

Pupil premium strategy statement 2024-25



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	99
Proportion (%) of pupil premium eligible pupils	32% (32 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Louise Jackson Headteacher
Pupil premium lead	Emma Hunt Deputy Headteacher
Governor / Trustee lead	Barbara Herring Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,360 (£1480 per pupil)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£47,360

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	National and internal assessments indicate that attainment among disadvantaged pupils is generally below that of non-disadvantaged pupils.
2	Assessments, observation and discussions with pupils indicate that under-developed oral language skills and vocabulary gaps are more prevalent among our disadvantaged pupils than their peers. This is having an impact on writing and spelling outcomes.
3	Our school is experiencing a higher prevalence of social, emotional and mental health related conditions among pupils. This can mean that some pupils may need additional support to access the curriculum.
4	Our disadvantaged pupils do not always have the same experiences as our non-disadvantaged pupils. Therefore, it is important that our school continues to offer a range of enrichment opportunities to ensure access, not only to extended provision e.g. drop in but also wider opportunities which are subsidised.
5	Our attendance data over the last three years indicates that attendance among disadvantaged pupils has been consistently 2% lower than for non-disadvantaged pupils. A proportion of our disadvantaged pupils have been persistently absent. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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"> • Lower KS2 to continue to achieve EXS/GDS to meet their individual targets, with writing a particular focus. Attention on upper KS2 to achieve through regular pupil progress reviews and targeted support. • Pupils will attain in line with non-disadvantaged pupils/national averages RWM % (EXS/GDS) • Children will have accessed small group, in class support.

Children to have access to wider opportunities	<ul style="list-style-type: none"> • Children will take part in enrichment experiences, including trust events • The percentage of pupils eligible for PP participating in each of the extracurricular clubs will be monitored and SLT to take active steps to increase participation where appropriate. • Children will have music lessons • Children will experience school trips/residential experiences • Children will have accessed extracurricular activities (including drop in/after school clubs) which enhance the curriculum and support their future journey.
Improved parental engagement	<ul style="list-style-type: none"> • Parents/carers will have access to regular workshops • Communication via Class Dojo, newsletters, website and Twitter will enhance engagement.
Every teacher a teacher of SEND	<ul style="list-style-type: none"> • Adaptions are in place for all SEND pupils to support learning.
Improved % attendance	<ul style="list-style-type: none"> • Attendance lead will work closely with parents to support improved attendance through early intervention and support. • Attendance of disadvantaged pupils will be closely monitored. • Attendance aim – in line with national average – persistent absence is reduced.

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: £13,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD is planned and delivered routinely to develop subject knowledge and support recruitment and	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes.</p> <p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other</p>	1, 2

<p>retention of new and existing staff.</p> <p>Senior leaders design the schedule and plan delivery to secure improved progress and attainment across the curriculum (with a particular focus on writing development – composition, grammar, spelling and handwriting).</p> <p>Leaders at all levels contribute to these sessions with additional INSET days involving experts from other schools and subject specialists.</p>	<p>interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</p> <p>Education Policy Institute, Evidence Review. https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students</p>	
<p>Support staff have access to regular training and support in the form of twilights, specific training days (e.g. RWInc), CPD videos and invites to staff meetings.</p> <p>This ensures that intervention compliments the quality first teaching and consistency in teaching and learning across the school.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2
<p>High-quality, challenging texts pervade the curriculum library and classrooms.</p> <p>Reading passports promoted/showcased routinely and book spine (class texts) shared with staff during CPD session to promote 'Reading for Pleasure'.</p> <p>Peer reading sessions overseen by Reading Ambassador and</p>	<p>Reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers. (DfE – Research Evidence on Reading for Pleasure)</p> <p>https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf</p> <p>Collaborative learning proven in EEF to raise standards. A collaborative approach involves pupils working together in group small enough for everyone to participate on a collective task that has been clearly</p>	1, 2, 4

<p>English Lead at least twice every half term. CPD for Reading Ambassadors provided by English Lead.</p>	<p>assigned. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	
<p>Staff benefit from oracy and vocabulary CPD (with reference to the oracy toolkit), through INSET and additional CPD sessions to enhance outcomes for pupils across the school in vocabulary, reading, writing and wider curriculum.</p>	<p>EEF Teaching and Learning Toolkit – Oral Language Interventions suggests that training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development. The average impact of oral language interventions is approximately an additional six months progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 2, 3, 4</p>
<p>Teachers and support staff will spend lessons prioritising feedback to pupil through live marking and assessment 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. Impacts are highest when feedback is delivered by teachers. Studies of verbal feedback show slightly higher impacts overall (+7 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2</p>
<p>Programme of CPD and support for new staff including pastoral and attendance lead/ ECTs to include:</p> <ul style="list-style-type: none"> • Julian Teaching School HUB • Step Lab • EEF Supporting School Attendance - reflection and planning tool. • NCC Attendance Toolkit • NCC training and webinars 	<p>The Early Career framework will provide additional support to Early Career Teachers (ECTs) during their first two years of teaching, which includes training, materials and a dedicated mentor who will support ECTs to develop. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support-online-teacher-developer The EEF state that improving attendance is a multifaceted mission, requiring different approaches in different contexts. There are, however, some common overarching principles that can inform attendance strategies. We have brought these principles together as evidence-informed themes, each drawing upon recommendations from the EEF’s suite of guidance reports, to support school leaders in reflecting upon and developing strategies</p>	<p>1, 2, 3, 5</p>

	to tackle pupil absence and improve attendance. https://d2tic4wvo1iusb.cloudfront.net/producton/documents/guidance/supporting_school_attendance - reflection and planning tool	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop reading/phonics strategy introduced at our infant school with support from RWInc specialist and The Wensum Hub to ensure all children in KS2 can learn to read and read to learn. This will ensure that no child is left behind, including lowest 20%, raising achievement for all.</p> <p>Teachers and TAs receive training and coaching to follow a structured programme: Read Write Inc Phonics (LKS2) and Read Write Inc Fresh Start (UKS2).</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2
<p>Utilise teaching assistants to develop targeted writing intervention and support in class (composition, grammar and spelling) working with the guidance and support of the English Lead.</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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>John Hattie's Visible Learning – high effect size in relation to response to intervention.</p>	1, 2

	https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/	
One to one, or small group, school led tuition. Precision teach to pupil gaps throughout KS2. Social and emotional support.	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2
All pupils to benefit from support in learning multiplication tables. Times Table Rockstars	<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. (Hasselbring, Lott & Zydney, 2005)</p> <p>https://www.cambridgemaths.org/images/espresso_1_learning_and_assessing_times_tables.pdf</p>	1
Booster clubs/ sessions primarily for disadvantaged pupils in Reading, Writing, GPS and Maths.	<p>EEF suggests that before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than any other types of extended provision. Impact +3 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	1, 2

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

Budgeted cost: £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Further enhance social and emotional provision through the recruitment of a new pastoral and attendance practitioner.</p> <p>Continue to fully utilise Forest School provision to support increased confidence, 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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3, 4</p>
<p>Maintain good links with agencies to support families and pupils, including: Community and Partnership Team, Early Help and the SEMH Team</p>	<p>EEF research suggests that interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3, 4</p>
<p>Ensure that enrichment is maximised for disadvantaged pupils to broaden their experiences, raise aspirations and cultivate economic awareness in line with non-disadvantaged pupils.</p> <p>Drop in, Music Tuition Trips/Visits, Arts participation, Extra-curricular clubs, Boosters, Sports events, Apprenticeship Day, Brilliant Club/ Scholars Programme</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 (+3 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts participation can have a positive impact on academic outcomes in other areas of the curriculum. (+3 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>3, 4, 5</p>
<p>Ensure support is available for families in crisis.</p> <p>School led EHAP Early Help Referral</p>	<p>Parental engagement has a positive impact on average +4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>3, 4</p>

<p>Help Hub ECFS Signposting, e.g. Just One Number Parenting programmes, e.g. Triple P, Solihull, Freedom Programme and Circle of Security</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Triple P can lead to improvements in children’s behaviour. It is believed that strategies within the programme could lead to improvements in children’s language development.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/level-4-group-triple-p-positive-parenting-program</p>	
<p>Continued targeted provision/early intervention in place for vulnerable pupils to support with mental health and wellbeing. This fosters positive relationships and ensures that pupils are ready to learn.</p> <p>Nurture Space Mental Health Domestic Abuse Champion Anna Freud Wellbeing Toolkit Boxall Profiling</p>	<p>EEF suggests that effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	3
<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.</p>	<p>Parental engagement has a positive impact on average +4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4
<p>The monitoring of attendance will follow the EEFs 6 evidence based themes as outlined in the evidence based research.</p> <p>Pastoral and Attendance Lead supported by SLT.</p>	<p>The EEF suggest that improving attendance requires different approaches in different contexts. They state that there are, however, some common overarching principles that can inform attendance strategies. (6 evidence based strategies). 1.Build a holistic understanding of pupils and families, and diagnose specific needs.2.Build a culture of community and belonging for pupils3.Communicate effectively with families4.Improve universal provision for all</p>	3, 4, 5

<p>Early Intervention will be put in place as required in line with NCC guidance.</p>	<p>pupils5.Deliver targeted interventions to supplement universal provision6.Monitor the impact of approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	
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Total budgeted cost: £47,360

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 2023 to 2024 academic year.

Outcomes 2023-24

Outcomes for pupils in Y6 in 2024 were higher than national average again with 73% attaining RWM and 7% GDS. In this cohort 2 pupils are at PKS so 22/28 (79%) attained EXS with both pupils removed. Two further pupils with an ECHP were teacher assessed as PKS/WTS in KS1, achieved EXS in reading and mathematics in KS2. Another, diagnosed with dyslexia and PKS in Y2, attained GDS in reading and EXS in maths. There are also 8 pupils who are pupil premium. Five of these pupils have SEND.

Attainment in 2024 shows improvements from previous years for all pupils where 2023 results were an upward trend. See context for 2023 and 2024 below.

2023 all pupils	Read (NA)	Write (NA)	Maths (NA)	RWM (NA)
EXS	77 (73)	73 (73)	80 (73)	70 (59)
GDS	23 (29)	17(13)	17(24)	13 (8)

2024 all pupils	Read (NA)	Write (NA)	Maths (NA)	RWM (NA)
EXS	87 (74)	77(72)	83 (73)	73 (61)
GDS	33*(24)	23 (13)	20* (24)	7 (8)

*Special considerations approved mean that 2 pupils will be added to GDS in reading (40%) and 1 in mathematics (23%)

Average scaled scores 2024 *

2024	Read (NA 105)	GPS (NA 105)	Maths (NA 104)
All	109	104.5	104.5
Non-SEND	109.6	106.7	107.4

*These will increase after special considerations are added for 4 pupils whose circumstances were approved.

Of this cohort there are 8 pupils who are pupil premium. Four of these pupils have SEND - 1 pupil was disapplied. Of these pupils (disapplied pupil extracted) 5/7 (71%) achieved the expected standard in Maths and Reading. 2/7 attained the greater depth standard (25%) in Reading. 4/7 (57%) achieved the expected standard in writing. Of the disadvantaged pupils 4 had SEND and with these pupils removed, 100% of disadvantaged achieved the expected standard on RWM combined.

As a school, we continue to work hard to close the gap between our disadvantaged and non-disadvantaged pupils. Although, as a school, we are pleased with our overall attainment figures for 23/24, the data shows that our disadvantaged pupils continue to perform lower than non-disadvantaged pupils, particularly in writing. In 24/25, we will be focussing our attention to embed oracy, reading and spelling strategies to increase

writing outcomes. We will further our efforts in developing every teacher a teacher of SEND to ensure that these pupils achieve as highly in writing as they have in reading and mathematics, as teachers skilfully adapt provision and enable strong progress in grammar, spelling and punctuation.

We will continue small group, teacher-led intervention/boosters – targeting disadvantaged pupils with a focus on writing. Furthermore, in class focus writing groups, in addition to quality first teaching. Move up, stay up will also continue 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.

Social, Emotional and Mental Health

Pupil premium funding will continue to be well utilised to provide wellbeing support and interventions. We have recruited a new pastoral and attendance lead to ensure the continuation of SEMH support to target individuals and groups. Several members of staff are mental health champion trained and a member of SLT has completed senior mental health champion training.

The Carnegie Mental Health Bronze Award was achieved in July 2022; we will submit a new application this academic year, working towards the silver award to build upon the work we have already completed.

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; it provides rich opportunities for pupil's personal development. We use a progressive curriculum to teach PSHE, including relationships education. Our curriculum also covers health and wellbeing including mental health.

We encourage exercise and relaxation with activity which is facilitated through extensive grounds used at lunch and break times.

Enrichment

Pupils have continued to have access to a range of wider opportunities. Our school has participated in a wide range of sporting events which, among others, have included: weekly swimming lessons, cluster events (cross country, Croydon Cup, Quicksticks Hockey etc), Mini Medics training and Bikeability. Life Skills taught have included: tying shoelaces, washing up, pegging washing out and first aid skills!

Trips and visits have included transition days (Alderman Peel/Smithdon High School), Crucial Crew, Duxford, Peterborough Mosque and a trip to The Space Centre in Leicester. We have continued to subscribe to The Brilliant Club – Cambridge Scholar's Programme, which included weekly face-to-face tutorials and a graduation in Cambridge. Our residential at Hilltop was a particular highlight of the academic year!

Assemblies have included: visits from Reverend Wilson, Celebration Assemblies every Friday, singing assemblies and Y6 leavers assembly.

Furthermore, Trust/school events and workshops have included: Mental Health Week, West Norfolk Academies Trust Music Concert at Springwood High School, World Book Day, Soroptomists International Public Speaking Event at Springwood High School, Smithdon High School Year 3/4 Sports Festival, West Norfolk Academies Trust Primary Maths Challenge, Apprenticeship Day, Spelling Bee, Reading Passport and move up/stay up week.

We have also completed fundraisers for Christmas Jumper Day, Children in Need and Red Nose Day. Pupils also completed a trundle to raise funds for the PTA.

Attendance

Attendance is a strength. It remains broadly in line with the previous two years and is in line with national averages. A new Pastoral and Attendance lead has been appointed to ensure systems remain rigorous. Attendance remains a focus on our 3 year plan. Meetings will continue to support disadvantaged pupils with attendance in an effort to further reduce the gap between all pupils and disadvantaged pupils at our school.

	2021-22	2022-23	2023-24
All	95%	94%	95%
Disadvantaged/PP	93%	92%	93%

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

Programme	Provider
<i>Online Reading Quizzes</i>	<i>Accelerated Reader</i>
<i>Testbase</i>	<i>AQA</i>
<i>RWInc Phonics/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>
<i>Wensum English Hub Support</i>	<i>Wensum Trust</i>