Background
The Pupil Premium (PP) is a government initiative designed to target resources on those pupils deemed to be from a disadvantaged background. Specifically, the Pupil Premium money is provided for those pupils who have been on Free School Meals (FSM) at any point over the past 6 years or those children who have been looked after continuously for at least 6 months (LAC).

For 2016-17, the Pupil Premium had a value of £1320 per eligible pupil and £1900 for each ‘Looked After’ child (LAC). There was an additional Early Years Pupil Premium allocation with a value of £300 per eligible child (53p per hour).

For 2017-18, the Pupil Premium had a value of £1320 per eligible pupil and £1900 for each ‘Looked After’ child (LAC). There was an additional Early Years Pupil Premium allocation with a value of 53 pence per hour for each eligible child.

For 2018-19, the Pupil Premium has a value of £1320 per eligible pupil and £2300 for each ‘Looked After’ child (CLA). There is an additional Early Years Pupil Premium allocation with the value of 53 pence per hour for each eligible child.

For 2019-20, the Pupil Premium has a value of £1320 per eligible pupil and £2300 for each ‘Looked After’ child (CLA). There is an additional Early Years Pupil Premium allocation with the value of 53 pence per hour for each eligible child.

The government has made it clear that pupil premium funding should be used to promote strategies that narrow the attainment gap between the highest and lowest achieving pupils. Heathbrook is guided by up-to-date research such as:-
- The Sutton Trust’s research (Education Endowment Fund) into interventions that ensure good outcomes for pupils
- Lambeth LA publications such as ‘Narrowing the achievement gap for disadvantaged pupils – good practice in schools’

Heathbrook Primary school is a diverse, inner-city London school with approximately 33% of pupils being eligible for Pupil Premium funding (121 pupils). No single intervention provides a complete solution to the complex educational issues in any school and it is therefore a multi-faceted approach that we feel offers the best opportunity for pupils to succeed. This approach includes a Community Curriculum that is underpinned by emotional literacy, a school ethos with a focus on knowing each child and strong relationships.

The gap between the highest and lowest achieving pupils is monitored through the careful and thorough tracking of pupil attainment and progress by all teaching and learning staff. Pupil Premium children are always identified as a group within the data (see Pupil Premium (not SEND) Gap Analysis – Summer 2018-19).

Interventions that support Pupil Premium pupils come in a variety of forms; for example:-
- using external agencies such as Literacy Lab (see Literacy Lab Impact Report 2018-19).
- small group pre-teaching,
- pupil mentoring,
- pupils targeted for enrichment activities,
- Pastoral Support and Safeguarding Manager involvement
The school’s Pupil Premium actions and impact are reviewed by the Governor responsible for Pupil Premium and the Governors’ Achievement Sub Committee.

During our most recent Ofsted inspection (June 2016), it was noted, “Pupil premium funding is used to provide a range of initiatives that support disadvantaged pupils. These include providing extra support through increased staffing and small-group intervention, harnessing the skills of outside agencies to support particular pupils’ needs and providing enrichment opportunities. While gaps between disadvantaged children and non-disadvantaged children exist in the early years, by the time pupils leave school at the end of year 6, these gaps have been eradicated.”

These comments capture the philosophy and commitment at Heathbrook and explain why, “in 2015, disadvantaged pupils made similar progress to their peers and above the national average at the end of year 6. School leaders anticipate that this will be the case again this year.” (Ofsted June 2016).

The school has been recognised by the Mayor of London’s Schools for Success programme as improving outcomes for disadvantaged pupils for the third consecutive year – one of only 34 London schools.

Raising attendance levels comes hand in hand with raising attainment and progress. The levels of persistent absenteeism are measured and interventions put in place; sometimes in discussion with outside agencies. Improving and maintaining attendance is a fundamental part of improving standards at Heathbrook. The Attendance and Punctuality Team regularly reviews relevant data and, with the support of the Education Welfare Officer, targets particular families. For the academic year 2018-19, there was no significant difference between the attendance of pupil premium and non-pupil premium children. The attendance percentage for all pupils was 94.6% with Pupil Premium pupils at 94.2%.

### Pupil Premium allocation 2012 - 2020

<table>
<thead>
<tr>
<th>Year</th>
<th>Pupil Premium £</th>
<th>Children Looked After (CLA) £</th>
<th>EY Pupil Premium £</th>
<th>Total £</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>114,000.00</td>
<td>nil</td>
<td>nil</td>
<td>114,000.00</td>
</tr>
<tr>
<td>2013-14</td>
<td>162,000.00</td>
<td>900.00</td>
<td>nil</td>
<td>162,900.00</td>
</tr>
<tr>
<td>2014-15</td>
<td>239,200.00</td>
<td>1900.00</td>
<td>nil</td>
<td>241,100.00</td>
</tr>
<tr>
<td>2015-16</td>
<td>217,922.00</td>
<td>1900.00</td>
<td>7582.00</td>
<td>225,504.00</td>
</tr>
<tr>
<td>2016-17</td>
<td>111,820.00</td>
<td>3800.00</td>
<td>7136.00</td>
<td>122,756.00</td>
</tr>
<tr>
<td>2017-18</td>
<td>174,240.00</td>
<td>3800.00</td>
<td>6391.00</td>
<td>184,431.00</td>
</tr>
<tr>
<td>2018-19</td>
<td>163,680.00</td>
<td>2300.00</td>
<td>1240.20</td>
<td>167,220.20</td>
</tr>
<tr>
<td>2019-20</td>
<td>158,400.00</td>
<td>2300.00</td>
<td>tba</td>
<td>160,700.00</td>
</tr>
</tbody>
</table>

The Pupil Premium funding is spent in a variety of ways including investment in academic, pastoral and enrichment activities.

A breakdown of the projected expenditure for the year 2019-20* is shown below:

<table>
<thead>
<tr>
<th>Improvement Initiative</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toe by Toe programme</td>
<td>Daily 10 minute individual phonics sessions. upwards</td>
<td></td>
</tr>
<tr>
<td><strong>Targeted Homework Club After school (Reading, Maths) Y5 &amp; Y6</strong></td>
<td>Weekly</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td><strong>Mentoring</strong></td>
<td>Senior Leaders mentoring particular pupils to provide feedforward</td>
<td></td>
</tr>
<tr>
<td><strong>Literacy Lab</strong></td>
<td>Approximately 20 Pupil Premium pupils targeted over the academic year</td>
<td></td>
</tr>
<tr>
<td><strong>Mathletics Lunch Club</strong></td>
<td>Targeted pupils have maths sessions at lunchtime to bridge the ‘digital divide’</td>
<td></td>
</tr>
<tr>
<td><strong>GL online assessment system</strong></td>
<td>Computerised assessment system to identify higher ability pupils within the Pupil Premium cohort using CAT tests</td>
<td></td>
</tr>
<tr>
<td><strong>Access arrangements</strong></td>
<td>Assessing and supporting pupils for tests (KS1 and KS2)</td>
<td></td>
</tr>
<tr>
<td><strong>Dyslexia diagnostic assessment</strong></td>
<td>Qualified teacher to assess and recommend for dyslexia diagnosis</td>
<td></td>
</tr>
<tr>
<td><strong>Year 3 Teaching Assistant</strong></td>
<td>To support identified pupils in their learning</td>
<td></td>
</tr>
<tr>
<td><strong>ELSA support</strong></td>
<td>ELSA trained sessions for targeted pupils in KS2</td>
<td></td>
</tr>
</tbody>
</table>

### PASTORAL

<table>
<thead>
<tr>
<th><strong>Pastoral Support Worker</strong></th>
<th>Providing family support and support for pupils in school</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mentoring</strong></td>
<td>Senior Leaders mentoring particular pupils to support and develop resilience</td>
</tr>
<tr>
<td><strong>Sports mentoring</strong></td>
<td>5 PP pupils working alongside Sports Coach</td>
</tr>
<tr>
<td><strong>Y6 Residential trip</strong></td>
<td>Subsidised trip to Kingswood</td>
</tr>
<tr>
<td><strong>Child Looked After</strong></td>
<td>After School club daily</td>
</tr>
<tr>
<td><strong>Attendance and Punctuality Team</strong></td>
<td>Supports families to improve pupils’ attendance and punctuality</td>
</tr>
<tr>
<td><strong>Play Therapy</strong></td>
<td>Play therapy sessions offered to 4 pupils per term through Roehampton Uni</td>
</tr>
<tr>
<td><strong>Nursery and Reception Transition support</strong></td>
<td>Families supported to complete their online Reception admissions application</td>
</tr>
<tr>
<td><strong>Secondary Transition support</strong></td>
<td>Families supported at Transition sessions</td>
</tr>
<tr>
<td><strong>Heathbrook Babies&amp;Toddlers</strong></td>
<td>Weekly Stay&amp;Play session hosted by school staff for children under 5 years in the local community</td>
</tr>
</tbody>
</table>

### ENRICHMENT

| **Instrumental use and tuition**                               | Pupils identified and offered instrument and instrumental tuition at a reduced rate |
| **Instrumental Practice sessions**                             | Pupils offered practice sessions during/after school day |
| **Involvement in Arts activities and partnerships**            | Pupils identified to attend activities e.g. Queen’s Gallery visit, Hayward Takeover, 575 Wandsworth Road, Institute of Imagination etc |
| **Developing social capital**                                  | Families invited to half termly Movie Nights and weekend family art trips |
**Involvement in Sports activities**
Pupils identified to attend activities e.g. visiting Oval cricket ground, representing the school (being taken there and back) e.g. lacrosse, cricket, tennis championships.

**Access to After School Clubs**
Before or After School Sports Clubs free of charge for half a term.

**Involvement in Outdoor Learning**
Families identified to attend Gardening Together on Saturday mornings half termly.

**Wild Things Project**
PP pupils identified to attend the Friday afternoon outdoor learning session weekly.

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**2018-19: Evaluation of Pupil Premium Priorities, Interventions and Strategies**

**Academic:**

**Actions:**
- Senior leaders mentoring targeted pupils in Years 2 and 6
- Before school booster sessions for Y6 pupils
- TAs and trained reading volunteers running daily Toe by Toe programme for 7 pupils
- Senior leader running Mathletics and Reading Eggs lunch club
- Senior leader overseeing GL online assessments to identify higher ability pupils within the Pupil Premium cohort
- Homework Club after school (Reading and Maths Y5 and Y6)
- Literacy Lab offered sessions to 20 pupils over the year with clear positive impact (*see Literacy Lab Impact Report 2018-19*)
- Child Looked After targeted for learning support (Zones of Regulation) from the Pastoral Support Manager
- Teaching and Learning staff attending Collaborative meetings to share good practice and moderating pupils’ work

**Outcomes:**
- Year 6 Pupil Premium children working at expected standard in Reading, Writing and Maths was 72% (compared with 80% for Paid pupils). This is a closing gap in line with trends in previous years.
- Year 5 PP/Paid gap in Maths attainment is 14%
- Year 5 PP/Paid gap in Writing attainment is 20%
- Year 5 PP/Paid gap in Reading attainment is 23%
- Year 4 PP/Paid gap in Maths attainment is closed with PP exceeding by 21%
- Year 4 PP/Paid gap in Writing attainment is closed
- Year 4 PP/Paid gap in Reading attainment is closed with PP exceeding by 14%
- Year 3 PP/Paid gap in Maths attainment is closed
- Year 3 PP/Paid gap in Writing attainment is closed with PP exceeding by 9%
- Year 3 PP/Paid gap in Reading attainment is closed with PP exceeding by 13%
- Year 2 PP/Paid gap in Maths attainment is 39%
- Year 2 PP/Paid gap in Writing attainment is 29%
- Year 2 PP/Paid gap in Reading attainment is 16%
- Year 1 PP/Paid gap in Maths attainment is 15%
- Year 1 PP/Paid gap in Writing attainment is 17%
- Year 1 PP/Paid gap in Reading attainment is closed
- Reception PP/Paid gap in Maths attainment is closed with PP exceeding by 7%
- Reception PP/Paid gap in Writing attainment is closed
- Reception PP/Paid gap in Reading attainment is 12%
Pastoral:
Actions:
- Pastoral Support and Safeguarding Manager ran Pastoral Support Programmes for 36 families
- The Attendance and Punctuality Team has worked with 20 PP families to improve attendance and punctuality
- The Sports coach supported 4 PP pupils on a daily basis
Outcomes:
- The majority of PP pupils attended the Kingswood residential trip with school subsidies and flexible payment plans offered (no child was excluded for inability to pay)
- The attendance gap between PP and non-PP pupils has closed
- Punctuality improved and in line with non-PP pupils (Breakfast Club and before-school Sports clubs offered)
- Attendance for PP pupils was 94.65% compared with 94.53% for non PP pupils
- PP persistent late was 73% compared with 27% for non PP pupils (Summer 2 2019)
- PP pupils in KS2 show positive feelings about school – 79.3% PP and 83.1% Paid (GL PASS analysis Spring 1 2019)
- Significantly reduced number of PP pupils on internal exclusion (see Reflection Folder)

Enrichment:
Actions:
- The four pillars' lead teachers (Sports, Outdoor Learning, Music, Arts) targeted and supported pupil premium children and families to access enrichment opportunities in order to promote cultural capital.
Outcomes:
- 7 PP attended free after school pottery clubs at the Clapham Pottery Studio
- 7 PP attended half term holiday workshops at the Institute of Imagination
- 6 PP children attended week long theatre making residencies at the Omnibus theatre and arts centre.
- 10 PP awarded an Explore Arts Award (certificates in pipeline)
- 2 after school ballet trips organised involving 20 pupil premium children.
- 8 PP work experience as part of Imagine Children's Festival in half term holiday.
- PP in years 3/4 - Free theatre trips to see The Selfish Giant at Omnibus,
- All free holiday events actively promoted to parents of PP children, (Institute of Imagination, Omnibus Arts, pottery, Russian Ballet School)
- All PP in years 3/4 part of Steve McQueen citizenship Portrait project, Tate Britain,
- 3 PP attended Arts Award art club after school
- 1 PP pupil sat Violin Grade 1, awarded with a merit. 1 PP pupil sat Flute Grade 1, awarded with a merit. 1 PP pupil sat Flute Grade 1, awarded with a distinction.