



Pupil Premium Strategy 2019-2020: Heathfield Junior School

| 1. Summary information | | | | | |
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| School | Heathfield Junior School | | | | |
| Academic Year | 2019-20 | Total PPG budget (April 2019-March 2020) | £180,000 | Date of most recent PPG Review | September 2019 (internal) |
| Total number of pupils | 444 | Number of pupils eligible for PPG | 137 (31%) | Date for next internal review of this strategy | September 2020 |

| 2. Current attainment (July 2019) | PPG without AEN vs PPG with AEN | | ALL PPG (41 pupils: 46% of cohort) | National Average Other Pupils (from ASP) |
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| | PPG with <u>no</u> Additional Educational Needs (33 pupils) | PPG with Additional Educational Needs (8 pupils) | | <i>Subject figures not currently available</i> |
| % achieving secure or higher in R, W and M | 79% | 13% | 66% | 71% |
| % achieving secure or higher in reading | 85% | 50% | 78% | |
| % achieving secure or higher in writing | 91% | 13% | 76% | |
| % achieving secure or higher in maths | 100% | 75% | 95% | |

| 3. Barriers to learning |
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| A lower level of support from home. |
| Lack of access to wider learning and recreational opportunities. |
| Social and emotional difficulties which may be due to complex family situations. |
| Attendance and punctuality issues. |

Each child in receipt of PPG is unique in their situation and our response to their needs must reflect this. Our key objective in using PPG is to narrow the attainment gap between those entitled to pupil premium and those not.

| 4. Key Areas for Development | |
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| Priority 1 | Increase the percentage of PPG/vulnerable pupils working at age related expectations across the school and so narrow the gap between this group and those pupils not in receipt of pupil premium funding. |
| Priority 2 | Improve attendance and punctuality. |
| Priority 3 | Provide appropriate social and emotional support to identified individuals and their families. |
| Priority 4 | Improve children's physical and mental health. |
| Priority 5 | Continue to support parents financially with trips and other extra-curricular activities. |

Due to the COVID-19 pandemic, there are no end of KS2 SATs data and data for all year groups is calculated from the children's last assessment point before Lockdown, which was March 2020.

| Strategic Objective | Actions | Cost | Success Criteria | Evaluation July 2020 |
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| <p>Increase the percentage of PPG/vulnerable pupils working at age related expectations across the school and so narrow the gap between this group and those pupils not in receipt of pupil premium funding.</p> | <p>PPG champion to identify PPG/vulnerable children who are underachieving in reading, writing or maths. Five of these children to become focus children for each teacher.</p> <p>PPG champion to attend each YG's PPA regularly to discuss interventions and strategies being used to support focus children.</p> <p>One of the teacher's performance management targets to be linked to the progress of PPG/vulnerable children.</p> | <p>£20,000</p> | <p>The PPG percentage of pupils in each cohort making expected or better progress each term in reading, writing and maths is higher than for the same cohort last year.</p> <p>Teacher's PM target success criteria: At least 80% of PPG/vulnerable pupils will make 4 leaps of progress. Those pupils who start the year secure or beyond will maintain their trajectory.</p> | <p>This evaluation is based on data from March 2020:</p> <p><u>Attainment Years 3-6</u></p> <p>In most year groups and subjects the percentage of PPG pupils working within ARE was higher than for the same pupils at the end of last year. The exceptions were writing in years 4 and 5.</p> <p><u>Progress Years 3-6</u></p> <p>Most PPG pupils across the Federation made 2 leaps or more in reading, writing and maths.</p> <p>Due to the COVID-19 pandemic, we are unable to fully evaluate teacher's PM targets linked to PPG/vulnerable children.</p> <p>However, data in March 2020 showed that 69% of the PPG/vulnerable children that had been identified by teachers had made expected or better expected progress at that point in the year. This is a good indication that 80% or more of the PPG/vulnerable pupils would have made 4 leaps of progress or maintain their trajectory if they started the year at secure or beyond.</p> |

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| | <p>In Year 6 daily additional English and maths groups taken by DC from September 2019. Majority of pupils to be selected from PPG.</p> | <p>£10,000</p> | <p>PPG pupils in these groups make expected or better progress and end of year attainment projection at the end of each term is higher than outcomes in July 2019.</p> | <p>This evaluation is based teacher assessments from March 2020.</p> <p>Year 6 Attainment - additional provision DC English group:</p> <ul style="list-style-type: none"> All PPG pupils are predicted to make the expected standard. <p>Year 6 Progress- additional provision DC English group:</p> <ul style="list-style-type: none"> All PPG pupils have made expected or better than expected progress. |
| | <p>In Year 5 daily additional English and maths groups taken by CM from September 2019. Majority of pupils to be selected from PPG.</p> | <p>£10,000</p> | <p>Same as above</p> | <p>This evaluation is based teacher assessments from March 2020.</p> <p>Year 5 Attainment - additional provision CM English group:</p> <ul style="list-style-type: none"> 68% of PPG pupils within ARE <p>Year 5 Progress - additional provision CM English group:</p> <ul style="list-style-type: none"> 76% of PPG pupils made expected or better progress |
| | <p>In Year 4 daily additional English groups taken by AH from September 2019. Majority of pupils to be selected from PPG.</p> | <p>£5,000</p> | <p>Same as above</p> | <p>This evaluation is based teacher assessments from March 2020.</p> <p>Year 4 Attainment - additional provision AH English group:</p> <ul style="list-style-type: none"> 78% of PPG pupils within ARE <p>Year 4 Progress - additional provision AH English group:</p> <ul style="list-style-type: none"> 84% of PPG pupils made expected or better progress |
| | <p>1:1 tuition groups (delivered by experienced tutor from Winchmore Tutors who has worked with the school for 4 years) 4 afternoons a week. Majority of pupils to be selected from PPG as in previous years.</p> | <p>£15,000</p> | <p>85% of pupils in maths achieve their target scores (see spreadsheet based on PAGs) in July 2020 in the subject that they have received support in.</p> | <p>Due to the COVID-19 pandemic, end of KS2 SATs did not take place; therefore we are unable to evaluate this objective fully.</p> <p>However, it was predicted that at least 90% of the children tutored in maths would achieve their target scores of better.</p> |

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| | <p>Six day summer school provided to support transition to Year 6.</p> | <p>£5,000</p> | <p>See above</p> | <p>Due to the COVID-19 pandemic, a six-day summer school did not go ahead.</p> <p>Instead the money was invested in buying high-quality books (with an accompanying summer reading challenge booklet) for every PPG child to take home to read during the summer holidays to maintain children's reading ability and 'love' of reading between July and September.</p> <p>Evaluation of reading assessments in September 2020, show that PPG children have maintained or improved their reading ability since their last assessment in March 2020. This is evidence that buying high-quality books has helped maintain and even improve PPG children's reading ability.</p> |
| | <p>Responsive fund for individual PPG/vulnerable children. PPG Champion to identify 5 PPG/vulnerable children for each teacher to have as focus children. Then through discussion with class teacher, decide strategies/resources that could support these children to make expected or better than expected progress e.g. sending books and stationary home during the holidays</p> | <p>£10,000</p> | <p>Each teacher's 5 identified PPG/vulnerable children to make expected or better than expected progress by the end of the year in reading, writing or maths.</p> | <p>Due to the COVID-19 pandemic, we are unable to fully evaluate teacher's PM targets linked to PPG/vulnerable children.</p> <p>However, data in March 2020 showed that 69% of the PPG/vulnerable children that had been identified by teachers had made expected or better expected progress at that point in the year.</p> <p>It is also important to note that some of the money was used to buy high quality books (with an accompanying summer reading challenge booklet) for every PPG child to take home to read during the summer holidays to maintain children's reading ability and 'love' of reading between July and September.</p> <p>Evaluation of reading assessments in September 2020, show that PPG children have maintained or improved their reading ability since their last assessment in March 2020. This is evidence that buying high-quality books has helped maintain and even improve PPG children's reading ability.</p> |

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| | <p>Higher Level Teaching Assistant and her team to deliver Read, Write Inc phonics programme to identified pupils who are significantly below ARE in reading and writing.</p> <p>Specialist teachers/teaching assistants to deliver a range of intervention programmes.</p> | <p>£15,000</p> <p>£10,000</p> | <p>All pupils end of term assessments (RWI and Salford reading tests) demonstrate on-going improvement.</p> | <p>This evaluation is based teacher assessments from March 2020.</p> <p>63% of PPG pupils who have participated in Read, Write Inc phonic interventions have made expected or more than expected progress in the Salford reading accuracy and comprehension ages.</p> |
| | <p>Volunteer readers from the national Beanstalk scheme provide twice weekly visits to support pupils with their reading. Majority of pupils to be selected from PPG.</p> | <p>£5,000</p> | <p>80% of supported pupils make expected progress in their reading each term (data to be analysed for the evaluation by the Assessment Manager).</p> | <p>This evaluation is based teacher assessments from March 2020.</p> <p>Overall 72% of PPG pupils made expected or better progress in reading.</p> |

| Strategic Objective | Actions | Cost | Success Criteria | Evaluation July 2020 |
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| <p>Continue to improve attendance and punctuality of PPG pupils.</p> | <p>ND and DC to continue to monitor PPG children's attendance and punctuality.</p> <p>School incentives used to encourage children to attend as much as possible (e.g. 100% attendance weeks- medals and wristbands)</p> <p>ND and DC to liaise with parents, EWO and social workers if a PPG child has poor attendance.</p> | <p>£3000</p> | <p>Gap between PPG and non-PPG attendance remains the same as previous year or continues to narrow.</p> | <p>The PPG attendance gap has remained at 1% (2018-2019) to (2019-2020)</p> |

| Strategic Objective | Actions | Cost | Success Criteria | Evaluation July 2020 |
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| <p>Provide appropriate social and emotional support to identified individuals and their families.</p> | <p>Art and play therapy delivered by experienced therapists: 2 days a week and half a day from a trainee.</p> | <p>£15,000</p> | <p>Most pupils receiving support are engaged in their learning and make expected progress.</p> | <p>This evaluation is based teacher assessments from March 2020.</p> <p><u>Reading</u> 50% of PPG pupils made 1 leap of progress. 25% of PPG pupils made 2 leaps of progress. 25% of PPG pupils made 3 leaps of progress.</p> <p><u>Writing</u> 62% of PPG pupils made 1 leap of progress. 38% of PPG pupils made 2 leaps of progress.</p> <p><u>Maths</u> 38% of PPG pupils made 1 leap of progress. 38% of PPG pupils made 2 leaps of progress. 25% of PPG pupils made 3 leaps of progress.</p> |
| | <p>Two specialist TAs deliver ELSA support.</p> | <p>£5,000</p> | | <p>This evaluation is based teacher assessments from March 2020.</p> <p>72% of PPG pupils who were supported regularly by the ELSA TAs made expected or better than expected progress in reading.</p> <p>53% of PPG pupils who were supported regularly by the ELSA TAs made expected or better than expected progress in writing.</p> <p>85% of PPG pupils who were supported regularly by the ELSA TAs made expected or better than expected progress in maths.</p> |

| Strategic Objective | Actions | Cost | Success Criteria | Evaluation July 2020 |
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| <p>Improve children's physical and mental health.</p> | <p>All children will be given a daily piece of fruit.</p> | <p>£10,000</p> | <p>The % of children eating 5 portions of fruit or vegetables a day will increase from September 2019 to July 2020.</p> | <p>Due to the COVID-19 pandemic, it was not possible to measure the % of children who were eating 5 portions of fruit or vegetables a day in July 2020.</p> <p>In September 2019, the % of children who were eating 5 portions of fruit or vegetables was 54%.</p> <p>The fruit scheme will continue in 2020-2021 academic year and the % of children who are eating 5 portions of fruit or vegetables a day will be calculated in July 2021.</p> |
| | <p>All staff will be trained to use the GREAT DREAM resources to support children's mental health.</p> <p>All children to have regular assemblies/ lessons using the GREAT DREAM resources.</p> | <p>£2000</p> | <p>Pupils understand the characteristics of good mental wellbeing and teaching staff have the knowledge to promote good mental health and to intervene early to help to prevent mental health problems.</p> | <p>Great Dream work reviewed in February 2020 by talking to children from different classes in each year group. All children demonstrated understanding of The Great Dream and that it helps to make them happy. Children's understanding developed as they progressed up the school.</p> |

| Strategic Objective | Actions | Cost | Success Criteria | Evaluation July 2020 |
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| <p>Continue to support parents financially with trips and other extra-curricular activities.</p> | <p>Extended School's Coordinator (up to 10 hours a week) to liaise with PPG/vulnerable pupils and their families and monitor their involvement with extra-curricular activities.</p> <p>50% of costs of clubs and RMT music lessons provided.</p> | <p>£15,000</p> <p>£5,000</p> | <p>90% of PPG pupils access at least one after school enrichment activity.</p> | <p>This evaluation is based from club data March 2020.</p> <p>All PPG pupils have been given access to at least one after school enrichment activity.</p> <p>This take-up from each year group is as follows:</p> <p>Year 3: 78%</p> <p>Year 4: 72%</p> <p>Year 5: 74%</p> <p>Year 6: 81%</p> <p>Overall take-up is: 76%</p> |
| | <p>Specialist Arts teacher (CS) to teach children singing and other creative skills (e.g. poetry work, public speaking etc) in order to boost confidence. Majority of pupils to be selected from PPG.</p> | <p>£10,000</p> | <p>90% of PPG pupils to make at least expected progress in reading, writing and maths.</p> | <p>This evaluation is based teacher assessments from March 2020.</p> <p>63% of children who participated in singing lessons with CS made expected or better than expected progress in reading.</p> <p>71% of children who participated in singing lessons with CS made expected or better than expected progress in writing.</p> <p>83% of children who participated in singing lessons with CS made expected or better than expected progress in maths.</p> |
| | <p>Subsidised transport for swimming lessons for pupils in receipt of PPG.</p> | <p>£2,000</p> | <p>All pupils in Year 3 (Feb- July) and Year 4 (Sept-Feb) attend weekly swimming lessons.</p> | <p>All children attended weekly swimming lessons until March 2020.</p> |
| | <p>Subsidised provision for school trips as agreed between families and the school</p> | <p>£4,000</p> | <p>All pupils take part in curriculum focused trips and activities.</p> | <p>All children took part in curriculum focused trips and activities.</p> |
| | <p>Subsidised provision for residential school journeys as agreed between families and the school</p> | <p>£4,000</p> | <p>All PPG/vulnerable pupils who want to take part in a residential trip are able to do so (expenditure of this budget head to be monitored by FW and CM).</p> | <p>Due to the COVID-19 pandemic, residential school journeys were unable to take place.</p> |