

# Pupil premium strategy statement 2023-24



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Heacham Junior School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	33% (34 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Louise Jackson Headteacher
Pupil premium lead	Emma Hunt Deputy Headteacher
Governor / Trustee lead	Barbara Herring

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,470
Recovery premium funding allocation this academic year	£4,930 (£145 per pupil)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54,400

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent is to ensure that the gap between the attainment and progress of pupil premium and non-pupil premium pupils both within school and nationally is closed. To ensure that pupil premium children gain the social and emotional skills to access the knowledge curriculum and develop a love of learning.

To identify the challenges that our pupil premium children face and the ways that these will be addressed, using research on the most effective strategies provided by the Education Endowment Foundation (EEF).

Our objectives are to:

- ✓ Remove barriers to learning created by social and economic background
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to nurture their social and emotional wellbeing and to develop resilience
- ✓ Access a wide range of enrichment opportunities to enhance their knowledge and understanding of the world and raise aspirations.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- ✓ Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- ✓ Provide targeted support to quickly address identified gaps in learning
- ✓ Target funding to ensure that all pupils have access to trips, residential visits and first hand learning experiences
- ✓ Provide opportunities for all pupils to participate in enrichment activities including sport and music
- ✓ Provide nurture to support pupils in their emotional and social development.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attainment in reading, writing and maths
2	Progress in reading, writing and maths
3	Social, emotional and mental health
4	Access to wider opportunities
5	Attendance

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children to achieve national expectations in progress and attainment	<ul style="list-style-type: none"> <li>Children will attain in line with non-disadvantaged pupils/national averages RWM % (EXS/GDS)</li> <li>Children will have accessed small group in class support</li> </ul>
Children to have access to wider opportunities	<ul style="list-style-type: none"> <li>Children will take part in enrichment experiences, including trust events</li> <li>Children will have music lessons</li> <li>Children will experience school trips/residential experiences</li> <li>Children will have accessed extracurricular activities (including drop in/after school clubs) which enhance the curriculum and support their future journey</li> </ul>
Improved parental engagement	<ul style="list-style-type: none"> <li>Parents/carers will have access to regular workshops</li> <li>Communication via Class Dojo, newsletters, website and Twitter will enhance engagement</li> </ul>
Every teacher a teacher of SEND	<ul style="list-style-type: none"> <li>Adaptions are in place for all SEND pupils to support learning</li> </ul>
Improved % attendance	<ul style="list-style-type: none"> <li>Attendance of disadvantaged pupils will be closely monitored.</li> <li>Attendance aim – in line with national average</li> </ul>

	<ul style="list-style-type: none"> <li>Attendance lead will work closely with parents to support improved attendance (Early intervention/Fast Track)</li> </ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Planned CPD for support staff</b> All support staff continue to benefit from a regular menu of training sessions designed to meet support staff specific needs to support learning and ensure a consistent approach in teaching learning.</p>	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. (+4 months)</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p><b>(EEF –Teaching and Learning Toolkit – Teaching Assistant Interventions)</b></p>	1, 2
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>Live Marking</li> <li>Assessment</li> </ul> <p>Teachers and support staff will spend lessons prioritising feedback to pupil through live marking to celebrate success and to respond to misconceptions during the sessions.</p>	<p>Providing feedback is well-evidenced and has high impact on learning outcomes. It tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Impacts are highest when feedback is delivered by teachers. Studies of verbal feedback show slightly higher impacts overall (+7 months).</p> <p><b>(EEF –Teaching and Learning Toolkit - Feedback)</b></p>	1, 2
<p><b>CPD for teachers planned and delivered regularly</b></p>	<p>High-quality CPD for teachers has a significant effect on pupils’ learning outcomes.</p>	1, 2

<ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Reading</li> <li>• Mathematics</li> <li>• Science</li> <li>• EYFS – language and learning</li> <li>• Subject leadership</li> </ul> <p>CPD meetings will involve quality pedagogical discussions about learning.</p> <p>Senior leaders design the schedule and plan delivery.</p> <p>Leaders at all levels contribute to these sessions with additional INSET days involving experts from other schools and subject specialists.</p> <p>Developing the team’s subject knowledge supports recruitment and retention of quality staff.</p>	<p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</p> <p><b>(Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students)</b></p> <p>Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development.</p> <p>The average impact of oral language interventions is approximately an additional six months progress over the course of a year.</p> <p><b>(EEF Teaching and Learning Toolkit – Oral Language Interventions)</b></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeted Phonics Intervention</b></p> <ul style="list-style-type: none"> <li>• Read, Write Inc Fresh Start</li> </ul> <p>We are continuing the reading and phonic</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. If an older reader is struggling with decoding, phonics approaches will still be appropriate.</p>	<p>1, 2</p>

<p>strategy introduced at our infant school to ensure all children in KS2 can learn to read and read to learn. This will ensure that no child is left behind and raising achievement for all.</p> <p>Teachers and support staff will receive training and coaching to follow a structured programme and precision teach to pupil gaps throughout KS2.</p>	<p><b>(EEF Teaching and Learning Toolkit – Phonics)</b></p>	
<p><b>TA’s to provide targeted support in class</b></p>	<p>The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.</p> <p><b>(EEF Teaching and Learning Toolkit – Teaching Assistant Interventions)</b></p>	<p>1, 2</p>
<p><b>One to one or one to three tuition</b></p> <ul style="list-style-type: none"> <li>• School led tutoring</li> <li>• Social and emotional support</li> </ul>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p> <p>In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective.</p> <p><b>(EEF Teaching and Learning Toolkit – Teaching Assistant Interventions)</b></p>	<p>1, 2</p>
<p>Tackling Tables</p>	<p>Repeated systematic practice of times tables is effective and this declarative knowledge serves as a building block for procedural knowledge. This process is the key to making the retrieval of basic times tables facts fluent for pupil. <b>(Hasselbring, Lott &amp; Zydney, 2005)</b></p>	<p>1</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and Emotional Support</p> <ul style="list-style-type: none"> <li>• Pastoral role established</li> <li>• Lego Therapy</li> <li>• SEMH Team</li> </ul> <p>Further embed the use of Lego therapy to enhance social and emotional development; increasing confidence, expression and good mental health for targeted pupils so they are ready to learn in the classroom.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <b>(EEF Teaching and Learning Toolkit – Social and Emotional Learning)</b></p>	<p>3, 4</p>
<p>Enrichment/Extra-curricular provision</p> <ul style="list-style-type: none"> <li>• After school clubs</li> <li>• Drop in/Breakfast</li> <li>• Sports events</li> <li>• Apprenticeship Day</li> <li>• Brilliant Club/ Scholars Programme</li> </ul> <p>Further promote enrichment opportunities across the curriculum for disadvantaged pupils to ensure they can access cultural opportunities, raise aspirations and develop economic awareness in line with</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p><b>(EEF Teaching and Learning Toolkit – physical activity/extending school time)</b></p>	<p>3, 4, 5</p>

non-disadvantaged pupils.		
<p>Parental Engagement</p> <ul style="list-style-type: none"> <li>• Workshops</li> <li>• CPD</li> <li>• Social Media</li> <li>• Events</li> <li>• Introduction of Learning with Parents Y3 (Sept 23)</li> </ul> <p>Effectively promote parental engagement in learning via regular workshops in school, and develop further through Class Dojo, Twitter, newsletters and the school website. Promote Learning with Parents in Y1 with a view to roll out across the school in 24-25 if successful.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><b>(EEF Teaching and Learning Toolkit – Parental Engagement)</b></p>	4

**Total budgeted cost: £54,400**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### **Challenge Number 1 - Attainment in reading, writing and maths**

Outcomes for all pupils (Y6) show improvements from the previous year, particularly in mathematics, which improved by 14% from 2022 and is the highest outcome achieved by the school in this subject. The combined measure (RWM) was higher than the national average as 70% attained EXS with 13% at GDS.

All	Read ( NA)	Write (NA)	Maths (NA)	RWM (NA)
EXS	70 (73)	73 ( 73)	80 (73)	70 (59)
GDS	23	17	17	13

Y6 2023 cohort included 37% pupil premium, 26% of pupils with SEND and 1 refugee who arrived in July 2022 from Ukraine. In 2023, Reading headlines are affected by two outlying pupils within this Y6 cohort who have exceptional circumstances– with these 2 pupils removed 23/28 (82%) attained Reading EXS and two more pupils attained 99. This indicates that 25/28 (89%) were working at end of year expectations when compared to typical cohorts.

Attainment of disadvantaged pupils has been above national average comparison groups overtime, though the combined measure is lower in 2023, this data includes outlying pupils and is still likely to be higher than national averages for 2023.

PP (EXS)	2019 ( NA)	2022 ( NA)	2023 ( NA)
Read	77 (62)	83 (62)	70
Write	77 (68)	69 (55)	70
Maths	69 (67)	67 (55)	80
Combined RWM	69 ( 51)	67 (42)	70

#### Next Steps:

- Move up, stay up continues to help teachers to plan for small group support/booster sessions and interventions to help reduce this gap between disadvantaged and non-disadvantaged pupils quickly from day one.
- In class focus reading groups, in addition to quality first teaching.
- Continue small group, teacher-led intervention/boosters – targeting disadvantaged pupils with a focus on reading.

### **Challenge Number 2 - Progress in reading, writing and maths**

Measure	Score 2019	Score 2022	Score 2023
Reading	-1.8	-0.45	-1.6
Writing	-1.9	-1.36	-0.1
Maths	-1.9	-3.94	+0.7

Progress data headlines demonstrate significant progress in maths when looking at shadow analysis (-3.94 2022 - +0.7 2023). Progress in writing too is showing an improving picture year on year.

Next steps:

- Move up, stay up to continue to support teachers in planning for small group support/booster sessions and interventions to help reduce any gaps quickly from day one.
- In class focus groups, in addition to quality first teaching to enhance progress – in particular in reading to support enhanced progress. Small group, teacher-led intervention/boosters – targeting disadvantaged pupils.
- Continue with additional maths calculations session every afternoon to build upon the progress that has already been made.
- Continued use of Testbase to assess, identify gaps and address misconceptions to enhance progress.

### **Challenge Number 3 - Social, emotional and mental health**

We continue to use pupil premium funding to provide wellbeing support and targeted interventions where required. Our pastoral lead has provided SEMH support to target individuals and groups. Several members of staff are mental health first aid trained and a member of SLT has completed senior mental health training. CPD on Mental Health support using Anna Freud resources have supported staff skills to manage pupil behaviour and attitudes.

The Carnegie Mental Health Bronze Award was achieved in July 2022. We plan to work towards the silver award this academic year and build upon the work we have already completed in this, the third year in a three year plan.

Our enrichment map, after school activities, Trust program of events, competitions and Cluster sports schedule provide strong opportunities to enhance pupils' experiences spiritually, morally and culturally with the intention of raising aspirations.

Our curriculum is broad and balanced and provides rich opportunities to ensure pupils personal development and welfare is taught well. We use a progressive curriculum to teach PSHE, including relationships education. Each unit is planned with a knowledge organiser to make clear the specific coverage and to support pupils in asking questions, understanding relationships, staying safe online and identifying their self-identity.

Our curriculum also covers health and wellbeing including mental health. We encourage exercise and relaxation with activity through the daily mile facilitated through extensive grounds used at break times.

#### **Challenge Number 4 - Access to wider opportunities**

*Pupils had access to a range of wider opportunities (academic year 2022-23).*

*Sporting events have included,* Oasis Hunstanton swimming lessons and Sports Day. Daily Mile/dash, Sports Council (SSP meetings to organise event in the summer term), Cluster Events - cross country, croydon cup, quicksticks hockey, Year 4 Mini Medics training, Bikeability, Yr4 WNAT Dance, Tri-Golf – HJS hosted, Netball – HJS hosted, Quad kids, Cycling cluster event, Kwik Cricket and Dynamos Cricket.

*Life Skills taught have included,* Yr 3 - catching a bus, tying shoelaces, washing up/drying, Yr 4 - pegging washing out, first aid skills, wrapping a present, Yr 5 – making afternoon tea, using an oven and Yr 6 - first aid skills and Hoovering.

*Trips and visits have included,* Norwich UEA Sainsbury's Centre, Public Speaking Literary Event held at King's Lynn Corn Exchange, Y5 transition days Smithdon High School, Y6 transition (Alderman Peel/Smithdon High School), Crucial Crew, Duxford, Yr3/4 Royal Opera House, Yr 3 Smithdon pupil in for Science Week, Yr 4 Mini Medics Course, Yr 4 Planetarium, Yr 4 Drama with Miss Roberts, Yr 5 Mad Scientists, Yr5 Science at Springwood, Yr5 Barbican Box, Yr 5 Smithdon art workshop, Yr4/5 Healthy Body Healthy Minds Lynnsport workshop, Bikeability, Yr 5/6 Midsummer Night's Dream, Yr 5/6 Brilliant Club – Cambridge Scholar's (visit to Peterhouse College, weekly tutorials and graduation) and West Norfolk Young Carer sessions

*Assemblies have included,* visits from Reverend Wilson, Celebration Assemblies every Friday, Y6 leavers assembly, Engaging and Creative Careers Assemblies throughout summer term – RSPCA, Potter, Textile Designer, Architect. Monday assemblies taken from the Enrichment Map included: International Peace Day, World Animal Day, World Smile Day, World Kindness Day, Bonfire Night, Remembrance Day, Universal Children's Day, Winter Solstice, Go Green Week, National Storytelling Week, Safer Internet Day, Random Acts of Kindness day and St David's day.

*Trust/school events and workshops have included,* Bedtime Stories. Mental Health Week, West Norfolk Academies Trust Music Concert at Gaywood Primary, World Book Day, Soroptomists International Public Speaking Event at King Edward VII High School, Smithdon High School Year 3/4 Sports Festival, West Norfolk Academies Trust Dance Festival, West Norfolk Academies Trust Primary Maths Challenge, Coronation celebrations, Apprenticeship Day, Spelling Bee, Reading Challenge and move up/stay up week.

*Fundraisers have included,* Christmas Jumper Day, Children in Need, Red Nose Day, Christmas fair, Y6 fundraiser for Salvation Army

*Extra-curricular provision/clubs have included,* weekly Music Tuition, Board Games, Yoga, Netball, Archery, Football, Singing, Drawing, Mad Science, Drama, Art, Dodgeball, Tri-Golf and Quick- Cricket.

#### **Challenge Number 5 - Attendance**

*Attendance is broadly in line with the previous year – 2022-23 94% (all) 92% (PP) - 2021/22 - 95% (all) 93% (PP), and is in line with the national average (92.5%). Attendance remains a focus on our plan. Meetings will continue to support disadvantaged pupils with attendance in an effort to further reduce the gap between all pupils and disadvantaged pupils.*

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
<i>Online Reading Quizzes</i>	<i>Accelerated Reader</i>
<i>Testbase</i>	<i>AQA</i>
<i>RWI Fresh Start</i>	<i>Read Write Inc</i>
<i>Scholars Programme</i>	<i>The Brilliant Club</i>
<i>Times Table Rockstars</i>	<i>Maths Circle Limited</i>
<i>Learning With Parents Platform</i>	<i>Learning With Parents</i>