

Pupil premium strategy statement (primary)

1. Summary information	Heacham Junior School		19/20 allocation is £ 55,060	
Academic Year	2019/2020	Total PP budget	£55,060	Date of most recent PP Review July 2019
Total number of pupils	140	Number of pupils eligible for PP	33/140 24%	Date for next internal review of this strategy Feb 2020

1. Current attainment KS2			
	<i>Pupils eligible for PP (your school)</i>	<i>National 2019</i>	<i>National PP</i>
% attaining in reading	80%	73%	62%
% attaining in writing	80%	78%	68%
% attaining in maths	70%	79%	67%

2. 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.	Some pupils in disadvantaged group are coming to school with low interest in learning linked to low experiences and vocabulary
B.	Some pupils have not fulfilled potential to be exceeding in reading, writing and mathematics at end of KS2
C.	A few children have social and emotional mental health difficulties because they have not experienced much beyond the home to make them grow in confidence.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	We have had an increase in incidence of families that struggle to engage with their children's learning – barriers include ability to manage time, money, boundaries and pressures of parenting – families may need help with supervising and stimulating children to support their learning
3. Desired outcomes	
A.	The quality of teaching from YR-Y6 will embed policies and techniques from focus CPD. Our knowledge rich approach will teach explicitly new vocabulary which is identified on midterm plans. This will facilitate increased language learnt and used by pupils, increase attention.
B.	Targeted children in Y3 and Y4 will learn and use systematic phonics to speed up decoding through use of accelerated reader Reading Comprehension strategies and Mastery Maths CPD will increase outcomes for 19/20 so pupils attain above national averages in EXs and EXC Pixl will be used to assess gaps for all children and to implement precision teaching to increase knowledge and ability
C.	All children will be able to participate in trips, experiences and clubs from our enrichment map and club provision. Time taken to talk with these children will demonstrate increased confidence and less anxiety.
D.	Parents will benefit from invitations into school, workshops, forest school, learning cafés and sporting events – these experiences will give them tools to understand how to support their children

4. Planned expenditure				
Academic year		2019/2020		
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
The new knowledge rich curriculum will teach specific, clear information to everyone which explicitly identifies new vocabulary in order to give our pupils access to more words <u>and</u> quality words.	<p>Mastery Learning + 5 EEF CPD for staff to understand effective teaching and feedback to children - Writing and delivering a clear, specific mastery curriculum influenced by West London Free School pilot materials to enhance children's learning and talking.</p> <p>Feedback toolkit +8 EEF Using live marking and pupil conferencing to give feedback on learning</p>	<p>Research based success demonstrated by Education Endowment Foundation which shows that traditional teaching of mastery breaks learning into specific units to clarify information. This is represented in our Knowledge Rich Approach and is backed up through research on vocabulary – Closing the vocab gap and Unlocking talent and fulfilling potential</p> <p>A knowledge curriculum that moves to discrete subject teaching instead of topic will help children to remember what they are learning and make the transition to next stage. Identifying clear facts that can be remembered and connected to help children know more and grow.</p>	<p>Collect teacher feedback from weekly Spotlight CPD sessions to discuss success and impact of new curriculum , CPD for NQT/RQT to support deliver and retain new staff (pre teaching TAs to be included) Organise CPD from quality providers to fill teacher knowledge gaps (Osiris solo taxonomy, questions for depth, Emma Leonard West London Free School, Kate Starling History Heritage, Geography National Geographic lecturer) Ensure time to enable Subject Leader Release - Encourage honest reflective practise to see what barriers there are in delivery for teachers - questionnaires, scaling tools, QLA Ensure time to enable teacher release - Check books frequently to demonstrate learning has quality content and presentation Conduct pupil discussion to show enjoyment, recall and quality presentation.</p>	<p>Subject leads</p> <p>LJ EJ JM EJ GW YW LP</p>
			£11,500	Total budgeted cost
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
Give children who are less skilled in reading and have lower vocabulary/ decoding quality intervention to increase reading skills	<p>Phonic strategies +4</p> <p>Train staff from Y3/4 in accelerated reader so that we ensure pupils have reading speed they need to enjoy curriculum</p>	<p>EEF and much research on phonics, word gaps, quantity and quality of words used in home before school</p>	<p>TAs trained to support targeted pupils to develop reading speeds and confidence- leading to enjoyment of reading and comprehension</p> <p>English lead to measure , observe and collect evidence of progress each term</p>	<p>LJ EH CD JM JA</p>
Use assessment systems precisely to identify gaps in pupil and staff knowledge so that they can be taught and learnt. Progress will be evident	<p>Individual tuition and increased teacher pedagogy +5 Reading comp + 6</p> <p>Destination reader CPD and resources to structure reading lessons to make strong comprehension teaching and learning n</p>	<p>EEf demonstrates strong impact from teaching of comprehension strategies through providing quality texts and strong teacher understanding of comprehension</p>	<p>English lead to support teaching and provide feedback and guidance to increase consistent application</p>	<p>CE</p> <p>LJ</p>

	SLT attend conferences , meetings for Pixl to ensure pace of teaching and analysis helps pupil progress Increased tch staff in KS2 to 1:1 pupil conference	Sutton trust also develops a positive impact from tuition and feedback following assessment that addresses gaps and misconceptions	Senior Leaders to host core group meetings and pupil progress conversations with staff Assessment data will indicate progress and attainment improvements	CE EH CS
£30,200 Total budgeted cost				
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?
Ensure every child have rich, enjoyable experiences throughout primary education that secure good mental health and	Social and emotional learning +3 (school based approach to raise learning ethos and participation) Implementing an Enrichment map for Trips, Clubs, Workshops and Experiences each term	EEF states that boosting the positive learning ethos and culture of the school has an increased effect size for pupils	SLT to check and encourage trips and experiences to take place each half term Pupil discussions taken by Tch	LJ Tch
Increase opportunities to increase family involvement in the culture of school in order to support and encourage children at school and home	Parental engagement +3 EEF Inviting families to use the space around and in school to enjoy quality time talking, playing, learning with children	EEF acknowledges that parental engagement has an effect on children's learning. National Literacy Trust and Elizabeth Jarman also promote communication friendly spaces for children and families	SLT to check and encourage trips and experiences to take place each half term Pupil discussions taken by Tch Parental questionnaires	EH Tch
			Total budgeted cost £13,750	
Total Spend 19/20				
£55,060				

5. Review of expenditure			
Previous Academic Year		2018/2019	
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)
<p>Consistently good teaching is observed across school with innovative metacognitive strategies used and understood to promote progress PP pupils to make good progress in work collections</p> <p>Maths teaching is consistent across school through robust policies, implementation of Maths Mastery</p>	<p>Quality first teaching focused on Metacognition are proven by EFF to have above average effect size (John Hattie research) and visible learning is centre of Outstanding Teaching Day and Intervention. It is a proven strategy that will have a positive effect on all children's achievement over time</p>	<p>Teaching judged as good by May 2019 due to use of strategy to maintain pace of teaching and metacognition. Learning pit, WAGOLL, marvellous mistakes were consistently used across classes to support teaching and learning</p> <p>Overall Good Ofsted Judgement May 2019 acknowledged that T+L not always good so impact was clear</p> <p>Increased dialogue with teachers by Senior Staff and in school CPD worked well to support pupil progress.</p> <p>Increased attainment across the school was evident , particularly for disadvantaged pupils RWM at KS2 was improved and in line with national at 63%</p>	<p>Metacognition is powerful, pupils can engage and learn quickly when they develop an understanding of metacognition.</p> <p>It is accessible to all</p> <p>Teachers benefit from frequent learning walks and book looks</p> <p>Pupil surveys also showed increased enjoyment of schools , however maths mastery requires additional CPD at weekly level and with newly recruited Maths Hub lead will embed in 19/20</p>
ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)
<p>Increase engagement and enjoyment in reading for KS2 so that focus on reading and reading comprehension supports improved outcomes</p> <p>Children to be emotionally ready for learning.</p>	<p>Destination reader Power Of Reading Texts Power Maths Mastery</p> <p>Thrive – 1:1 and small group support</p>	<p>Reading and writing were main focus for support - 80% of pupils in target group attained EXS and 30% of disadvantaged pupils Exceeded national averages. Strong impact from the refreshed strategies to boost standards</p> <p>Maths had some impact to support expectation and resources for CPA approach – maths lead was replaced and new lead recruited who has been successful in gaining place as maths Hub lead in Norfolk</p> <p>Reduction in FT exclusions, 0 PEX, improved relationships between adults/pupils evidenced in anecdotes</p>	<p>Highly effective 80% EXS 30% EXC in R</p> <p>Reading engagement will continue with plans developed to use model quality texts which are engaging for children and staff. Supports inference, fluency and exposure to vocabulary - reading outcomes improved across school so above national averages 2020</p> <p>Continue Maths</p> <p>Maths lead to work into KS1 at Heacham Infant School to increase consistent practise to support KS1 and KS2</p> <p>Thrive support not to continue – but restorative practise for staff and pupils to be developed</p>
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)

<p>Less engaged children and families access learning hub and learning projects They make use of learning catalyst pop up workshops</p>	<p>Learning hub before school</p> <p>Learning catalyst workshops</p>	<p>Learning hub supports some children before school who are left outside early by working parents. Increases access to resources, quiet time to complete homework</p> <p>Learning catalyst funding ended – post lost</p>	<p>Learning hub will continue with more guidance for pupils to attend before 8:30am</p> <p>Not to continue</p>
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6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk