

Pupil premium strategy statement: HEADLANDS PRIMARY SCHOOL

1. Summary information					
School	Headlands Primary School				
Academic Year	2016/17	Total PP budget	£130,000	Date of most recent PP Review	n/a
Total number of pupils	420	Number of pupils eligible for PP	99	Date for next internal review of this strategy	Jul 2017

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>National average for all pupils</i>
% achieving expected standard or above in reading, writing and maths	38%	53%
% achieving expected standard or above in reading	44%	66%
% achieving expected standard or above in writing	63%	74%
% achieving expected standard or above in maths	56%	70%
Reading Progress Score	-1.12	
Writing Progress Score	0.25	
Maths Progress Score	-3.18	

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 secure, particularly in speaking, writing and being imaginative.
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.	19% (20/108) of children eligible for PP are also SEND. 9/20 children have an EHC plan (6/20 are part of our Unit provision for Autism).
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	15% (16/108) of children eligible for PP are requiring an additional level of pastoral support (children are on an EHA, CIN or CP plan).

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children who enter the school in Reception year with speaking, writing and being imaginative skills which are below national expectations will reach ARE by the end of the year.	The majority of children, including PP children will make rapid progress and will achieve ARE by the end of Reception year.
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.
B2.	Higher rates of progress and attainment across KS2 in reading, writing and maths for children eligible for PP.	End of KS2 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 PP children.
C.	Higher rates of progress will be achieved for SEND children who are also eligible for PP (including those in our Unit provision).	Increased numbers of children receiving appropriate support from external agencies.
D.	PP children and their families will have immediate support from FSW and DSLs to ensure that external barriers to learning are diminished by ensuring that the child's voice is paramount.	New, experienced FSW appointed who understands, intervenes and/ or can efficiently signpost children and families to appropriate support.
D2.	PP children will have access to a free school meal.	Wellbeing for PP children is improved to support readiness to learn.

5. Planned expenditure

Academic Year

2016/2017

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?
Children who enter the school in Reception year with speaking, writing and being imaginative skills which are below national expectations will reach ARE by the end of the year.	<p>Additional EYP and TA (P/T) to support the identified children</p> <p>Embed the phonic strategy (RWI) into Reception year and introduce this to Nursery.</p> <p>ACCS speech and language assessment to identify areas of need.</p> <p>Introduce approach to writing (Drama for learning and sentence stacking) consistent with the school, into Reception year.</p> <p>Ensure that themed curriculum provision, visits and visitors promote all areas of learning, especially being imaginative.</p> <p>Key members of EYFS staff to attend Talking Success training in T3/4 ready to roll out from summer term 2017.</p>	<p>This will ensure early identification of those children whose speech and language skills are underdeveloped. Evidence in school of using the Read, Write Inc approach to phonics has indicated rapid progress and higher than national attainment for all children. The chosen approach to writing is now consistent with the rest of the school and it introduces children to a wide vocabulary. This is integrated at the heart of the themed curriculum to inspire children to write and is highly inclusive of all children.</p> <p>Kinetic Letters is used as a targeted approach to handwriting. This is an evidence based approach focussing on the development of core strength. Where this is apparent in school to date (Reception/ Y1), the children's stamina for writing and quality of written work is improved.</p> <p>Evidence sourced from Sutton Trust fully supports schools drawing up a percentage of the cost of whole school intervention from PP funding.</p>	<p>Inclusion lead to oversee ACCS assessments and implementation of targeted work.</p> <p>Non-teaching phonics lead to ensure groups are appropriate from prior assessments, also to make sure that staff are well trained and supported to carry out the programme including fortnightly masterclasses. Phonics lead to ensure that gaps in attainment and progress are diminished by devising catch up intervention plans.</p> <p>Writing and Kinetic Letters lead teachers to ensure the effective implementation of the programme and support where necessary.</p>	<p>Deputy Head/ Inclusion Lead Phonics lead</p> <p>English lead</p> <p>Kinetic Letters lead</p>	<p>Ongoing.</p> <p>Termly, following assessments.</p> <p>Term 1 and 4 (2016/17)</p>

<p>Higher rates of progress and attainment across KS 1 and 2 in reading, writing and maths for children who are eligible for PP.</p>	<p>Addition of Learning Mentors in both key stages to support identified children.</p> <p>Trust maths specialist commissioned.</p> <p>Trust Drama for Writing specialist commissioned.</p> <p>RWI phonics.</p> <p>Sentence stacking approach to writing.</p> <p>Kinetic Letters approach to handwriting.</p> <p>Focus on high quality first teaching (especially for children identified as PP) during enquiry weeks</p>	<p>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.</p> <p>Evidence in school of using the Read, Write Inc approach to phonics has indicated rapid progress and higher than national attainment for all children. The chosen approach to writing is now consistent with the rest of the school- it 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.</p> <p>Kinetic Letters is used as a targeted approach to handwriting. This is an evidence based approach focussing on the development of core strength. Where this is apparent in school to date (Reception/ Y1), the children's stamina for writing and quality of written work is improved.</p>	<p>Termly planning sessions with maths and DFL lead teachers throughout academic year 2016/17 will ensure compliance with the chosen strategies as well as ensuring quality first teaching, enabling progress to planned for.</p> <p>Non-teaching phonics lead to ensure groups are appropriate from prior assessments, also to make sure that staff are well trained and supported to carry out the programme including fortnightly masterclasses. Phonics lead to ensure that gaps in attainment and progress are diminished by devising catch up intervention plans.</p> <p>Writing and KL lead teachers to ensure the effective implementation of the programme and support where necessary.</p> <p>Termly Trust and internal moderation of children's work with SLT and teachers. Enquiry weeks ensure that books are scrutinised effectively and PPMs identify gaps in attainment amongst groups of children including PP and a subsequent cohort action plan is agreed.</p>	<p>Head and Deputy Head</p> <p>Phase Leads Class Teachers</p> <p>Phonics lead</p> <p>English lead Kinetic letters lead</p> <p>Head and Deputy Head</p> <p>Phase Leads Class Teachers</p>	<p>Termly, ongoing.</p> <p>Termly, ongoing</p> <p>Term 1, 4 (2016/17)</p> <p>Termly, ongoing</p>
<p>Higher rates of progress will be achieved for SEND children who are also eligible for PP (including those in our Unit provision).</p>	<p>Children's needs are clearly and swiftly identified.</p> <p>External advice and agencies used when needed.</p> <p>Whole school staff training to support children with specific barriers to learning. Specific training for key members of staff when needed.</p>	<p>As a school with a high proportion of SEND due to its 28 place Unit provision, whole school Autism awareness is essential as an ongoing requirement for all staff (especially as 6/20 PP children with SEND have an EHCP and are within the Unit provision).</p> <p>Early identification of children with SEND is essential to diminish barriers for learning and for them to reach their aspirational potential. This is integral to the school's value of inclusion.</p>	<p>Scheduled CPD through the year for all staff both in house training and through the use of external providers.</p> <p>Enquiry weeks ensure that the provision for PP/SEND is planned for and that books are scrutinised effectively.</p> <p>Pupil progress meetings identify gaps in attainment amongst groups of children including PP and SEND and a subsequent cohort action plan is agreed.</p> <p>Referrals are made to external agencies when required.</p>	<p>Deputy Head/ Inclusion Lead</p> <p>Head and Deputy Head</p> <p>DHT</p>	<p>Annually</p> <p>Termly</p> <p>Termly</p>

<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>	<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> <p>Increased support for families through early help.</p> <p>My Concern to centralise all safeguarding issues.</p>	<p>A higher proportion of PP children than non PP children require additional pastoral support. A number of external factors such as finance, housing, behaviour safeguarding and a lack of experiences are barriers to learning for children eligible for PP.</p>	<p>Introduction of referral system for FSW where staff and parents can refer for support.</p> <p>Learning Mentors to liaise with families to ensure that children eligible for PP participate in school trips and extracurricular activities without the cost being a barrier.</p> <p>Following pupil progress meetings Learning Mentors to work with identified PP children on areas of pastoral support.</p> <p>Weekly safeguarding meetings between HT/DHT/FSW to monitor concerns and subsequent actions.</p>	<p>Family Support Worker</p> <p>Learning Mentors</p> <p>Phase Leads Learning Mentors</p> <p>Head /Deputy/ Family Support Worker</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Weekly</p>
<p>PP children have access to a free school meal.</p>	<p>Eligible children receive a free school meal.</p>	<p>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>			

Total budgeted cost £103 611

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 implementation?
<p>Children who enter the school in Reception year with speaking, writing and being imaginative skills which are below national expectations will reach ARE by the end of the year.</p>	<p>Additional members of staff (1 EYP, 1 TA) for 4/5 afternoons to support identified children eligible for PP.</p> <p>Training on Talking Success for identified EYFS staff.</p> <p>1:1 and small group interventions using Time</p>	<p>Some children require additional targeted support in order to catch up. This may require an additional referral to an outside agency.</p> <p>Sutton Trust EEF Toolkit suggests that early years intervention has very high impact.</p>	<p>Inclusion leader to monitor the impact of targeted work.</p> <p>Discussions as part of pupil progress meetings.</p> <p>Some children may need an IEP and if so this will be reviewed termly.</p>	<p>Deputy Head/ Inclusion Lead</p>	<p>Pupil progress meetings termly.</p> <p>IEP reviews February, May, October.</p>

	<p>to Talk, Chatterbox and RWI catch up programme.</p> <p>Speech and language therapist to visit termly and see identified children.</p>				
<p>Higher rates of progress and attainment across KS 1 and 2 in reading, writing and maths for children who are eligible for PP.</p>	<p>1:1 and small group intervention provided by 1 unqualified teacher and 2 learning mentors working as HLTAs who are allocated specifically to improving the outcomes for children who are eligible for PP.</p> <p>RWI targeted support to ensure that gaps in attainment are diminished.</p> <p>Where there are concerns about children's cognition and learning, referrals to EP may be made for cognitive assessments.</p> <p>Booster classes in upper KS2 to support identified children to meet their potential.</p>	<p>Following pupil progress meetings, where gaps are identified for PP children, a cohort action plan is written which outlines targeted support.</p> <p>Some children need targeted support to catch up.</p> <p>Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet their needs.</p> <p>To build confidence in preparation for KS tests</p>	<p>Senior leadership team to liaise with Phase leads and Class teachers to ensure the effectiveness of the actions at pupil progress meetings.</p> <p>PLs to constantly monitor the impact of interventions within their phase at weekly phase meetings.</p>	<p>Head/Deputy Head</p> <p>Phase Leads</p>	<p>Termly</p> <p>Weekly</p>
<p>Higher rates of progress will be achieved for SEND children who are also eligible for PP (including those in our Unit provision).</p>	<p>Early identification of children's needs by liaison with the inclusion lead to observe and assess.</p> <p>Referrals to outside agencies when needed.</p> <p>Close working with parents of children with SEND.</p>	<p>Early identification is crucial to address barriers to learning and provide the right support to diminish them.</p>	<p>Children identified and discussed at pupil progress meetings that are not making progress and a plan put in place.</p> <p>Analysis of data.</p> <p>Learning walks and book scrutiny.</p>	<p>Deputy Head/ Inclusion Lead</p>	<p>Termly and ongoing</p>

<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>	<p>Jogo commissioned support for children's emotional well-being and behaviour, including play therapy.</p> <p>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.</p> <p>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.</p> <p>One page profiles for PP children are completed by learning mentors and are in class PP folders.</p>	<p>Children's social and emotional needs will be met.</p> <p>As an inclusive school the aim is that no child will be prevented from accessing extra-curricular activities on the basis of cost.</p>	<p>Regular weekly meeting with Family Support Worker.</p> <p>CPD for Family Support Worker and Learning Mentors.</p> <p>Regular safeguarding training and reviews for DSLs.</p>	<p>Head/Deputy Head/Family Support Worker/ Learning Mentors</p>	<p>Weekly and ongoing</p>
--	--	---	---	---	---------------------------

Total budgeted cost £24000

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost	iii.

--	--	--	--	--	--

7. Additional detail