

# Pupil premium strategy statement 2022-23



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	120
Proportion (%) of pupil premium eligible pupils	27.5% (33 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Louise Jackson Headteacher
Pupil premium lead	Emma Hunt Deputy Headteacher
Governor / Trustee lead	Andy Gee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,705
Recovery premium funding allocation this academic year	£4,785 (£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	£50,490

# 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 (breakfast/after school clubs)</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>
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> <li>Attendance lead will work closely with parents to support improved attendance (Early intervention/Fast Track)</li> </ul>

## 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: £18,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Planned CPD for support staff</b> All support staff will benefit from a regular schedule of training sessions designed to meet support staff specific needs to support learning and ensure a consistent approach in teaching learning, including:</p> <ul style="list-style-type: none"> <li>• Live marking</li> <li>• Feedback</li> <li>• RWI</li> <li>• Behaviour</li> </ul>	<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> <ul style="list-style-type: none"> <li>• Safeguarding</li> </ul>	<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

<ul style="list-style-type: none"> <li>• Reading</li> <li>• Mathematics</li> <li>• Science</li> <li>• EYFS – language and learning</li> <li>• Subject leadership</li> <li>• Metacognition</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>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: £12,200

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: £20,045

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> </ul> <p>Further promote enrichment opportunities across the curriculum for disadvantaged pupils to ensure they can access cultural opportunities in line with non-disadvantaged pupils.</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. <b>(EEF Teaching and Learning Toolkit – physical activity/extending school time)</b></p>	<p>3, 4, 5</p>
<p>Parental Engagement</p> <ul style="list-style-type: none"> <li>• Workshops</li> <li>• CPD</li> <li>• Social Media</li> <li>• Events</li> </ul>	<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. <b>(EEF Teaching and Learning Toolkit – Parental Engagement)</b></p>	<p>4</p>

Effectively promote parental engagement in learning via regular workshops in school, and develop further through Class Dojo, Twitter, newsletters and the school website.		
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**Total budgeted cost: £50,490**

## 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 2021 to 2022 academic year.

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

	All	PP
Y5 RWM% EXS	14/31 45%	3/11 27%
Y5 RWM% GDS	3/31 10%	0/11 0%
Y6 RWM% EXS	12/29 41%	3/7 43%
Y6 RWM% GDS	2/29 7%	0/7 0%

Outcome:

End of year SATs assessments during 2021/22 highlighted that the performance of disadvantaged pupils was lower than in 2018/19 in key areas of the curriculum 43% RWM in 2022 compared to 69% RWM in 2019. However, national outcomes were also down from 65% RWM in 2018/19 to 59% RWM in 2021/22. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to the impact of the pandemic; these pupils experienced disruption to their learning, particularly at the end of year 4 and in year 5. Coronavirus has continued to have an impact on the smooth running of the school this academic year, with pupil and staff absences. As with many schools across the country, lockdown was most detrimental to our disadvantaged pupils and not all were able to benefit as easily from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Next Steps:

- Move up, stay up has helped teachers to plan for small group support/booster sessions and interventions to help reduce this gap quickly from day one.
- Create focus groups (in class), in addition to quality first teaching to boost Y6 GDS outcomes (CGP Stretch).
- Small group, teacher-led intervention/boosters – targeting disadvantaged pupils.

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

Measure	Score 2019	Score 2022
Reading	-1.8	-0.9
Writing	-1.9	-0.5
Maths	-1.9	-2.4

Data headlines have not yet been published (expected December 2022). Un-calibrated shadow analysis of progress data for ALL pupils shows that English outcomes have improved, particularly in writing. The outcomes we aimed to achieve in maths by the end of 2021/22 were therefore not fully realised.

Next steps:

- Move up, stay up has helped teachers to plan for small group support/booster sessions and interventions to help reduce this gap quickly from day one.
- Create focus groups (in class), in addition to quality first teaching to boost maths outcomes. Small group, teacher-led intervention/boosters – targeting disadvantaged pupils.
- Use of an additional maths calculations session every afternoon.
- Use of Testbase to assess, identify gaps and address misconceptions to enhance progress.

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

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted by COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. All staff completed some SEND CPD with a focus on SEMH in January 2022. The recruitment of a pastoral lead has provided SEMH support to target individuals and groups, including Lego therapy. Several members of staff have been mental health first aid trained and a member of SLT has completed senior mental health training. The Carnegie Mental Health Award was submitted in June 2022 and the Bronze Award achieved in July 2022. We plan to build upon this approach in this, the second year in a three-year plan.

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

Pupils have had access to a range of wider opportunities. These have included: Sept 21 - COP26 climate Campaign. Oct 21 - Classical Music Rocks. Nov 21- Cluster cross-country. Dec 21 - Sainsbury's Centre, James Wild visit, Christmas light switch on, Rev Wilson assembly and Bedtime Stories. Feb 22, Mental Health Week, Twosday, International Award Presentation. Mar 22 Swimming lessons, Public Speaking Literary Event, Croydon Cup Football, Smithdon Cluster Football, Sixth Form Café Opening, WNAT Music Concert at Gaywood Primary and World Book Day. Apr 22 - BEE Netball. May 22 - Kingswood Residential and Classical Music Rocks. June

22 - Year 3/4 Sports Festival. July 22 - Trust Dance Festival, Year 4 How Hill Trip, Primary Maths Challenge and Sports Day.

Extra-curricular: music tuition, gardening, board games, dance, singing, STEM and multi-sports.

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

Although overall attendance in 2021/22 - 95% (all) 93% (PP) was lower than in 2020/21 - 96% (all) 95% (PP), it was broadly in line with the national average (95%). 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>
Online Books	MyOn
Online Reading Quizzes	Accelerated Reader
Testbase	AQA
RWI Fresh Start	Read Write Inc