

Pupil Premium Strategy Review 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"> Attendance at school and engagement in learning since the pandemic compared to non-disadvantaged pupils has been lower, resulting in less time learning Ensure staff use evidence-based teaching interventions for either whole class or targeted, time limited groups (EEF/PiXL) Ensuring staff use accelerated learning time (10 minutes at the start of lessons) to address knowledge gaps Ensuring that focussed support (in class) targets disadvantaged pupils so they meet the expected standard
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"> 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 Attendance and engagement from families for some disadvantaged pupils
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"> 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 Ensuring adequate equipment/ training/support
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
Targeted Academic Support	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	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
Wider strategies	Identifying reasons why some families do not engage with home learning or remote learning	Use of some funds to support access to technology Teachers and leaders increasing confidence to use remote resources to reach families

Review of 2020-2021 aims and outcomes

Aim	Outcome
Progress in Reading - Achieve national average progress scores in KS2 Reading (close to or above 0)	Significant improvement in disadvantaged pupil progress from 2018 (-5.8) to 2019 (-1.8) No statutory assessment in place for this academic year but PA average progress for disadvantaged pupils 2021 (0) Aim achieved
Progress in Writing - Achieve national average progress scores in KS2 Writing (close to or above 0)	Significant improvement in disadvantaged pupil progress from 2018 (-6.2) to 2019 (-1.9) No statutory assessment in place for this academic year but PA average progress for disadvantaged pupils 2021 (-0.2) Making good progress towards aim
Progress in Mathematics - Achieve national average progress scores in KS2 Mathematics (close to or above 0)	Significant improvement in disadvantaged pupil progress from 2018 (-6.3) to 2019 (-1.9) No statutory assessment in place for this academic year but PA average progress for disadvantaged pupils 2021 (-0.1) Making good progress towards aim
Attendance - Improve the attendance of disadvantaged pupils in line with national average (95%)	Whole school 2020/21 – 95.77% Disadvantaged attendance is slightly below whole school and national average attendance (95%) at 94.15% Continue to monitor in 2021/22 - Organise appropriate intervention (Early intervention

	plans, fast track and pastoral support) for those where attendance is not enough to help children catch up with non-disadvantaged <92%
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	Trust English Lead has supported subject leaders and individuals Talk 4 Writing and Talk 4 Reading planning booklets have been produced to enhance teaching and learning and reduce workload. A plan for RWInc Phonics is in place for September 2021 for new staff, as well as providing for continuation into KS2 Maths Mastery training has been delivered to staff during CPD sessions 1:1 support from maths leads provided where necessary, e.g. ECT/Trainees/New staff members
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%	Attendance monitored routinely and informal and Early Intervention or Fast Track meetings held where necessary Whole school 2020/21 – 95.77% Disadvantaged attendance is below whole school and national average at 94.15% Work to continue in 2021-22 to narrow the gap and achieve this aim

Strategy Aims	Outcome
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	PiXL palettes used to identify gaps – Autumn 2020 PiXL Therapies used to address gaps quickly NTP used successfully to target disadvantaged pupils and fill gaps in reading. 100% Y3, Y4 and Y5 disadvantaged pupils engaging in NTP made expected progress from their autumn baseline, with 75% of Y3 and 67% of Y4 pupils making better than expected progress. Attainment was varied - EXS - Y3 2/4 (50%), Y4 2/3 (67%), Y5 0/2 (0%). Barriers - remote engagement in groups. Consider 1:1 for specific pupils to improve engagement in 2021-22.
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	Tracking systems used routinely Early Intervention used for 3 pupils (spring/summer 2021), moved to Fast Track for one pupil. Whole school 2020/21 – 95.77% Disadvantaged attendance is below whole school and national average at 94.15%

	Continue to monitor in 2021/22 - Organise appropriate intervention (Early intervention plans, fast track and pastoral support) for those where attendance is not enough to help children catch up with non-disadvantaged <92%
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Targeted Academic Support	Outcome
Priority 1: Embed the use of Accelerated Reader across all year groups to increase reading for pleasure	Accelerated Reader CPD delivered to all staff Further work to do to make full use of its systems to track progress most effectively MYON utilised in school and at home – pupils could access eBooks and teachers able to monitor engagement/comprehension
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	Daily Lego therapy sessions timetabled (one class group of 3 per day) Pupil voice and learning walks demonstrate that Lego therapy has helped to improve learning behaviours, self-regulation and engagement in class

Wider Strategies	Outcome
Priority 1: Embed curriculum enrichment for disadvantaged pupils to ensure they can access cultural opportunities in line with non-disadvantaged pupils	Enrichment Map updated to take account of the pandemic – including remote experiences and virtual tours Visits to Wild Ken Hill planned for Sept 2021 Author visit – Karl Nova Music Lessons Forest School BT Internet Legends Crucial Crew Edufit sports instructor (weekly sessions) Fundraising - Christmas Jumper Day, Children in Need, Red Nose Day Engagement with the Barbican Box Project Extra-curricular clubs reinstated in the summer term 2021 including - Gardening, Art, Drama, Chess, Multisport and Rounders Bedtime Stories World Book Day Extreme Reading Challenge
Priority 2: Increase effective parental engagement in learning through remote sources beyond FB (class dojo for contact	New website launched – summer 2021 Class Dojo used to engage families in home

and home learning, twitter, new websites)	learning during lockdown Regular phone calls home during lockdown Technology provided where needed Remote parental workshops held to support with reading, home learning and wellbeing (spring 2021) Twitter, Newsletters and Homework Challenges, parent's evenings, end of year reports
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