

Headley Park Primary School
Pupil Premium Grant Report 2018/19

Context of the School

Headley Park Primary is a vibrant, happy and friendly school, with strong community links. We are committed to providing our children with the best possible start to their education. We aim to instil in our children a love of learning and the confidence to aim high.

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We believe in 'Learning without Limits', a philosophy based on the idea that there should be no ceiling on our aspirations – no child is labelled as weak or strong in any area – they are all constantly challenged to aim high and improve and we are always on the lookout for new and surprising gifts and talents to nurture. We strongly believe that it is not where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure.

Objectives of Pupil Premium Spending

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium is allocated to schools and is clearly identifiable. Schools can decide how the pupil premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At Headley Park Primary School we support all our pupils. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required. The Senior Leadership Team and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium Grant.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for pupil premium children can be less support at home, limited cultural experiences, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress, but historically levels of attainment have been lower for children eligible for free school meals through pupil premium funding – this is also a national trend. Through quality first teaching and targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations and more as they move through the school.

We have analysed our data thoroughly and are making use of a range of research, such as parental engagement research, children as writers, good practice in using pupil premium funding and the Sutton trust research on within school variance, to inform our decision making.

Number of pupils and Pupil Premium Grant received 2018-19	
Total number of pupils on roll	470
Total number of pupils eligible for grant	61
Total amount received (current financial year)	£82,000

Main barriers faced by eligible pupils
<ul style="list-style-type: none"> • Attendance among eligible pupils is lower than among other pupils. For some this may be due to poorer health related to living conditions. • Some have difficulties with punctuality and organisation • Some eligible pupils receive less support than others with reading at home and other homework • Some do not have access to a wide range of cultural experiences enjoyed by other children such as travel, film, libraries and theatre. • Some, particularly those in the younger years, have delay with emotional literacy and social skills and can have limited experience of social interaction. • Some have delayed speech and language.

Nature of support 2018/19
<ul style="list-style-type: none"> • Focus on Learning in the curriculum • Focus on social, emotional and behaviour • Focus on enrichment beyond the curriculum

Curriculum Focus 18/19
<ul style="list-style-type: none"> • Increase % of children working at age related expectations in reading, writing and maths • Increase in the number of disadvantaged children achieving GLD at the end of Reception

Pupil Premium Grant spending by focus 2018/2019			
Focus of funding	Objective	What this looks like	Approx Cost
English Targeted support	To increase the percentage of children reaching or exceeding age related expectations in English	<ul style="list-style-type: none"> • Additional reading books targeted at individual interests for use at home and school • reading and writing resources for home use • phonics interventions (sound discovery) and resources • extra reading support in school • homework club 	£16,000
Maths Targeted Support	To increase the percentage of children reaching or exceeding age related expectations in Maths.	<ul style="list-style-type: none"> • Focus groups led by teachers and trained LSAs on specific maths targets • Maths online resources and practical aids for home and school use • Targeted maths interventions e.g. Max's marvellous maths • Homework club 	£16,000

Teaching and Learning	To improve the quality of teaching and learning to increase the percentage of children reaching or exceeding age related expectations.	<ul style="list-style-type: none"> Teacher training and guidance including Boolean Maths Hub CPD and whole school Literacy training from CLPE 	£9,000
Additional class Support	To increase the percentage of children reaching or exceeding age related	<ul style="list-style-type: none"> Additional teachers providing small group teaching LSA support in class Speech and language therapy 	£16,000
Extra-curricular	To broaden the children's experiences through extended opportunities beyond the national curriculum. To increase attendance	<ul style="list-style-type: none"> Providing free after school club places for PP children Enabling PP children to access trips through reduced cost Providing enrichment opportunities 	£16,000
Pastoral	To reduce barriers to learning through pastoral care and support for our children and their families.	<ul style="list-style-type: none"> Funded Breakfast Club Social skills groups Wider range of strategies to communicate with and engage parents, including blogs and VLEs Help with uniform Attendance incentives 	£9,000

How we monitor and review Pupil Premium Spend:

- Pupil Premium children are discussed at all Pupil Progress meetings, where children targeted for specific help and support are identified and discussed
- In all data analysis every term, PP children are identified and their progress monitored
- All class teachers are aware of PP children in their class and these are highlighted on their marksheets.
- Additional needs that can be met with PP spend are discussed with parents of PP children at parents' evening
- Every intervention is monitored, with specific outcomes and review dates and adjusted if they don't work
- We do not allocate all our PP funding at the start of the year – we keep some in reserve to spend as needs arise through the year, to respond to the specific and individual needs of every child

We use a wide range of data to analyse impact of spending:

- End of key stage data
- Phonics outcomes
- EYFS data
- Tracking Data (progress through the year based on teacher assessments)
- Intervention analysis
- Outcomes of observations, work scrutinies, learning walks

Impact of Support 18/19

- Every eligible pupil receiving additional support made some academic progress
- Every eligible pupil receiving support with emotional, social and behavioural needs met at least one progress measure including improved attendance and fewer behaviour incidents
- All eligible pupils with no other need (e.g.) SEND achieved end of key stage 2 expectations (SATS).

Results Data for Children in receipt of Pupil Premium Funding 18/19 Pupil Premium Outcomes Summary 18/19

GLD (Good Level of Development – Statutory data for 4 year olds (end of YR))

	School	PP
2017	71%	40%
2018	79%	67%*
2019	80%	100%

Phonics (Statutory data from screening test at end of Y1 with re-sits at end of Y2)

	Y1 School	Y1 PP	Y2 resits School	Y2 resits PP
2017	84%	57%	75%	75%
2018	77%	45%	20%	25%
2019	79%	50%	43%	29%

KS1 SATs (Statutory Data end of Y2) – At Expected Standard (achieved greater depth)

	School 2017	PP 2017	School 2018	PP 2018	School 2019	PP 2019
Reading	76% (16%)	44%	75% (22%)	43% (29%)	78% (25%)	54% (23%)
Writing	69% (12%)	33%	67% (13%)	43% (0)	70% (17%)	62% (8%)
Maths	74% (21%)	33%	73% (18%)	43% (14%)	80% (18%)	54% (15%)
Combined	62%	22%	62%	29%	67% (12%)	46% (8%)

KS2 SATs (Statutory Data end of Y6) – At Expected Standard (achieved greater depth)

	School 2017	PP 2017	School 2018	PP 2018	School 2019	PP 2019
Reading	67% (17%)	62% (15%)	62% (7%)	50%	68% (12%)	64% (7%)
Writing	82% (18%)	69% (8%)	71% (21%)	67%	73% (8%)	69% (14%)
GPS	82% (27%)	62% (23%)	75% (25%)	50%	83% (20%)	64% (21%)
Maths	75% (20%)	62% (8%)	88% (25%)	67%	78% (15%)	64% (21%)
Combined	57% (0)	47% (0)	57% (0)	50%	64% (7%)	57% (7%)