

# Pupil Premium Strategy Statement 2020-21



## Heacham Junior School



West Norfolk  
Academies Trust

# Pupil premium strategy statement – Heacham Junior School

## School Overview

Metric	Data
School name	Heacham Junior School
Pupils in school	138
Proportion of disadvantaged pupils	25%
Pupil premium allocation this academic year	£56,110
Academic year or years covered by statement	2020-21
Publish date	01 September 2020
Review date	01 September 2021
Statement authorised by	Louise Jackson
Pupil premium lead	Louise Jackson
Governor lead	Andy Gee

## Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	-1.8
Writing	-1.9
Maths	-1.9

## Disadvantaged pupil performance overview for last academic year (2019)

Measure	Score
Meeting expected standard at KS2 (RWM)	69%
Achieving high standard at KS2 (RWM)	0%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Knowledge gaps are filled so that progress is maximised; disadvantaged progress/attainment is in line with non-disadvantaged pupils following a significant period at home due to Coronavirus
Priority 2	Promote attendance above national and nurture health of disadvantaged pupils, including SEN aiming to increase effective learning to catch up with non-disadvantaged pupils.

Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Attendance at school and engagement in learning since the pandemic compared to non-disadvantaged pupils has been lower, resulting in less time learning</li> <li>• Ensure staff use evidence-based teaching interventions for either whole class or targeted, time limited groups (EEF/PiXL)</li> <li>• Ensuring staff use accelerated learning time (10 minutes at the start of lessons) to address knowledge gaps</li> <li>• Ensuring that focussed support (in class) targets disadvantaged pupils so they meet the expected standard</li> </ul>
Projected spending	£9,610

### Teaching priorities for current academic year 2020-21

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (close to or above 0)	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (close to or above 0)	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (close to or above 0)	July 2021
Phonics	NA	NA
Attendance	Improve the attendance of disadvantaged pupils in line with national average (95%)	July 2021

Measure	Activity
Priority 1	All relevant staff (including new staff and trainees) have received training and adequate support in order to deliver Talk for Writing, Talk for Reading and Read Write Inc phonics/spelling effectively to deliver quality first lessons
Priority 2	Identify target pupils and contact families/agencies. Liaise with attendance team, school staff and families to ensure pupils attend school in line with national averages precovid. Organise appropriate intervention (fast track, tutorial sessions, informal plans, pastoral support papers) for those where attendance is not enough to help children catch up with non-disadvantaged <92%

Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Ensuring staff use evidence-based whole-class teaching interventions to ensure progress 'catch-up' is maximised (NELI/RWInc/Powerful Words) Ensure all staff have access to CPD and support</li> <li>• Attendance and engagement from families for some disadvantaged pupils</li> </ul>
Projected spending	£18,500

## Targeted academic support for current academic year 2020-21

Measure	Activity
Priority 1	Embed the use of Accelerated Reader across all year groups to increase reading for pleasure
Priority 2	Lego therapy used to develop confidence, expression and good mental health support for targeted pupils so they are ready to learn in classroom
Barriers to learning these priorities address	Pupils having limited access and encouragement to develop wider reading habits appropriate to age Some pupils demonstrate lack of resilience and confidence at school and in lessons
Projected spending	£15,500

## Wider strategies for current academic year 2020-21

Measure	Activity
Priority 1	Embed curriculum enrichment for disadvantaged pupils to ensure they can access cultural opportunities in line with non-disadvantaged pupils
Priority 2	Increase effective parental engagement in learning through remote sources beyond FB (class dojo for contact and home learning, twitter, new websites)
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Engaging some families and pupils in regular learning opportunities was difficult during lock down and school may need to dig deep to support access to the technology in order to support pupils</li> <li>Ensuring adequate equipment/ training/support</li> </ul>
Projected spending	£12,500

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring consistency for every class in delivery of quality first teaching to teach and fill gaps in knowledge	Weekly supportive coaching from peers and leaders to influence teaching delivery and impact on pupil attainment-particularly focussing on vulnerable

<p>Targeted Academic Support</p>	<p>Teachers and agencies joining together to ensure there is clear impact for vulnerable pupils who miss lessons or whose parents do not engage with learning</p>	<p>Informal meetings and Pastoral Support Plans to be used to specify what support is in place for pupils missing lessons Attendance team involved with some individuals</p>
<p>Wider strategies</p>	<p>Identifying reasons why some families do not engage with home learning or remote learning</p>	<p>Use of some funds to support access to technology Teachers and leaders increasing confidence to use remote resources to reach families</p>

## Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading	Significant improvement in disadvantaged pupil progress from 2018 (-5.8) to 2019 (-1.8). Making good progress towards aim.
Progress in Writing	Significant improvement in disadvantaged pupil progress from 2018 (-6.2) to 2019 (-1.9). On track towards aim.
Progress in Mathematics	Significant improvement in disadvantaged pupil progress from 2018 (-6.3) to 2019 (-1.9). On track towards aim.
Phonics	NA
General	<p>Weekly CPD sessions helped assess the impact of the curriculum and provide support, including year group moderation across the trust.</p> <p>Subject leader release ensured pupil voice was recorded and assessed for impact.</p> <p>Staff (TAs) in Y3 and Y4 trained to use Accelerated Reader and complete star reader assessments so progress is monitored closely and books selected at the right level for each child.</p> <p>Pupil progress meetings held in the autumn term helped identify where good progress had been made and set targets for identified groups of pupils in need of intervention/small group support.</p> <p>Quality texts used throughout the English schemes of work to help engage children and staff, and support inference, fluency and exposure to vocabulary.</p> <p>Restorative approaches have been shared with staff and are beginning to embed across the school.</p> <p>Learning Hub a success, with growing numbers in attendance. Earlier start time put in place of 8am to support working</p>

	<p>parents.</p> <p>Elizabeth Jarman training completed. Parental engagement enhanced with communication friendly spaces, Class Dojo and open afternoons, including Christmas crafts.</p> <p>Pupil interviews show that children have developed greater engagement with learning/new curriculum. Pupil surveys also showed increased enjoyment.</p> <p>Rolling notes and increased SLT presence in classrooms has helped to support teachers and raise standards.</p>
Other	<p>Attendance has declined. Attendance support will be a priority in 2020-21 from SLT via informal meetings and Fast track.</p>