style-type: none"> Positive Play sessions are run weekly for those children identified as having social and emotional issues. Each child receives a 25 minute session, 1:1. 	£1733	Children's scores for social, emotional and behavioural responses reach a normalised level.	BOXALL profiles are produced to measure normalised scores, based on a diagnostic profile and developmental strands questionnaire being

				completed pre, mid and post intervention.
	<ul style="list-style-type: none"> TAs in class to support quality-first teaching and build relationships in order to support children with social and emotional issues. 	£30,000	Children access curriculum learning in line with peers who haven't been identified as having social and emotional issues.	
E. Attendance rates addressed	<ul style="list-style-type: none"> Increased focus on persistent low levels of absence. Parents/carers contacted on every instance of absence and challenged on reasons for late arrivals in first half term when issues have arisen. Where absence rates remain below 90%, the above continues and a meeting with parents/carers is arranged to discuss and address barriers to attendance. Improved attendance certificate are awarded where attendance rates increase. 		Persistent absentees increase their attendance to 90% or above, thereby ensuring children are accessing full-time education and preventing further gaps in curriculum knowledge.	Attendance records completed. Teachers and office staff make SMT aware of specific attendance issues as they arise and attendance rates regularly monitored by Head Teacher. Where attendance rates continue at <90% for longer than a half-term, a parents meeting is called. The Education Welfare Service is notified where appropriate.

1. Review of expenditure	
Previous Academic Year	2015-2016

See website for data...

