



Pupil Premium Strategy Statement

1. Summary information					
School	Heald Place Primary School				
Academic Year	2020-2021	Total PP budget	£359,231	Date of most recent PP Review	September 2020
Total number of pupils	644	Number of pupils eligible for PP	259	Date for next PP Strategy Review	September 2021
		% of pupils eligible for PP	42%		

2. Current attainment		
KS2 SATs cancelled due to Covid-19	<i>Pupils eligible for PP (your school-unvalidated data)</i>	<i>Pupils not eligible for PP (national average 2020)</i>
% achieving expected/above in Reading, Writing & Maths (or equivalent)		
% achieving expected/above in Reading		
% achieving expected/above in Writing		
% achieving expected/above in Maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Speech and language skills in Reception and KS1 are lower for pupils eligible for Pupil Premium.
B.	Attainment and Progress in reading.
C.	Attainment and Progress in maths.
D.	Attainment and Progress in the broad and balanced curriculum
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Support required for pupils' social, emotional and mental health

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improvement in speech and language skills for pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium make rapid progress.
B.	Continued progress and improved attainment in reading for pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all classes make accelerated progress in reading to continue to diminish the difference in with 'other' pupils, particularly the middle and higher prior attainers.
C.	Continued progress and improved attainment in maths for pupils eligible for Pupil Premium.	Pupils eligible for Pupil Premium in all classes continue to make accelerated progress to continue to diminish the difference in attainment with 'other' pupils in maths, particularly the middle and higher prior attainers.
D.	Continued progress and improved attainment in the broad and balanced curriculum.	Pupils eligible for Pupil Premium in all classes make accelerated progress in all subjects and to continue to diminish the difference in with 'other' pupils.
E.	Continued support required for pupils' social, emotional and mental health	Pupils eligible for Pupil Premium in the make rapid progress so by the end of the year they meet Are Related Expectations because their social, emotional and mental health needs are met.

5. Planned expenditure					
Academic year		2020/2021			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i Quality of teaching for all					
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?
B. Continued progress and improved attainment in reading for pupils eligible for Pupil Premium.	Use of Accelerated Reader from Year 2 to Year 6.	The EEF toolkit shows that Accelerated Reader is a whole-class reading management and monitoring programme that aims to foster the habit of independent reading. The internet-based software initially screens pupils according to their reading levels then suggests books that match their reading age and reading interest. Pupils take computerised quizzes on the books they have read and earn Accelerated Reader points related to difficulty.	Staff CPD External moderation. Moderation with English consultant and local schools. SLT to monitor impact on progress and attainment in reading. Learning walks and lesson	Headteacher Deputy Headteacher Phase Leaders English Team	Half termly review
C. Continued progress and improved attainment in maths for pupils eligible for Pupil Premium.	Use of Maths No Problem, Years 1 to 6.	The EEF toolkit shows that the Mathematics Mastery programme is a whole-school approach to teaching mathematics that aims to raise attainment for all pupils and close the attainment gap between pupils from low income families and their peers. The programme aims to deepen pupils' understanding of key mathematical concepts. The EEF toolkit shows research that Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy.	External moderation. Moderation within Year Groups. Monitor impact of CPD. Monitor impact on progress and attainment in maths. Learning walks and lesson observations.	Deputy Headteacher EYFS/KS1/KS2 Phase Leaders Maths Team	Half termly review
D. Continued progress and improved attainment in the broad and balanced curriculum.	Use Learning by Questions (LbQ) to develop the pupils' long term memory.	Learning by Questions uses effective questioning with instant feedback for pupils and real-time analysis. This allows teachers to facilitate improvements in teaching and learning during lessons. These live insights into the teaching and learning process provide teachers with information to inform their interventions and teaching approach.	Usage of Learning by Questions monitored on a weekly basis. Monitor impact on progress and attainment. Monitor impact on long term memory.	Deputy Headteacher Phase Leaders Heads of Year	Half termly review

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?
D. Continued progress and improved attainment in the broad and balanced curriculum.	Use of Office 365 as part of a blended approach to provide online learning in the event of pupils needing to self-isolate.	Office 365 supports the online provision for pupils in the event of needing to self-isolate. Teachers are able to deliver live lessons, or record sessions/provided information for pupils to complete their online learning. This will ensure that pupils continue to have access to the broad and balanced curriculum.	A specialist will support staff to deliver online lessons on the learning platform and train pupils to access their learning.	Headteacher Computing Lead	Half termly review
D. Continued progress and improved attainment in the broad and balanced curriculum.	A specialist from the Centre of Computing Excellence will support staff with the development of the computing curriculum.	Teachers will be supported to prepare the pupils to successfully access their learning in the event of needing to self-isolate and how to deliver live/recorded lessons. Also the computing specialist will plan with and support the delivery of the computing curriculum to further develop the computing curriculum.	The Computing Lead will monitor the planning, delivery and outcomes of computing lessons. The Computing Lead will review the Computing curriculum.	Headteacher Computing Lead	Half termly review
D. Continued progress and improved attainment in the broad and balanced curriculum.	Provide IT equipment for pupils needing to self-isolate.	The purchase of IT equipment to enable pupils, without access to adequate hardware, to continue with their learning remotely using the agreed learning platforms. This will ensure that all pupils can continue to make progress with the agreed broad and balanced curriculum during periods of self-isolation.	Pupils in need of IT equipment will be identified, their online access will be monitored, lessons and feedback will be provided.	Headteacher Deputy Headteacher Phase Leaders	Half termly review
D. Continued progress and improved attainment in the broad and balanced curriculum.	Ensure quality delivery of the music curriculum ensuring pupils' entitlement to the broad and balanced curriculum.	Music can have numerous benefits for primary school children, from helping with behaviour and confidence, to encouraging creativity and learning skills that can be used across many subjects. The provision will also include music club for Year 5 pupils, particularly focusing on the participation of pupils supported by pupil premium.	A music specialist will team teach with identified staff, including NQTs, to ensure that the provision for music is consistent with the agreed curriculum.	Music Lead	Half termly review
D. Continued progress and improved attainment in the broad and balanced curriculum.	Use of additional experienced teachers to ensure quality first teaching in all classes.	Experienced teachers will support quality teaching and learning by providing interventions or corrective teaching in reading, writing and maths whilst ensuring progress in the broad and balanced curriculum. Focus will be on ensuring that pupils make at least expected progress from prior end of key stage assessments.	Moderation of learning outcomes with the Phase Leaders and year group teams to ensure sound assessment judgements.	Headteacher Deputy Headteacher Phase Leaders	Half termly review
Total budgeted cost					£125,828.20

ii Targeted support					
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?
A. Improvement in speech and language skills for pupils eligible to Pupil Premium.	Investment in a Speech and Language Therapist.	Pupils are identified and referred for speech and language support. Effective strategies based on research are used. The strategies are then delivered a SALT specialist.	Monitor pupil outcomes. Organise learning walks. Analyse impact on progress and attainment.	SENDCO	Half termly review
B. Continued progress and improved attainment in reading for pupils eligible for Pupil Premium.	All pupils are heard read during the week on a 1:1 basis by teachers and TLS.	Pupils reading on a 1:1 basis has previously been shown to be effective in accelerating pupil progress.	The English Team to monitor the progress of pupils. Regular pupil progress meetings regarding the progress in reading.	Deputy Headteacher EYFS/KS1/KS2 Phase Leaders English Team	Half termly review
B. Continued progress and improved attainment in reading for pupils eligible for Pupil Premium.	Identified pupils access on a 1:1 basis Better Reading Partners (BRP).	BRP intervention has previously been shown to be effective in accelerating pupil progress. Reading sessions to include pre and post tasks linked to guided reading text. Additional staff deployed to teach each part.	The English Team to monitor the progress of pupils. Regular pupil progress meetings regarding the progress in reading.	Deputy Headteacher EYFS/KS1/KS2 Phase Leaders English Team	Half termly review
B. Continued progress and improved attainment in reading for pupils eligible for Pupil Premium.	Identified pupils access on a 1:1 basis with a Reading Champion.	This intervention has previously been shown to be effective in accelerating pupil progress. Pupils are identified through ongoing assessment and during pupil progress meetings.	The English Team to monitor the progress of pupils. Regular pupil progress meetings regarding the progress in reading.	Deputy Headteacher KS1 Phase Leader English Team	Half termly review
E. Continued support required for pupils' social, emotional and mental health	Therapeutic approaches, including counselling are provided for identified pupils.	Yoga sessions are delivered by a trained children's yoga teacher. Pupils are identified for support with their social, emotional and mental health. Beacon Counselling has a track record of improving the mental health and well-being of pupils, supporting their personal development and helping them to engage better in their education.	Pupils are identified and referred for support. The impact of the support is monitored. Pupil voice is collected.	Deputy Headteacher Designated Lead for Safeguarding Therapeutic Lead Yoga teacher	Half termly review

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?
E. Continued support required for pupils' social, emotional and mental health	The Learning Mentor provides targeted support for identified pupils.	<p>Pupils are taught how to develop self-regulation through having opportunities to work with others collaboratively, solve problems and build resilience.</p> <p>The Therapeutic Team provide targeted social, emotional and mental health support for groups and individual pupils.</p> <p>EEF toolkit states that on average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>The social, emotional and mental health of the group of vulnerable pupils has improved.</p> <p>Fewer behaviour incidents recorded on CPOMS for identified pupils.</p> <p>Class teachers complete a referral form which includes assessment data and behaviours for learning before and after intervention.</p> <p>Pupil voice is collected.</p>	<p>Deputy Headteacher</p> <p>Designated Lead for Safeguarding</p> <p>Therapeutic Lead</p> <p>Learning Mentor</p>	Half termly review
E. Continued support required for pupils' social, emotional and mental health	The behaviour and Therapeutic Teams work in conjunction with the Designated Safeguarding Lead to support the pupils' social, emotional and mental health in school and at home.	<p>Pupils are referred for support with social, emotional and mental health needs and the potential barriers to learning are identified with the family.</p> <p>The Behaviour Team recommends support for pupils, the teachers in school in collaboration with parents/carers.</p> <p>The Designated Lead for Safeguarding supports parents with housing through Early Help model.</p> <p>The EEF toolkit states that the association between parental involvement and a child's academic success is well established. We therefore aim to provide parents with the knowledge and skills to achieve this partnership.</p>	<p>The social, emotional and mental health of the group of vulnerable pupils has improved.</p> <p>Fewer behaviour incidents recorded on CPOMS for identified pupils.</p> <p>Class teachers complete a referral form which includes assessment data and behaviours for learning before and after intervention/support.</p> <p>Pupil voice is collected.</p>	<p>Deputy Headteacher</p> <p>Designated Lead for Safeguarding</p> <p>Phase Leaders</p> <p>Learning Mentor</p>	Half termly review
Total budgeted cost					£173,048

iii Other approaches					
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?
D. Continued progress and improved attainment in the broad and balanced curriculum.	Development in the quality and quantity of reading material in the school library.	Support the development of wider reading around themes/taught units through the purchase and full use of the library resources. This will help pupils make wider connections with their learning, promote the development of their long term memory and their enjoyment of reading. Also non-fiction reading will be positively promoted as well as fiction.	There will be timetabled sessions for classes to use the library. Subject Leaders will monitor the impact of wider reading on learning outcomes.	Deputy Headteacher Subject Leaders EYFS/KS1/KS2 Phase Leaders Heads of Year	Termly review
D. Continued progress and improved attainment in the broad and balanced curriculum. E. Continued support required for pupils' social, emotional and mental health	Development of the outdoor learning environment.	Pupils will have daily access to safe outdoor learning environments that are age appropriate and available all year round, through the development of the outdoor areas. EEF toolkit states that there is some evidence that programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning.	The behaviour of the group of vulnerable pupils has improved. Pupils are timetabled to have daily exercise/ learning opportunities/ experiences outdoors. There is a positive impact on learning outcomes.	Deputy Headteacher EYFS/KS1/KS2 Phase Leaders Learning Mentor	Termly review
E. Continued support required for pupils' social, emotional and mental health	Provide access to food for families who require support with food.	FareShare provides vitally needed meals, food parcels and snacks to hundreds of disadvantaged people every day. They work with a huge variety of people experiencing hardship from people who are homeless or unemployed, people dealing with substance abuse, refugees and asylum-seekers at drop-ins, Sure Start Centres, and breakfast and after-school clubs for children and young adults.	Families in need are identified and supported. There is a positive impact on learning outcomes. The behaviour of the group of vulnerable pupils has improved.	Deputy Headteacher Designated Lead for Safeguarding Learning Mentor	Termly review
E. Continued support required for pupils' social, emotional and mental health	Provide access to breakfast on a daily basis for all pupils who require food.	Access to Magic Breakfast ensures that no child in school is too hungry to learn by providing healthy breakfast food and expert support to help identify and reach those pupils at risk of hunger. A hungry child cannot concentrate so could miss out on half a day of lessons every school day if not given anything nutritious to eat first thing.	Families in need are identified and supported. There is a positive impact on learning outcomes. The behaviour of the group of vulnerable pupils has improved.	Deputy Headteacher Designated Lead for Safeguarding Learning Mentor	Termly review
Total budgeted cost					£101,974

6. Review of expenditure				
Previous Academic Year (2019-2020)				
i Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improvement in speech and language skills in the Reception for pupils eligible for Pupil Premium.	Elklan approaches used by all Teaching and Learning Support staff (TLS).	High: Teaching and Learning Support staff and the SEND team use the Elklan training. They have a good understanding of speech, language and communication development.	We will continue to monitor the application of the Elklan training to ensure the practice remains embedded within the classroom.	Resources £1,759 Staff £11,820
B. Continued progress and improved attainment in reading for pupils eligible for Pupil Premium.	Staff professional development on the use of effective strategies for early reading.	Medium: The training and support for teachers had impact on the teaching of reading strategies, as well as pupils' attainment.	It continues to be important for the Teaching and Learning Support to have the same CPD as teachers. They continue to improve their own skills enabling them to support reading development and to provide corrective teaching for pupils needing further support.	Cost of training £300
B. Continued progress and improved attainment in reading for pupils eligible for Pupil Premium.	Use of Accelerated Reader from Year 2 to Year 6.	High: The engagement and enjoyment of the pupils in reading has been very positive. The use of Accelerated Reader has improved attainment in reading for pupils.	Accelerated Reader provides the analysis of pupils' understanding enabling accurately focused teaching and corrective teaching for pupils needing additional support.	Annual cost of Accelerated Reader £5,466.75 Books £5,183
C. Continued progress and improved attainment in writing for pupils eligible for Pupil Premium.	Use of effective strategies for the teaching of spelling, grammar and review the use of texts to teach writing skills.	Medium: CPD continues to have a positive impact on lesson structure, pitch and expectations. Teachers need to ensure that children have a secure knowledge of phonics, spelling, punctuation and grammar through gap analysis. consistently apply this to all their writing. Particularly in Lower Key Stage 2, teachers need to ensure that the children have mastered the KS1 objectives.	Leaders need to continue to monitor this in the next academic year. All staff must apply the subject knowledge from the CPD and act upon advice and feedback from the consultant and English team, to continue to make a positive impact on pupil outcomes.	English CPD INSET Leadership training for the English team + identified staff Cost of consultant £5,000

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D. Continued progress and improved attainment in maths for pupils eligible for Pupil Premium.	Use of Maths No Problem, Years 1 to 5.	High: The structure of the Maths No Problem programme and the use of the concrete, pictorial and abstract, continues to ensure that pupils are gaining a secure understanding of maths concepts. Also the lower prior attaining pupils are accessing the curriculum alongside their peers. Pupils needing additional support have successfully been identified for corrective teaching.	Maths No Problem programme will continue to be used next year and form more of the Year 6 maths curriculum. To ensure all the objectives from the National Curriculum are covered additional resources from eg White Rose, Testbase etc will be also be sourced.	Maths No Problem resources £9,364

ii Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improvement in speech and language skills in the Reception for pupils eligible for Pupil Premium.	Investment in speech and language professional.	High: Speech and language therapists have provided specialist and professional support for identified pupils, review progress and amend provision. Staff continue to value and use the advice shared who were also able to deliver the Speech and language therapist's recommendations on a daily basis.	Teachers and Teaching and Learning Support staff remain positive about the programme and the impact on pupil outcomes. We will continue to use the approach of a personalised speech and language programme next year.	Speech and language professional £9,450
B. Continued progress and improved attainment in reading for pupils eligible for Pupil Premium.	All pupils are heard read during the week on a 1:1 basis by teachers and TLS.	High: The increase in 1:1 reading has been an effective in accelerating pupil progress. This has been monitored regularly by Heads of Year and the Phase Leaders, as well as during pupil progress meetings.	1:1 reading will be part of the daily routine next year and continue to be monitored regularly by Heads of Year and the Phase Leaders.	TLS £194,245.25
B. Continued progress and improved attainment in reading for pupils eligible for Pupil Premium.	Identified pupils access on a 1:1 basis Better Reading Partners (BRP).	High: BRP intervention has continued to be effective in accelerating pupil progress. This has been monitored regularly by Year Group Leaders and the English Team as well as through pupil progress meetings.	BRP will continue to be delivered next year to identified pupils next year.	BRP £452.40
B. Continued progress and improved attainment in reading for pupils eligible for Pupil Premium.	Identified pupils access on a 1:1 basis with a Reading Champion.	High: Pupils chosen to work with the Reading Champion has seen their engagement, progress and attainment increase through the year. This has been monitored regularly by Year Group Leaders and the English Team as well as through pupil progress meetings.	The Reading Champion will continue to be delivered next year to identified pupils.	Reading Champion £5,971
B. Continued progress and improved attainment in reading for pupils eligible for Pupil Premium.	Routes into reading a specially trained teacher for identified pupils.	High: Impact is high for the small number of identified pupils who had Routes into reading delivered by a specially trained teacher.	Staff will continue to complete running records, assess the early stages of reading more effectively and identify what elements are preventing a pupil from making progress in reading eg visual, structural, meaning.	Routes into reading teacher £15,000

iii Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D. The behaviour of the vulnerable pupils has improved and they are making at least expected progress.	Additional experienced teachers in Reception. These teachers focus on identified ELG for groups of pupils in addition to the lessons.	Mixed: Initially there was a positive impact on engagement, enjoyment and pupil outcomes of vulnerable pupils, by the effective use of the additional staff. However, due to staff absences, this provision was unfortunately curtailed, limiting the long term effects.	There will not be any additional teachers in Reception next year.	Additional teachers £22,630
D. The behaviour of the vulnerable pupils has improved and they are making at least expected progress.	Therapeutic Team provide targeted support for identified pupils, including counselling.	High: There had been a positive impact on engagement in school, as well as pupils' social, emotional and mental health prior to and during lockdown from the counselling service. High: The personalised provision for the social and emotional needs of individuals and groups of pupils did impact on self-esteem and behaviours for learning across the school.	The model will continue next year as there was a positive impact on the identified pupils' social, emotional and mental health. We will continue to use the referral system in place in school to provide pupils with the most appropriate therapeutic intervention, whether it is Chatterbox, 1:1 therapeutic play, relaxation or counselling.	Counselling £7,488 Learning Mentor £7,942
E. Parental skills and housing concerns are supported through the Early Help process.	The Lead Professional for Safeguarding targets parents for support through the Early Help model.	High: The Designated Safeguarding Lead continues to support parents, contacting landlords and housing associations to ensure improvements have been made to properties to provide adequate accommodation. Parents have also been provided with effective support from school and other agencies, through the Early Help model.	We will continue to provide this crucial support for families as the impact of safe, comfortable and healthy living conditions does impact the pupils' ability to focus, make progress and achieve in school.	£10,660.50
D. The behaviour of the vulnerable pupils has improved and they are making at least expected progress.	Pupils are provided with opportunities to work with others collaboratively, solve problems, build resilience and develop self-regulation.	High: Staff are able to identify potential triggers and have avoided on most occasions pupils reaching crisis across the school. The Therapeutic Team has been deployed effectively to meet the needs of pupils in the majority of year groups. Teachers used the referral system for requesting therapeutic intervention. Pupil and staff voice evidence an improvement in behaviours for learning.	The Therapeutic Team will continue to support the social, emotional and behavioural needs of vulnerable pupils and provide guidance for staff.	Learning Mentor £7,942

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
F. Enrichment and first hand experiences are provided for the pupils translate into improved learning outcomes for pupils	Pupils are provided with a wide range of first hand experiences that they might otherwise not have the opportunity to take part in.	High: Pupils continue to have had the opportunity to develop life skills and engage in experiences which have been transferred to learning in class. There continues to be positive benefits on academic learning, and wider outcomes such as self-confidence, cooperation, resilience as well as an enjoyment for learning.	We will continue to heavily subsidise all trips, experiences and visitors to the school (when appropriate and in a covid secure manner) in order to provide a vast range of opportunities that the pupils may otherwise not be able to engage in.	£36,000
D. The behaviour of the vulnerable pupils has improved and they are making at least expected progress.	Achievement for All programme will focus on four elements: leadership; teaching and learning; structured conversations with parents and carers; and wider outcomes.	Low: The impact of the Achievement for All programme was limited. The new coach delivered staff INSET and individual behavioural support for an identified staff member.	Achievement for All will not be continued next year.	Achievement for All £4,482
G. Parental mental health is supported through the Early Help model. This process is reviewed regularly.	The Designated Lead for Safeguarding targets parents for support through the Early Help model. Therapeutic Team provide targeted support for identified pupils.	High: The Designated Safeguarding Lead continues to support parents, providing effective support from school and other agencies, through the Early Help model.	We will continue to provide this crucial support for families as this positively impacts the pupils' ability to focus, make progress and achieve in school. There continues to be an increase in the number of families requesting support due to being affected by or living with domestic violence.	£10,660.50