

Pupil premium strategy statement – Heacham Junior School

1. Summary information					
Academic Year	2017/18	Total PP budget	£50,420	Date of most recent PP Review	n/a
Total number of pupils	156	Number of pupils eligible for PP	36 (23.5%)	Date for next internal review of this strategy	01/18
2. Current attainment					
			<i>Pupil Premium School</i>	<i>Pupil Premium Norfolk</i>	
			KS2 (7 pupils)	KS2	
% achieving expected standard or above in reading, writing & maths			60	42	
% achieving expected standard in reading (progress score in brackets)			60 (-2.4)	56	
% achieving expected standard in writing (progress score in brackets)			80 (-1.3)	63	
% achieving expected standard in maths (progress score in brackets)			70 (-2.5)	56	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Although attainment is above Norfolk / National at the end of KS2, progress scores are below from KS1 attainment.				
B.	Attainment of PP throughout school for writing is below that of national non - disadvantaged.				
C.	A minority of children require additional emotional support to thrive at school.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Low aspiration is an issue in our rural, coastal area.				
4. Desired outcomes			Success criteria		
A.	Attainment to continue to be above national figures but progress gaps to be diminished, including at greater depth.		Children will have access to quality first teaching and interventions. Conversations continue with Infant School re. KS1 assessments.		
B.	Increased attainment of PP children in writing.		Writing attainment / progress to increase in line with National. Pupil progress meetings identify those not making progress. Provision map targets more able as well as other groups of children.		
C.	All children will have their social and emotional needs met.		All children will be screened for Thrive and identified children will have dedicated 1 to 1 or small group Thrive support.		
D.	Children will have access to opportunities to widen their own and their parent's expectations.		Opportunity to access educational experiences beyond local area. (School trips, sporting events, visiting workshops, artists) Children University continues to be successful – more PP children engaged.		

5. Planned expenditure					
Academic year		2017/2018			
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?
<p><i>Attainment of all groups to be in line with / or exceed national figures</i></p> <p><i>PP pupils to achieve in line with non-disadvantaged pupils.</i></p>	<p><i>Jacob Werdelin 'co-operative learning' inset for all staff.</i></p> <p><i>Participation in Maths Hub Mastery Programme</i></p> <p><i>HMI led 8 week planning project writing (spring)</i></p> <p><i>NFER pilot school for times table test</i></p> <p><i>Read Write Inc Training</i></p> <p><i>Booster Classes for Yr 6 borderline pupils</i></p>	<p><i>Pupils to experience consistent approach to teaching maths throughout school, building on practical, concrete experiences to abstract concepts. (Mastery Approach)</i></p> <p><i>Quality questioning to be evident in lesson observations.</i></p> <p><i>Evaluation of data shows that progress of pupils school is below national for PP pupils.</i></p>	<p><i>Purchase of Hamilton Trust license.</i></p> <p><i>Jacob Werdelin Training</i></p> <p><i>Norfolk / Suffolk Maths Hub Mastery Project</i></p> <p><i>Staff meetings to share good practice and moderate work.</i></p> <p><i>Pupil Progress Meetings.</i></p> <p><i>Book scrutinies.</i></p> <p><i>HMI project evaluation.</i></p> <p><i>Attendance at Maths / Literacy Network meetings for subject lead.</i></p> <p><i>Lesson observations.</i></p> <p><i>Engage with VNET Better to Best programme incl. Diminishing Gap Conf.</i></p> <p><i>Peer teaching.</i></p>	<p>Head</p> <p>Deputy</p> <p>Maths Lead</p> <p>Literacy Lead</p>	<p>Jan 2018</p> <p>Apr 2018</p> <p>July 2018</p> <p>Tackling Tables £300</p> <p>Jacob Werdelin £750</p> <p>£300 license Hamilton</p> <p>£900 Network En/ Ma</p> <p>£600 supply</p> <p>£1000 match funded mastery hub</p> <p>£600 supply</p> <p>VNET £2000</p>
<p><i>1 : 1 and small group support through teaching assistants and qualified teachers.</i></p>	<p><i>Provision of support to enable pupil premium (and other pupils) to participate in catch up and booster interventions</i></p>	<p><i>Data shows that small group support from TAs and teachers improves attainment and progress.</i></p>	<p><i>Training for TAs.(Co-operative learning and Read Write Inc.)</i></p> <p><i>Guided reading sessions training</i></p> <p><i>Observations of interventions</i></p> <p><i>Provision mapping and evaluation</i></p> <p><i>Pupil Progress Meetings</i></p> <p><i>Sound Discovery Materials and training</i></p>	<p>Head</p> <p>Deputy</p> <p>Teaching Staff</p>	<p>Spring 2018</p> <p>July 2018</p> <p>RWI £3000</p> <p>3 x TA</p> <p>64 hours per week (total)</p> <p>£33,600</p> <p>Sound Discovery Training & materials £300</p>

<p><i>Improved attainment in writing across school but particularly for PP pupils.</i></p>	<p><i>Big Write and Ros Wilson approach used throughout school to teach specific writing skills.</i></p>	<p><i>To develop an engagement with writing through providing stimulating and relevant material / tasks.</i></p>	<p><i>License for use of Big Write. Use of Ros Wilson marking profiles to identify gaps and next steps.</i></p> <p><i>Writer of Week Awards</i></p> <p><i>Consistent marking & next steps for pupils.</i></p> <p><i>Data analysis and pupil progress meetings.</i></p> <p><i>Sound Discovery Training and materials to promote phonics and spelling</i></p> <p><i>'Lexia' – updated license and software / ability to use at home to support learning.</i></p> <p><i>'Arrow' – replacement notebooks and headphones. License</i></p> <p><i>Network meetings for Subject Lead</i></p>	<p><i>English Subject Lead</i></p>	<p>January 2018 £1000 license fees</p> <p>£100 marking stamps</p> <p>£1500 license subscription</p> <p>£200 license</p>
<p>Total budgeted cost</p>					<p>£46,150</p>

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?
<i>Children to be emotionally ready for learning.</i>	<i>1 to1 sessions in Thrive to address social and emotional issues.</i>	<i>Some children are unable to fully access learning due to emotional stress and emotional issues. Thrive has shown to make improvements in attendance and progress for those pupils involved.</i>	<i>Thrive screening of children to take place. Regular monitoring of sessions and outcomes by the SLT</i>	<i>SLT</i>	<i>January 2018 £2000 for practitioner, training, license and teaching commitment.</i>
<i>To be able to offer support to parents /signpost agencies / support groups</i>	<i>To contribute to cluster Parent Support Advisor.</i>	<i>Family Support Worker is engaged with a number of families to support with attendance, behavior management as well as social issues such as debt management, housing etc. Where the PSA is involved attendance has improved and positive outcomes achieved in school.</i>	<i>New FSW employed by cluster during 2017-18. Parents referred to FSW for support.</i>		<i>£2000</i>
Total budgeted cost					£4000

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?
<i>To ensure all children have access to enrichment activities.</i>	<i>Funding after school clubs, trips and residential.</i> <i>Continuation of Children's University Scheme. Transport to graduations. Support for extra- curricular clubs.</i>	<i>Sutton Trust - Education Endowment Foundation (EEF) research states</i> <i>'Evidence indicates that attending extra curricular activities has a positive impact on attendance at school, behaviour and relationships with peers.'</i>	<i>Attendance of clubs to be monitored termly by club co- ordinator.</i>	<i>Head Deputy</i>	January 2017 £1000 TA to administer C.U. £570 £400 subscription £100 passports and stamps £200 transport to graduation
Total budgeted cost					£2,270
Overall Total					£52,420

6. Review of expenditure				
Previous Academic Year		2016/2017		
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
For children to make good progress from their starting points.	Employment of teaching (3 directly funded by PP) assistants across school to deliver targeted interventions.	KS2 results were significantly improved for 2016 /17 for PP/non-PP pupils - moving closer to or exceeding national. Disadvantaged pupils as a group attained above Norfolk and National figures. Progress figures remain low and reflect high attainment on entry. Progress is improved when measured from baseline assessments at the beginning of year 3.	Attainment improved. PP children who are also SEN remain a focus group. Progress scores remain a challenge. Attainment and progress at greater depth also needs improvement. Support will continue. More targeted interventions will take place (sound discovery, lexia, arrow, guided reading, read, write, inc.) Evaluation of impact will continue at least termly. Conversations with feeder school re. attainment on entry will continue.	£33,000 (3xTAs) Teacher intervention £4000 Books £140
	Pupil Asset Big Write Project Hamilton Trsut	Most PP pupils throughout school made good progress in reading, and maths was stronger than at end of Year 6, however writing remains a clear focus for this group of children. Children who do not make progress are often SEN.	Pupil progress interviews (at half term) and formal assessment termly will inform progress / success of interventions. Provision mapping will enable evaluation of interventions. Pupil Asset has been further refined for 2017-18 with the standardization of assessment tasks to ensure ability to compare data across the trust.	£1500 (lexia) £200 (Arrow) Notebooks / headphones £700
	Focus on Education Resource	Pupil Asset enabled staff to monitor progress more consistently – improved moderating and progress monitoring.	Big Write, Hamilton Trust, Twinkl subscriptions support staff in consistent planning and differentiation- subscription continued. Further initiatives in maths mastery, time- limited improvement plans for writing and input for RWI. Will consolidate good teaching practices.	£2500 (PA)
	Teaching Assistant Resource Base	Big Write ensured consistent and stimulating resource for teaching writing skills across the school. Progression for planning across school. Focus on Education resources enabled a more creative approach to the curriculum – pupil interviews / questionnaires were positive. Pupil engagement greater as evidenced in cross – curricular writing.	Focus on Education resources still in use for planning cross – curricular work and to identify gaps. New topic areas planned for this year.	£1200 (subs)

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
Targeted parents' meetings to raise parent aspiration and involvement.	Learning Catalyst Workshops on maths, SATs, GPS, Internet safety and child mental health.	Increasing number of parents attending workshops. Learning Catalyst role established.	Learning Catalyst role now expanded – experienced Infant School Learning Catalyst working across both schools and building upon the good relationships formed at KS1. Workshops to continue and further activities planned to engage parents. Other workshops suggested by parents include Grammar and spelling.	Funded by WNKLCB
Thrive – to nurture Children to be emotionally ready for learning.	Children's university	All PP offered free passport and support for clubs / trips. Did result in an increase in participation but could be developed further.	Re-launch C.U. to all. Positive advertising specifically aimed at PP. Continued funding of passports and activities.	£570 (TA) £400 Subs
	Employment of qualified Thrive Practitioner and update of training.	Parent response very positive. Children more engaged with school and look forward to sessions. Analysis of skills (on-line) show good progress in social development.	Specific interviews with PP parents to discuss attainment and aspiration (if not SEN where this already happens as part of 'Overcoming barriers to Learning' conversations).	£2000 staffing costs £250 training
PSA to support parents	Support for parents with behaviour, crises or signposting to other services.	Number of FSP successful and signed off.	Invaluable support which is independent of school.	£2000 contribution to cluster
			Total Grant 16/17 £45,231 Total expenditure	£48,460