



Pupil Premium Strategy 2018- 2019

1. Summary information					
School	Heaton Park CPS				
Academic Year	2018/19	Total PP budget	£157,440	Date of most recent PP Review	TBA
Total number of pupils	418	Number of pupils eligible for PP	81	Date for next internal review of this strategy	February 2019

2. Current attainment: Summer 2018		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average other)</i>
% achieving age-related expectation (ARE) or above in reading	64%	80%
% achieving age-related expectation (ARE) or above in writing	76%	83%
% achieving age-related expectation (ARE) or above in mathematics	64%	81%

Barriers to future attainment (for pupils eligible for PP): We recognise that significant barriers exist for many of our children and may include some or all of the following:

Special educational needs (SEND): The percentage of children who have additional needs is significant and necessitates specific intervention. 37% of the children who are eligible for PP are receiving additional to or different from

English as an Additional Language (EAL) The percentage of children who are eligible for PP is 27%. Some of these children will also have SEND.

Emotional, Social, Health and Wellbeing needs: Some families live in circumstances that can impact directly on a child's capacity to thrive and learn or affect their behaviour in school.

Social Deprivation: A significant number of children live in deprived economic circumstances and may affect their wider life experiences and such things as diet and health. The Schools Deprivation Indicator is 0.25

Social Care: Some families have social care and other agency involvement, this as a result of safeguarding and other wider concerns.

Starting Points – Assessment on entry to the foundation stage, show many children have poorly developed communication skills. Attainment on entry is below developmental milestones for the majority of children.

Mobility: Some children, because of life circumstances may have been to two or more schools by the time they reach our school and sometimes with gaps in their education.
The %age stability is 72.9%

Planned Actions					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
That catch up and intervention is planned in detail	Detailed pupil progress meetings use data to establish key groups for intervention and catch up.	Groups have been previously identified but without consistent plans for action.	Meetings with CTs and TAs to establish intervention time tables	L.Hestford Assess Lead P.Lord Curric Leads	Half termly review and termly progress meetings
That established groups are closely monitored as is the suggested approach	Establish detailed monitoring timetable and at mid time intervals between progress meetings	That groups had been previously discussed but without detailed follow up of agreed actions	Monitoring is timetabled and data tracked at regular intervals, books are looked at regularly.	L. Hestford Assess Lead P.Lord Curric Leads	
That monitoring is effective in supporting the catch up of identified groups.	Monitoring is followed up with detailed discussions with CT to establish effectiveness and progress and next steps established	The need was evident in the data at progress meetings that progress was not as rapid as needed.	Timetabled discussions in the form of mini progress discussions .	L. Hestford Assess Lead P.Lord Curric Leads	
That identified children and groups make sustained progress to close the gap to their peers.	Monitoring of data and consistent review of actions taken to support catch up.	That the progress of some children has not been as rapid and sustained as it could be	Regular time tabled reviews of actions to support progress and their impact on progress	L. Hestford Assess Lead P.Lord Curric Leads	

<p>That PP children with identified SEND have wider barriers to their progress and learning identified with in learning plans</p>	<p>To enable wider discussions around specific learning plans for children with identified SEND</p>	<p>Wider impact of children's wider barriers eg home circumstances not always taken into consideration when developing plans.</p>	<p>Regular and timetabled meetings between SENCo and other wider professionals and CTs/SSAs etc.</p>	<p>Home/school team. CT SENCO Ass Lead</p>	<p>Meeting once a half term. IDLP reviews termly Parental meetings and team around the child</p>
<p>That PP children who have English as a second language or are newly from abroad are clearly identified and supported with English language development and a plan is established to support the integration of new arrivals from abroad</p>	<p>That English competency levels are regularly reviewed and assessed for new arrivals. Wider home circumstances are taken into account when developing learning plans. EAL lead supports CTs with learning support if required</p>	<p>That the school needs to develop deeper and more effective systems in supporting the induction of new arrivals from abroad and actions need to be taken to address the learning needs of children from home back grounds where English is under developed.</p>	<p>EAL/PP to be a succinct aspect of progress meetings when appropriate Induction processes to be regularly reviewed and form part of English action planning.</p>	<p>Home/school team. CT SENCO Ass Lead EAL Lead</p>	<p>Half termly review and termly progress meetings</p>

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That the needs of children who are at expected or at higher levels are being met and that any barriers to progress and learning are clearly identified.	Pastoral care is given to the identified children.	Some Pupil Premium children who are at expected are also receiving pastoral support and CTs are aware of this.	Regular discussions about the children at pupil progress meetings. Regular pupil premium group meeting to discuss barriers to learning for these children. CT CPD if necessary.	HT Home/school team SENCOs	Half termly meetings Pupil progress meetings.
That all children are given access to wider opportunities and enrichment appropriate to their needs	A number of trips throughout the year groups, pantomime in school, music teacher in KS2, Heaton Park University. Robinwood (yr6) Rock and River (yr5).	Children within the school are lacking in some skills and experience, therefore school needs to provide them with the wider life experiences.	Supporting on needs led basis from information gathered from PPM and discussions. Will be identified in year group PP action plans	CTs Office PP team	Half termly meetings Pupil progress meetings.

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Outcomes in phonic screening check is in line with those for other groups in school and nationally	Planned intervention to close the gap. Clearly identify the PP children and ensure this is part of tracking processes of Phonics.	Previous data has shown PP is not in line with other groups nationally. To ensure Pupil Premium children make progress in line with non-pupil premium children.	Part of Pupil Progress meetings and interventions. Tracking and SSE.	K.Heys and English Team	At termly check dates and during progress meetings

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To improve and promote wider engagement with families and to improve their support for their children's learning	Parent Forum Parents workshops to improve parents understanding of children's learning. New approaches to home/school reading.	Many parents are unsure of new curriculum expectations and teaching methods. Some want to support their children but unsure how.	Planned programme of activities to support parent engagement and understanding (for target groups) various forums to improve school understanding of issues including parent forum meetings	D. Carter, S Reviles, DHT/HT, S Mahmood Lead Govs	Weekly/fortnightly update meetings
To support where possible with issues around family stress	Needs led with Home/School team offering support, guidance and signposting.	Some families are in difficult circumstances and need support and guidance where to find any help they need.	Early help systems in place to identify and support at risk families. Including 2Yr old provision, attendance and safeguarding markers	D. Carter, S Reviles, DHT/HT, S Mahmood Lead Govs	Weekly/fortnightly update meetings
To support families from abroad or with EAL to fully access all aspects of school life and to fully support their children's learning	Establishing clear induction protocols for families to understand the child and family needs. Support from CLAS.	Throughout school there are many new children with EAL who speak no or very little English, who need support to understand the structure of school and the education of their children.	Seek advice from CLAS on how we can improve our systems. To access EAL support for a wider range of languages Support for parents who need to access wider services	D. Carter, S Reviles, DHT/HT, S Mahmood Lead Govs	When new arrivals

To ensure that good levels of attendance are maintained.	Attendance officer to continue working with families when poor attendance/punctuality Issues arise.	Attendance and punctuality is being monitored closing by the Attendance Officer and needs to continue to do so.	Continue the rigorous monitoring of attendance and punctuality and support systems when underlying issues come to light.	D. Carter, S Reviles, DHT/HT, S Mahmood Lead Govs	Weekly
<p>Total budgeted cost:</p> <p>Staffing including pastoral and wellbeing £157.370 Educational Welfare £15.300 Supported educational experiences £5427</p>				<p>Total PP Spend £178097</p>	