



Pupil premium strategy statement – Heacham Junior School

1. Summary information					
Academic Year	2018/19	Total PP budget	£54,720	Date of most recent PP in school Review	Sep18
Total number of pupils	165	Number of pupils eligible for PP	37	Date for next internal review of this strategy	03/19

2. Current attainment					
	Non PP School 17/18	Pupil Premium School 17/18		National Average 17/18	
		All Pupil premium	Without 2 EHCP	Non	PP NA
% achieving expected or above in reading, writing & maths	66%	45%(5/11)	56% (5/9)	71%	51% -
% achieving higher in reading, writing and maths	9%	9% (1/11)	11% (1/9)	12%	20% 4%
% making expected in reading	72%	55%(6/11)	67% (6/9)	80%	64%
	13%	9% (1/11)	11% (1/9)	33%	18%
% making expected in writing	78%	55% (6/11)	67% (6/9)	83%	68%
	38%	9% (1/11)	11% (1/9)	24%	11%
% making expected in maths	78%	45%(5/11)	56% (5/9)	81%	64%
	16%	9% (1/11)	11% (1/9)	28%	14%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupil premium children are not making the required progress compared with other children across KS2 . What is the impact of Quality first teaching strategies? What has impacted on Maths attainment where gap is widest?
B.	Access to consistent quality first teaching has been lower for those with pupil premium /FSM/SEN due to setting of classes in Mathematics
C.	Lower levels of vocabulary, language and communication skills for pupil premium , particularly those with lower prior attainment
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Those children who were PP in 2017/18 had low attendance at 94.6% compared to non PP at 95.7%, persistent absence within pupil premium cohort was 18.25%
4. Desired outcomes	Success criteria

A.	A broad and relevant curriculum will develop to make a stable platform from which to raise standards in RWM and all subjects. Children will be the centre of what we do with language, vocabulary and communication taking a very important role.	Teachers will model high quality language themselves, high level thinking and vocabulary through curriculum themes that motivate and engage. Pupils and staff will describe how the characteristics of effective learning will promote skills across the curriculum. Learning will be visible – ch work on walls, wide curriculum displays, learning assemblies.
B.	Increased scaled scores for all pupils to support higher progress by ensuring quality first teaching stimulates and challenges- raised expectations and effective targeting , particularly for those who are pupil premium	Teachers will be clear about how children learn through reflection on what makes good learning- a push to make a strong and exciting learning culture that promotes accelerated progress, equality and access for all pupils and attain at higher levels. Good formative assessment using knowledge of prior attainment backed up with regular Pixel analysis to give quality assurance. Teacher intervention directed at those with misconceptions and those that need challenge adjusted frequently(daily/weekly)
C.	All children will have their social and emotional needs met through wider curriculum and inclusive ethos of schools	Thrive for identified children will have dedicated 1 to 1 support. A continuum of learning behaviors be introduced (gold/bronze/silver) aimed to motivate and include ALL children way beyond RWM so that they are praised for effort and character rather than always attainment
D.	Higher attendance for those who are pupil premium	Pupil attitudes will be positive and attendance will be higher than national average with a reduction in persistent absence- letters home, attendance targets set Increased opportunities to access educational experiences beyond local area. (School trips, sporting events, visiting workshops, artists) Children University continues to be successful – more PP children engaged.

5. Planned expenditure					
Academic year		2018/19			
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. Consistently good teaching, learning and assessment for all pupils particularly those who are pupil premium					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
<p><i>Consistently good teaching is observed across school with innovative metacognitive strategies used and understood to promote progress</i></p> <p><i>PP pupils to make good progress in work collections</i></p>	<p><i>Quality first teaching and Metacognition are proven by EEF 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</i></p> <p><i>Quantified by EEF at +7 months</i></p>	<p><i>Outstanding Teaching one day training from Trust</i></p> <p><i>Oustanding Teaching Intervention program bespoke from Osiris concentrated AT school (April /May 19)</i></p> <p><i>It will be implemented quickly to drive up standards in teaching and learning with some commitment and pace. Increased quality in T+L will increase outcomes in learning for PP</i></p>	<p><i>The one day training picks up themes across Trust schools – engagement, challenge and feedback</i></p> <p><i>These themes are a focus in our school improvement with an in school trainer for Summer 19 to help teachers reflect and improve TLA further</i></p> <p><i>Senior Leaders from across Trust are meeting within phases to examine how classrooms are changing and how learning is progressing against national expectations</i></p> <p><i>Executive SLT will run rigorous monitoring schedule to ensure that culture is changing and that higher learning outcomes can be demonstrated quickly in class</i></p>	<p>Louise Emma Ellie</p>	<p>£1,900</p> <p>One day Sept 5th 18</p> <p>£10,500</p> <p>Bespoke programme</p> <p>Cover to enable 6 classteachers to have in school training</p> <p>£5,400</p>

<p><i>Teachers and TAs will be deployed well in class to quickly understand prior attainment, offer feedback to pupils and next steps. TAs maximize time they are engaged with pupils in a purposeful way- this will include in class group work and intervention</i></p>	<p><i>Pupil Progress meetings and work collection checks</i> <i>Provision of support to enable pupil premium (and other pupils) to participate in catch up and booster interventions</i> <i>Increased PP focus and open discussion</i> <i>Expectation that staff know PP well and can evidence child's progress</i></p>	<p><i>Some data shows that small group support from TAs and teachers improves attainment and progress though this is usually through the quality of delivery and fast feedback and open questions to move pupils on.</i></p>	<p><i>Training for TAs. From VNET on questioning for understanding and challenge</i> <i>Leaders to hold all staff to account for a culture that challenges underachievement and that knows where to find progress and how to celebrate it.</i> <i>Observations, PP learning walks, PP data checks, display and club checks for equality and inclusion</i></p>	<p>VNET Teaching Staff</p>	<p>Autumn 2018 July 2017</p> <p>Vnet training and subscription £2000</p> <p>Pixel subscription and use in school and comparisons with local schools £2,500</p>
<p><i>Reading and Maths teaching is consistent across school through robust policies, implementation of destination reader approach (book led teaching sequences) and Maths Mastery</i></p>	<p>8 week reading and maths projects will take place to ensure that reading and maths are taught at good pace across the year and involve whole school including families Start in Autumn and continue through year</p>	<p>Short burst improvement focus are effective in gathering impact for pupil progress</p> <p>Maths and English leads to be accountable for implementing with SLT support, they enable whole school community to understand purpose and success criteria so they progress can be made consistently.</p>	<p><i>Subject leaders to devise a measured and impact driven action plan for 8 weeks</i> <i>Data gathering for attitudes, standard of T+L, attain/progress</i> <i>Launch assemblies and staff meetings(including TAs)</i> <i>Clear teaching expectation for daily maths /reading lessons</i></p>	<p>Maths lead Dan Bloxham</p> <p>English lead Ellie Jones</p> <p>LJ/EH hold to account for data, impact and evidence</p>	<p>Reading training for Y3 and Y4 £2000</p> <p>Destination reader training for English lead and equipment £2,200 KS2 Power ranger maths mastery texts £1,500 KS2 Supply cover for training £1,200 x2 =£2,400 Supply cover for middle leaders model lessons</p>

<p>Increase attainment for disadvantaged children and other vulnerable groups progress meetings and assessments Teacher & LSA £25,000</p> <p><i>Access to trips and clubs</i></p>	<p>1-2-1 / small groups provision for targeted subjects as appropriate for the pupils Sutton Trust – moderate impact +5months Feedback +8 months.</p>	<p>Some of the pupils need focused work to decrease their gaps in learning.</p> <p>Provision for trips, dance club , sports club, arts that would not be affordable otherwise</p>	<p><i>Feedback from teachers and response from pupils to be discussed at length</i> due intervention tch and small group work Organise timetable and provide support with people from across the school. Use PiXL to identify gaps Analysis of progress through progress meetings and assessments</p>	<p>Cerrie Holmes Fiona Nurse, Kirsty Kerr,</p>	<p>Teacher & LSA £15,000</p> <p>£2,500</p>
Total budgeted cost					£54,800

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	When will you review?
<p><i>Less engaged children and families access learning hub and learning projects</i></p> <p><i>They make use of learning catalyst pop up workshops</i></p> <p><i>Children to be emotionally ready for learning.</i></p>	<p><i>Open before school facility (Learning Hub) with skilled and approachable TA to staff - to help attendance/punctuality and engagement with learning</i></p> <p><i>1 to1 sessions in Thrive to address social and emotional issues.</i></p>	<p><i>PP families need warm engagement with school (national Literacy trust)and access to learning environment and resources - need to access cultural and learning capital that may not be within home</i></p> <p><i>Some children are unable to fully access learning due to emotional stress and emotional issues. Thrive has shown to make improvements in attendance and progress for those pupils involved.</i></p>	<p><i>Learning Hub is open before school and has been a success at other schools- pop up parent courses keep it fresh and shares good info- 1:1 parent support is offer for behavior/homework support</i></p> <p><i>Thrive screening of children to take place.</i></p> <p><i>Regular monitoring of sessions and outcomes by the SLT</i></p>	<p><i>Michelle</i></p> <p><i>Fiona</i></p> <p><i>SLT</i></p> <p><i>Caroline</i></p> <p><i>SLT</i></p>	<p><i>Jan 19/April 19</i></p> <p><i>½ hour daily</i> <i>TA £25 pw x39</i> <i>+on costs</i> <i>£1000</i></p> <p><i>£2000 for practitioner, training, license and teaching commitment.</i> <i>Thrive room set up £1,500</i></p>
Total budgeted cost					£6,200
					£64,000

6. Review of expenditure				
Previous Academic Year		2017/18		
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)	Cost
<p>Attainment of all groups to be in line with / or exceed national figures</p> <p>PP pupils to achieve in line with non disadvantaged pupils</p>	<p>Introductory Inset for all staff to use metacognitive approaches to teaching and learning – co operative learning style .</p> <p>Participation in Maths Hub Mastery Programme</p> <p>HMI led 8 week planning project writing NFER pilot school for times table test</p> <p>Read Write Inc Training</p> <p>Booster Classes for Yr 6 borderline pupils</p> <p>Staff meetings to share good practice and moderate work.</p> <p>Pupil Progress Meetings.</p> <p>Book scrutinies.</p> <p>HMI project evaluation.</p> <p>Attendance at Maths / Literacy Network</p> <p>Meetings for subject lead.</p> <p>Lesson observations.</p> <p>Engage with VNET Better to Best programme incl. Diminishing Gap Conf.</p>	<p>Co Operative learning was a good starting point to learn about learning - anecdotes from pupils and observers state that pupils were more engaged and outcomes from teaching and learning were higher. Pupils enjoyed talking about the cooperative learning and how it helped them be confident with talking about learning.</p> <p>In 2017/2018 disadvantaged pupils attained just below national averages in reading and maths, but when two pupils with EHC plans (given July 18) were removed the data is close to national data and higher than PP national equivalents, (56% 5/9 = RWM 11%1/9 GDS) Scaled scores increase to 102.4 for reading and 100.7 for math . Non disadvantaged pupils also attain at a higher level with EHC extracted. 22/36 attained RWM at 61% with scaled scores at 102.4 and 102.9 in R/M respectively.</p> <p>Pupils discussions did evidence positive attitudes to school with most PP children enjoying the school environment and friendships- one PP child had returned to fulltime schooling from a managed move and PT placement at another setting.</p>	<p>Quality first teaching needs to be embedded into Heacham school life. Children need a reading culture and a curriculum that helps them learn more quickly. Research demonstrates that setting reduces expectations – so strategies that we use (such as metacognition, feedback) need to be proven from research</p> <p>More mentoring for those children who are disadvantaged needs to develop with more given to accelerate progress for pupil premium from starting points at end of KS1.</p> <p>Teachers will look at year group expectations and we will have frequent checks on books / evidence for how in line pupils are – feedback in lessons from good assessment of what they already know must be part of each lesson</p> <p>Leadership must arrange a rigorous monitoring schedule with senior staff and governors to hold staff to account</p> <p>The attendance of the PP cohort is less than non PP cohort so that</p>	<p>Tackling Tables £300</p> <p>Jacob Werdelin £750</p> <p>£300 license Hamilton</p> <p>£900 Network En/ Ma</p> <p>£600 supply</p> <p>£1000 match funded</p> <p>mastery hub</p> <p>£600 supply</p> <p>VNET £2000</p>

Desirable outcomes	Chosen approaches	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learnt	cost
1 : 1 and small group support through teaching assistants and qualified teachers.	Training for TAs(Co Op learning and Read Write Inc.) Guided reading sessions training Observations of interventions Provision mapping and evaluation Pupil Progress Meetings Sound Discovery Materials and training	Some interventions were positive – those that involved good delivery and subject knowledge from staff had a good impact on pupils attitudes and engagement in lessons (guided reading, co operative learning , sound discovery) Some intervention had a low effect on childrens progress (setting for subjects, RWI) and will not be persued in 2018/19	Spend money on effective CPD that increases standard of teaching and learning across the school – Osiris Metacognition, Pixl, Destination Reader 18/19, Accelerated reader 2019/20 Quality first teaching, rich curriculum and inclusive classroom practices are way forward. Involve pupils opinions more in setting a learning culture and devising a motivating curriculum for modern age.	Spring 2018 July 2018 RWI £3000 3 x TA 64 hours per week (total) £33,600 Sound Discovery Training & materials £300