

Pupil Premium Strategy

Summary information 2017-2018					
School	Heath Fields Primary School				
Academic Year	2017-2018	Total PP budget	£43,560	Date of most recent PP Review	School Improvement Advisor Review Oct 17
Total number of pupils	237	Number of pupils eligible for PP	33	Date for next internal review of this strategy	Oct 2018
Barriers to future attainment (for pupils eligible for PP)					
A.	Attainment in reading, writing and maths at KS2				
B.	Gaps in knowledge and application of basics (phonics/number skills/spelling)				
C.	Home life impact				
D.	A small number of disadvantaged children have social and emotional issues				
E.	A small number of disadvantaged children have low attendance				
Addressing barriers to learning					
Desired outcome		Chosen action / approach/ provision	Expenditure	Estimation of impact	Measurement
A. Improved attainment in reading, writing and maths in KS2.		<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 	£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.

		20-30 minutes, over 12 weeks from a class teacher.			
		<ul style="list-style-type: none"> Quality-first teaching, with introduction of Maths No Problem in KS2, testing of The Write Stuff writing approach and school development work undertaken for the teaching of reading. 	£7000	Raised attainment of reading, writing and maths in line with national averages for 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 Year 3 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 selected Rapid Readers as a catch-up intervention targeted at KS2 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 	£2764	RAPID aims to move KS2 pupils from a reading age of 5.6 years to a reading age of 8+ years.	Rapid Readers has 12 reading levels, which comprise of six stages. Children are assessed using the provision's in-built assessment every 12 weeks, or at the end of the set of books for their stage.

		phonics/spellings classroom provision.			
B. Gaps in knowledge and application of basics (phonics/number skills/spelling)	<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"> We have selected Rapid Phonics as a catch-up intervention targeted at Year 3 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"> Third Space Learning has been selected to improve fluency of a broad range of 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. 	£1136	Children meet Year 6 age-related expectations.	Children are measured against learning steps for each objective they undertake. A target of 70% or above is set for each objective.
	<ul style="list-style-type: none"> Spelling application development work 		Age-related spelling rules are consistently applied and dictionary skills are improved for independent checking and reviewing.	Measurement tool to be decided following investigation into possible spelling approaches.
C. Home life impact	<ul style="list-style-type: none"> We have selected Sporting Bodies Ltd to host a breakfast club each morning to mitigate instances of children receiving no/little breakfast at home and to improve attendance. A sporting activity will be included to improve children's readiness to learn. 	£780 per child for 3 term place M-F	Increased attendance and improve learning attitude/readiness.	Attendance data via RM Integris. Anecdotal feedback from class teachers.
	<ul style="list-style-type: none"> New-starter parent meetings have been re-timetabled to target a larger audience and 1:1 parent meetings instigated. 		New-starter parents will be equipped with our school's expectations for being school ready and will be able to build relationships ahead of their children starting school.	Anecdotal feedback from EYFS teacher.

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 94.8%, 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 94.8% 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 <94.8% for longer than a half-term, a parents meeting is called. The Education Welfare Service is notified where appropriate.

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1. Review of expenditure	
Previous Academic Year	2016-2017

See website for data...