

Pupil premium strategy statement:

1. Summary information					
School	Headlands Primary School				
Academic Year	2018/19	Total PP budget	£140,280	Date of most recent PP Review	June 2018
Total number of pupils	420	Number of pupils eligible for PP	104	Date for next internal review of this strategy	July 2019

2. Current attainment		
	<i>Pupils eligible for PP 2018</i>	<i>National average for all pupils</i>
% achieving expected standard or above in reading, writing and maths	37%	64%
% achieving expected standard or above in reading	52%	75%
% achieving expected standard or above in writing	74%	78%
% achieving expected standard or above in maths	58%	75%
Reading Progress Score	-0.5	
Writing Progress Score	1.1	
Maths Progress Score	0.1	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	When children enter Reception year a significant percentage of children have EYFS baseline scores which are below national expectations of 30-50 months, particularly in speaking. Older children have a limited vocabulary in all age groups.
B.	Historically, end of Key Stage outcomes for children eligible for PP, demonstrated that they did not attain as well or make as much progress as PP children nationally.
C.	Provision for PP children is not tracked centrally.
D.	Pupils aspirations of future education and employment are low
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	53/97 55% PP children have an attendance rate of below 96%

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children will have a vocabulary knowledge that is age appropriate and enables them to communicate and comprehend effectively.	The majority of children, including PP children will make rapid progress and will achieve ARE by the end of Reception year. Vocabulary knowledge is increased throughout the school both aurally and in written work.
B.	Higher rates of progress and attainment across KS1 in reading, writing and maths for children eligible for PP.	End of KS1 data to demonstrate that the majority of children in KS 1 who are eligible for PP make rapid progress and have attainment in line with national non PP children.
C.	All PP children provision is tracked and the impact evaluated.	A clear system that all adults can add to so that all PP children receive appropriate effective interventions and support in a timely manner
D.	Y5 and 6 PP children have a wider knowledge of the world of work, further education and experiences and aspirations are raised.	Through pupil voice children will have a wide range of options and aspirations for the future.
E.	All PP children attend school at least 96%.	PP absence rate reduce. Attendance rates are at least 96%

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. Quality of teaching for all					
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 implementation?
<i>To develop non-core curriculum subjects with an emphasis on knowledge</i>	The school will develop and embed a new whole school strategy to explicitly teach reading post phonics. A key component to this strategy will be the promotion of vocabulary. Vocabulary features strongly	Research from 'Closing the vocabulary gap' Alex Quigley and 'Bringing words to life' Isabel Beck et al.	There will be planned training from the trust and in house support. There will also be planned lesson study and peer to peer support.	SG	The approach will monitored termly through learning walks, book looks, discussion with children and enquiry visits.

<i>acquisition and vocabulary</i>	throughout the curriculum through modelling what is said, written and on display.				
To further embed strategies for the teaching of reading and maths	<p>The school will develop and embed a new whole school strategy to explicitly teach reading post phonics.</p> <p>The school will continue to embed the teaching of maths using the trust approach.</p>	<p>The EEF toolkit provides positive research on mastery learning at a low cost and moderate impact (2018).</p> <p>The EEF toolkit reports positively on the high impact of reading comprehension strategies at a low cost (2018)</p>	There will be planned training from the trust and in house support. There will also be planned lesson study and peer to peer support.	SG SW	The approach will monitored termly through learning walks, book looks, discussion with children and enquiry visits.
<i>To reduce the rates of absence and improve punctuality for all groups including PP</i>	To continue to rigourously apply the trust absence policy and to track weekly those children whose attendance and punctuality is causing concern. Signposted support to agencies in and out of school will be promoted to offer bespoke support.	Children need to attend regularly for learning to have the most impact. Encouragement and small improvements are celebrated so that small gains can be made towards long term greater gains.	The policy will give support as well as the rigourous support by the HT and key personnel in school.	DS	In weekly meeting with admin and pastoral worker.
<i>To embed Rosenshine's principles of instruction as shared language & a default mode of rigorous first teaching</i>	Rosenshines principles of instruction will be evaluated to ensure that learning takes place most effectively for all children in every class. The school will evaluate its current practices to ensure children's learning is at the forefront of what we do.	Rosenshines principles based on research into how the brain works and research into teaching where the children made the highest gains.	There will be planned training from leaders in school. The current practices will be looked at so that activities that do not support learning can be reconsidered.	DS	The approach to be initiated in the spring term with monitoring ongoing.
<i>To develop a shared understanding of 'high challenge; high support' as an alternative to differentiation</i>	To continue to have an attitude where all learners will achieve and work at an age appropriate standard. All children will have high challenge and no ceiling put on their learning. Class groupings are fluid and support provided where needed on a lesson by lesson basis.	EFF toolkit shows a moderate impact for low cost on individual instruction (2018). This is best used at times but not solely so that other methods including direct instruction can also be used.	Planned training from leaders in school. Support given from the Trust for teaching assistants who work to support individuals with same day interventions.	Subject leads	Monored through learning walks and enquiry mornings.

<i>to challenge all learners</i>						
ii. Targeted support						iii.
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 implementation?	Cost
<p>All children will have a vocabulary knowledge that is age appropriate and enables them to communicate and comprehend effectively.</p>	<p>All children to be screened using 'Wellcomm'. Outcomes to be shared with all stakeholders and small group interventions put into place.</p> <p>Children referred for additional support if progress is not seen.</p>	<p>National focus on the vocabulary gap and the impact on poor vocabulary negatively effecting attainment.</p>	<p>PP children meet Age Related Expectations in Communication and language</p> <p>.</p> <p>PP meeting shows that children are receiving additional intervention and progress is being tracked.</p>	<p>CT EYFS lead</p> <p>SEND lead KS</p>	<p>Pupil progress meetings in terms 2, 4,6</p> <p>Pupil progress meetings in terms 2, 4,6</p>	
	<p>A parents reading group is set up for targeted families to support sharing books at home and fostering a pleasure for reading approach.</p>	<p>Pupil voice surveys highlighted families who do not share books with their children. Increase vocabulary and love of books.</p> <p>All parents aware of the learning that their child will undertake. Personal invitation for some families and support if needed.</p>	<p>Careful selection of the families with the EYFS lead and questionnaires taken before and after the group to show attitude changes.</p>	<p>EYFS lead Librarian</p>	<p>Parent questionnaires and pupil voice SG to evaluate the questionnaires and impact</p>	
	<p>A parent's information session is delivered for EYFS parents to share the ways that talking about maths and reading with your child could significantly improve their future</p>		<p>Maths lead and reading lead to deliver a session to all EYFS parents to share what is going on in school and how they can support at home with greater language acquisition.</p>	<p>EYFS lead SW SG</p> <p>SG to target parents</p>	<p>Parent's questionnaire data after the session. Follow up questionnaire Personally target additional parents</p>	

	attainment and easy ways that they could support the school and their child with this				of PP children who didn't attend for a follow up session.	
Higher rates of progress and attainment across KS1 in reading, writing and maths for children eligible for PP.	Children targeted for the after school book club. Term 1 reluctant readers or children without reading support at home. Term 2 children who are not at EXS in reading, Term 3 children who love reading	All children need to make progress and all groups targeted including GDS.	Children from the book group show accelerated progress. All abilities targeted so that more children can achieve GD reading.	Librarian	Improved attitude to reading PPM/CT/Librarian	
	Embed the teaching of reading	Reading score to be at in national KS2.	PP children achieve aspirational EoY targets at least in line with National in Reading 72% PP children are on track to meet aspirational targets.	Reading lead SL Phase Leads	Support for the teaching of reading term 1 and 2 Monitoring progress through PPM Pupil progress meetings in terms 2, 4 and 6	
	Embed the teaching of vocabulary across the curriculum and the school	Vocabulary gap	Consistency in the use of working walls and vocabulary acquisition will be evident on learning walks and when talking to children.	SL		
	Use of mathematical vocabulary in every maths unit of work. Children taught the vocabulary in a consistent way and revisit the vocabulary, use of the working walls to promote taught vocabulary. Re-structure the way the units of work are taught so that number and another element of maths is taught weekly. This will enable skills to stay sharp by	Children not being taught all the units in as much depth. Allows time to revisit knowledge and vocabulary	Children have a growing knowledge of all maths units over each year.	SL	Book look term 2,4,6	

	<p>impact of absence. PA children to be the focus of weekly monitoring from T1. (Term 1)</p> <p>Attendance to be promoted in new 'Aspiration' assembly at the start of the week. Promoted in class by teachers. Promoted on monthly newsletter. (Term 1)</p> <p>Identified children invited to breakfast club. (Term 2)</p> <p>Termly, top 10 improved attendance certificates awarded. (Term 1)</p> <p>Letters to be sent to parents whose children have been late more than 9 times during academic year 2017/18, advising parents of impact of punctuality. Identified children to be focus of weekly monitoring from T1. (Term 6 2018)</p> <p>Late gate to operate at least 3x a week by SLT.</p> <p>New procedural system to record and register latecomers to be introduced. (Term 1)</p>	<p>based on the academic year 2017/2018</p>	<p>Weekly monitoring of PA demonstrates improvement for the identified group and individuals and that overall PA is reduced to at least 6% (national is 8.4%)</p> <p>PP lateness to reduce to under 10 episodes per week in total.</p>		<p>Cost in time Weekly and termly monitoring JOGO SL</p>	
6. Total budget cost						£140,280
Previous Academic Year		2017-2018				
i. Quality of teaching for all						

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>Children who enter the school in Reception year with Communication and Language and Literacy scores which are below national expectations will reach ARE by the end of the year.</p>	<ul style="list-style-type: none"> • Additional EYP and TA (P/T) • RWI • S&L assessments • D4W • Sentence stacking • Themed curriculum provision • Phase Leader to train as County moderator 	<p>SENCo to oversee speech and language assessments and support staff in identifying children for referral.</p> <p>Non-teaching phonics lead to ensure groups are appropriate from prior assessments, TAs receive two full days of RWI training and fortnightly masterclasses.</p> <p>Writing and Kinetic Letters lead teachers to ensure the effective implementation of the programme and support where necessary.</p> <p>Trained moderator will ensure judgements are accurate.</p>	<p>Speech and Language support in place and a referral system but further improvements in the initial assessments and the support through QFT would help children to develop their vocabulary at a quicker rate. A further action on this next year will support this.</p>	
<p>Higher rates of progress and attainment across KS1 in writing.</p>	<ul style="list-style-type: none"> • Trust Drama for Writing specialist commissioned • RWI phonics • Sentence stacking approach to writing • Kinetic Letters approach to handwriting • Focus on high quality first teaching (QFT) (especially for children identified as PP) during enquiry weeks 	<ul style="list-style-type: none"> • Drama for writing specialists will support teachers with high quality planning. The specialists work closely with other leads in education to ensure that strategies and methods support current national recommendations. • Evidence in school of using the Read, Write Inc approach to phonics has indicated rapid progress and higher than national attainment for all children. 	<p>64% children achieved EXS in writing 16% GDS. Children write in a kinetic letters style and handwriting is generally good. RWI phonics is very strong and the Y1 phonics check was the highest it has ever been and above national.</p> <p>Vocabulary to be developed further</p>	

		<ul style="list-style-type: none"> • Sentence stacking introduces children to a wide vocabulary. This integrated at the heart of the themed curriculum to inspire children to write and is highly inclusive of all children. 		
	•	•		
Higher rates of progress and attainment across KS2 in reading and maths for children eligible for PP.	<ul style="list-style-type: none"> • Trust Maths and Drama for Writing specialist commissioned • RWI phonics • Book Talk • Focus on QFT (especially for children identified as PP) during enquiry weeks 	<ul style="list-style-type: none"> • Maths and Drama for writing specialists will support teachers with high quality planning. The specialists work closely with other leads in education to ensure that strategies and methods support current national recommendations. • Evidence in school of using the Read, Write Inc approach to phonics has indicated rapid progress and higher than national attainment for all children. <p>The Sutton Trust explains, <i>'On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.'</i></p>	<p>% of PP children achieving EXS has improved in reading and maths 44% increased to 52% in reading 56% increased to 58% in maths</p> <p>Improvements in direct vocabulary teaching now needed and direct teaching of the skills needed to comprehend needed.</p>	
Higher rates of progress and attainment across KS1 and KS2 ensures PP children achieve greater depth in	<ul style="list-style-type: none"> • Trust Maths and Drama for Writing specialist commissioned • RWI phonics • Sentence stacking approach to writing 	<ul style="list-style-type: none"> • Maths and Drama for writing specialists will support teachers with high quality planning. The specialists work closely with other 	<p>Provisional Progress measure at KS2</p> <p>-0.5 reading 1.4 writing 0.1 maths</p>	

<p>line with non PP children.</p>	<ul style="list-style-type: none"> • Kinetic Letters approach to handwriting • Book talk • Focus on challenge during enquiry weeks • Pupil Progress meetings identify PP children to target to achieve greater depth. 	<p>leads in education to ensure that strategies and methods support current national recommendations.</p> <ul style="list-style-type: none"> • Evidence in school of using the Read, Write Inc approach to phonics has indicated rapid progress and higher than national attainment for all children. • Sentence stacking introduces children to a wide vocabulary. This integrated at the heart of the themed curriculum to inspire children to write and is highly inclusive of all children. • Kinetic Letters is used as a targeted approach to handwriting. This is an evidence based approach focussing on the development of core strength. • The Sutton Trust explains, <i>'On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.'</i> 	<p>Average progress</p> <p>The progress measures would suggest that the strategies are working to support progress and irradiate underperformance. Strategies will continue to be embedded so that attainment will improve over the coming years.</p>	
<p>PP children and their families will have immediate support from FSW/ LM and DSLs to ensure that external</p>	<p>New FSW appointed to ensure that children who require pastoral support (including those on an EHA, CIN, CP) are supported and that this barrier to learning is diminished.</p>	<ul style="list-style-type: none"> • A higher proportion of PP children than non PP children require additional pastoral support. A number of external factors such as finance, housing, 	<p>Pastoral support is readily available and a number of programmes are delivered through well trained adults.</p>	

<p>barriers to learning are diminished by ensuring that the child's voice is paramount.</p>	<p>Increased support for families through early help.</p> <p>My Concern to centralise all safeguarding issues.</p> <ul style="list-style-type: none"> • 	<p>behaviour safeguarding and a lack of experiences are barriers to learning for children eligible for PP.</p>		
<p>Targeted support</p>				
<p>Children who enter the school in Reception year with Communication and Language and Literacy scores which are below national expectations will reach ARE by the end of the year.</p>	<ul style="list-style-type: none"> • Additional members of staff (1 EYP, 1 TA) for 4/5 afternoons to support identified children eligible for PP. • Trained staff to provide 1:1 and small group interventions for identified children, following the S&L assessment. • Speech and language therapist to visit termly and see identified children. • 1:1 RWI catch up programme targets children for accelerated progress. • 	<ul style="list-style-type: none"> • Some children require additional targeted support in order to catch up. This may require an additional referral to an outside agency. • Sutton Trust EEF Toolkit suggests that early years intervention has very high impact. • Evidence in school of using the Read, Write Inc catch up approach to phonics has indicated rapid progress. • 	<p>Speech and Language support in place and a referral system but further improvements in the initial assessments and the support through QFT would help children to develop their vocabulary at a quicker rate. A further action on this next year will support this.</p>	
<p>Higher rates of progress and attainment across KS1 in writing.</p>	<ul style="list-style-type: none"> • 1:1 and small group intervention provided by 1 unqualified teacher and 1 learning mentor working as a HLTA. • 1:1 RWI targeted support to ensure that gaps in attainment are diminished. RWI Get Writing will be used to accelerate PP children's progress. • Where there are concerns about children's cognition and learning, referrals to EP may be made for cognitive assessments. 	<ul style="list-style-type: none"> • Following pupil progress meetings, were gaps are identified for PP children, a cohort action plan is written which outlines targeted support. • Some children need targeted support to catch up. • Commissioned support ensures that children's specific learning needs are clearly identified 	<p>20 day challenge to continue with all classes to target underachievement. Small targets that are additional to all other support and specific to individual children that can be achieved in 20 days.</p> <p>Check ins to continue to ensure that children at risk of underperforming do not get lost in a lesson.</p>	

	<ul style="list-style-type: none"> • QFT and 'check in' ensures PP children are targeted for regular feedback during teaching time. • Strategic steering group identifies PP children at risk of not meeting EoY expectations. • 20 day challenge identifies the small steps PP children need to achieve to make accelerated progress. • 1:1 and small group intervention 	<p>and support is tailored to meet their needs.</p> <ul style="list-style-type: none"> • The Sutton Trust <i>identifies the most cost effective strategy to support eligible pupils is for them to receive regular feedback in all its forms not just written marking.</i> • Swift identification and the involvement of all relevant stakeholders will enable barriers to learning to be identified and addressed. • Small steps are identified and targeted regularly to enable children to make accelerated progress to meet their individual targets. • 		
<p>Higher rates of progress and attainment across KS2 in reading and maths for children eligible for PP.</p>	<ul style="list-style-type: none"> • 1:1 and small group intervention provided by a learning mentor working as a HLTA who are allocated specifically to improving the outcomes for children who are eligible for PP. • Where there are concerns about children's cognition and learning, referrals to EP may be made for cognitive assessments. • QFT and 'check in' ensures PP children are targeted for regular feedback during teaching time. • Booster classes in upper KS2 to support identified children to meet their potential. 	<ul style="list-style-type: none"> • Following pupil progress meetings, where gaps are identified for PP children, a cohort action plan is written which outlines targeted support. • Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet their needs. • The Sutton Trust identifies the most cost effective strategy to support eligible pupils is for them to receive regular feedback in all 	<p>20 day challenge to continue with all classes to target underachievement. Small targets that are additional to all other support and specific to individual children that can be achieved in 20 days.</p> <p>Check ins to continue to ensure that children at risk of underperforming do not get lost in a lesson.</p>	

	<ul style="list-style-type: none"> Stakeholder meeting identifies PP children at risk of not meeting EoY expectations. 20 day challenge identifies the small steps PP children need to achieve to make accelerated progress. 	<p>its forms not just written marking.</p> <ul style="list-style-type: none"> To build confidence in preparation for KS tests Swift identification and the involvement of all relevant stakeholders will enable barriers to learning to be identified and addressed. Small steps are identified and targeted regularly to enable children to make accelerated progress to meet their individual targets 		
<p>Higher rates of progress and attainment across KS1 and KS2 ensures PP children achieve greater depth in line with non PP children.</p>	<ul style="list-style-type: none"> 1:1 and small group intervention provided by 1 unqualified teacher and 1 learning mentor working as a HLTA. QFT and 'check in' ensures PP children are targeted to achieve greater depth. Stakeholder meeting identifies PP children to make accelerated progress to achieve greater depth 20 day challenge identifies the small steps PP children need to achieve to make accelerated progress and achieve greater depth. 	<ul style="list-style-type: none"> . Following data drops, PP lead to attend phase meetings to ensure children are identified to make accelerated progress and achieve greater depth, a cohort action plan is written which outlines targeted support. The Sutton Trust identifies the most cost effective strategy to support eligible pupils is for them to receive regular feedback in all its forms not just written marking. Swift identification and the involvement of all relevant stakeholders will enable barriers to learning to be identified and addressed. 	<p>20 day challenge to continue with all classes to target underachievement. Small targets that are additional to all other support and specific to individual children that can be achieved in 20 days.</p> <p>Check ins to continue to ensure that children at risk of underperforming do not get lost in a lesson.</p>	

		<ul style="list-style-type: none"> • Small steps are identified and targeted regularly to enable children to make accelerated progress to meet their individual targets. • 		
<p>PP children and their families will have immediate support from FSW/ LM and DSLs to ensure that external barriers to learning are diminished by ensuring that the child's voice is paramount.</p>	<ul style="list-style-type: none"> • Jogo commissioned support for children's emotional well-being and behaviour, including play therapy. • 1:1 and small group support for children's pastoral needs from Family Support Worker and learning mentors. • Family support through EHA, CIN plans and CP. • Bursary provision of £100 per child to support access to extra-curricular activities in and out of school (including uniform). In addition, a 75% reduction is also offered on trips. • One page profiles for PP children are completed by learning mentors and are in class PP folders. 	<ul style="list-style-type: none"> • Children's social and emotional needs will be met. • As an inclusive school the aim is that no child will be prevented from accessing extra-curricular activities on the basis of cost. 	<p>Bursary to continue. Many families benefitted from this to support uniform, clubs and music lessons.</p> <p>Quick support available from the learning mentor for families.</p> <p>EHA is initiated quickly and school staff work with the families and outside agencies to provide the most appropriate support.</p>	
<p>PP children have access to a free school meal.</p>	<ul style="list-style-type: none"> • Eligible children receive a free school meal. 	<ul style="list-style-type: none"> • The 2017 DfE report into the impact of free school meals stated 'the results were positive and significant for pupils in Year 6. The report said that it was equivalent to two months' expected progress at this stage.' • 	<p>This will continue All families are supported to access this. Breakfast and additional food is provided as required.</p>	
Total budgeted cost				£137,280

7. Additional detail