

Pupil premium strategy statement – Heacham Junior School

1. Summary information					
Academic Year	2016/17	Total PP budget	£46,340	Date of most recent PP Review	n/a
Total number of pupils	143	Number of pupils eligible for PP	32	Date for next internal review of this strategy	01/17
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			29	35	
% making expected progress in reading			57	50	
% making expected progress in writing			100	65	
% making expected progress in maths			14	47	
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.	Attainment of maths is not in line with national and is a priority.				
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 of maths to be at least in line with national.		Teachers will be using Hamilton Trust planning throughout school. Children will have access to quality first maths teaching and interventions.		
B.	Increased attainment of PP children in writing.		Writing attainment / progress to increase in line with National. Impact of Big Write evident and new guided reading books to develop language / vocabulary. Sound Discovery to show impact in phonics/spelling.		
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 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		2016/2017			
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 maths throughout school to be in line with national.</i></p> <p><i>PP pupils to achieve in line with non-disadvantaged pupils.</i></p>	<p><i>Purchase of Hamilton Trust for all teachers to ensure continuity of planning.</i></p> <p><i>Staff Training.</i></p> <p><i>Maths Club 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.</i></p> <p><i>Evaluation of data shows that progress of pupils in maths in school is below national and particularly so for PP pupils.</i></p>	<p><i>Purchase of Hamilton Trust license.</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>Attendance at Maths Network meetings for subject lead.</i></p> <p><i>Lesson observations.</i></p> <p><i>Peer teaching.</i></p>	<p>Head</p> <p>Deputy</p> <p>Maths Lead</p>	<p>Spring 2017</p> <p>July 2017</p> <p>Tackling Tables £300</p> <p>£300 licence</p> <p>£450 Network</p> <p>£600 supply</p> <p>£500 practical maths equipment</p> <p>£600 supply</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.</i></p> <p><i>Guided reading sessions with new Origin X reading schemes</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 2017</p> <p>July 2017</p> <p>Origin X reading books £2000</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>Purchase and 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><i>January 2017</i> £1000</p> <p>£100 marking stamps</p> <p>£150 Sound Discovery training & resources.</p> <p>£1500 license subscription</p> <p>£1000 notebooks £250 headphones £200 license</p> <p>£450 network</p>
<p>Total budgeted cost</p>					<p>£43,300</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 2017 £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>Parent Support Advisor 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>£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>	<i>January 2017</i> <i>£1000</i> <i>£400 subscription</i> <i>£100 passports and stamps</i> <i>£200 transport to graduation</i>
Total budgeted cost					£1700
Overall Total					£49,000

6. Review of expenditure				
Previous Academic Year		2015/2016		
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.	Additional 0.6 teacher to teach group of Yr 6 pupils every morning concentrating on basic maths literacy.	KS2 results were significantly below national for RWM. Disadvantaged pupils as a group did not attain well but progress for the target group was improved, confidence and self esteem raised significantly. 33% of this small cohort were SEN and 30% were PP – 4 of these were also SEN.	The small group was for 2015-16 only due to high % of SEN in Year 6.	£26,000
	Employment of teaching assistants across school to deliver targeted interventions.	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.	Support will continue. More targeted interventions will take place (sound discovery, lexia, arrow, guided reading, read, write, inc.)	2 x TA 25 hrs @ £11,840
	Pupil Asset	Enabled staff to monitor progress more consistently – improved moderating and progress monitoring.	Pupil progress interviews (at half term) and formal assessment termly will inform progress / success of interventions. Provision mapping will enable evaluation of interventions.	1 x TA @ 15 hrs £6900
	Big Write Project	Big Write ensured consistent and stimulating resource for teaching writing skills across the school. Writing improved for particular groups (boys) Hamilton Trust ensures continuity?	Pupil Asset has been further refined for 2016-17 with the standardization of assessment tasks to ensure ability to compare data across the trust.	£2500
	Hamilton Trsut	Big Write ensured consistent and stimulating resource for teaching writing skills across the school. Writing improved for particular groups (boys) Hamilton Trust ensures continuity?	Big Write continues to raise attainment in writing. Continued subscription for 2016-17. Hamilton Trust well used – planning consistent. Also white rose hub materials in use for reasoning - subscription continued.	£1200
Focus on Education Resource	Progression for planning across school.	Pupil progress interviews (at half term) and formal assessment termly will inform progress / success of interventions. Provision mapping will enable evaluation of interventions.	Focus on Education resources still in use for planning cross – curricular work and to identify gaps. New topic areas planned for this year.	£200
Teaching Assistant Resource Base	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 enabled a more creative approach to the curriculum – pupil interviews / questionnaires were positive. Pupil engagement greater as evidenced in cross – curricular writing.	New interactive whiteboard gives equal access to ICT resources for all groups (including PP) in the Teaching Assistant Room.	£3000

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, homework	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 WNKLBBC
			Total expenditure	£63,480