

Pupil premium strategy/self-evaluation 2019-2020

1. Summary information					
School	Headlands Primary School				
Academic Year	2019-20	Total PP budget	£140,280	Date of most recent PP Review	October 2018
Total number of pupils	462	Number of pupils eligible for PP	106	Date for next internal review of this strategy	
2. Current attainment Year 6 2019 SATs results					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving expected standard or above in reading, writing & maths					
% making expected progress in reading (as measured in the school)			53% expected standard	73%	
% making expected progress in writing (as measured in the school)			68% expected progress	78%	
% making expected progress in mathematics (as measured in the school)			79% expected progress	79%	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Engagement in reading activities is not widespread. A reading for pleasure culture is not shared widely amongst pupils and families.				
B.	Continue to develop the core and non-core curriculum to support retention of knowledge and key concepts.				
C.	Continue to have vocabulary as a high focus in all interactions with all children by all staff.				
Additional barriers (including issues which also require action outside school, such as low attendance rates)					
D.	To promote positive virtues based on our values and develop character education.				
4. Intended outcomes (specific outcomes and how they will be measured)				Success criteria	
A.	In year reading attainment improves. Higher rates of engagement in reading at home and			Data shows improvement Number of children reading at	
B.	Children have secure knowledge and skills at their disposal that they can apply in different situations giving them a greater understanding of the world.			Adults use cognitive science strategies to support learning and recall.	
C.	Children will have a greater exposure to tier 2 and tier 3 vocabulary. They will readily use this in their daily discourse.			Through pupil voice, content of writing in books shows a growing sophistication in vocabulary	

D.	Children and families take an active part in designing the virtues of the school based on the embedded values. The whole community supports the virtues and they can talk about what it means to them.	Children know the virtues and how to apply them to daily life. They use them to make choices about their learning and conduct.
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5. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Action	Intended outcome	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
All children to be screened using 'Wellcomm'. Outcomes to be shared with all stakeholders and small group interventions put into place.	PP children meet Age Related Expectations in Communication and language PP meeting shows that children are receiving additional intervention and progress is being tracked.	70% of all children achieved GLD. 45% 5/11 of PP children achieved GLD. Support was targeted after initial screening and intervention put in place. Where necessary other agencies were involved at an early stage.	Continue with this screening so that early intervention can be put in place and progress can be targeted and accelerated.	
The school will develop and embed a new whole school strategy to explicitly teach reading post phonics.	Children will be more confident with reading a range of texts and finding information within the text by talking, using drama and answering questions.	Reading confidence will improve and reading scores improve. Reading at Y6 went from 59% (2018) to 64% (2019) PP remained the same at 53%	To continue the approach across the school. PP children to be targeted in small groups to add additional pace to their progress.	
i. Targeted support				
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.	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.	Children are identified through the pupil progress meetings 3 times a year and needs and support are identified.	The pastoral has more capacity for additional intervention from September 2019 and so an afternoon nurture group will be initiated. Parents will be invited to see this in action.	
i. Other approaches				

Letters to be sent to PA children at the end of term 6. (Term 1) Identified children invited to breakfast club. (Term 2) New procedural system to record and register latecomers to be introduced. (Term 1)	All PP children attend school at least 96%.	95.9% is the average attendance of non PP children. 94.9% is the average attendance of PP children	To continue with the strategy. Where persistent absenteeism is concerned other agencies will remain to be involved. The figures can be very misleading as one child can impact greatly on the figures.	
				Total cost £140,280

6. Planned expenditure					
A Academic year		2019-2020			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Parents invited into listen to and information session about the value of sharing, reading and talking about books. Second hand books will be available to purchase and then the parents will have time to read with their children in class	Target parents will come into school and engage in reading activities both in school and at home	Over the summer holidays the children were set a reading challenge 75/300 non PP children took part 0/100 PP children took part	Librarian and subject lead will lead the sessions and target families where support is needed.	SG/CC	Over the year through pupil voice about their attitudes to reading both at school and at home.

<p>To develop non-core curriculum subjects with an emphasis on knowledge acquisition, vocabulary underpinned by cognitive science.</p>	<p>The Trust will develop and embed a new whole Trust strategy to explicitly teach reading post phonics. A key component to this strategy will be the promotion of vocabulary. Staff will have a secure understanding of the cognitive science underpinning the trust curriculum.</p>	<p>Research from 'Closing the vocabulary gap' Alex Quigley and 'Bringing words to life' Isabel Beck et al.</p>	<p>Consistent use of planning format/ KOs Children will be secure about key concepts learnt and as a result of explicit teaching, their use of written and oral use of T2/3 vocabulary will be evident in their work. Quizzes'/ assessment used effectively to assess children's knowledge acquisition. There will be planned training from the trust and in house support. There will also be planned lesson study and peer to peer support.</p>	<p>SG/DS</p>	<p>Enquiry focus (book look, and pupil voice T4) The approach will be monitored termly through learning walks, book looks, discussion with children and enquiry visits.</p>
<p>Upskill new to NPAT with vocabulary training. Staff to embed vocabulary explicitly in teaching-evidenced in planning, display and in children's work and discourse. (Term 1)</p>	<p>All staff have the background knowledge of the research behind building vocabulary and ensure that considered vocabulary acquisition is a key part of all lessons</p>	<p>Research from 'Closing the vocabulary gap' Alex Quigley and 'Bringing words to life' Isabel Beck et al.</p>	<p>Training given to all new staff including support staff following the vocabulary training delivered to all Trust staff 2019-2019</p>	<p>SG</p>	<p>Through environment visits, pupil voice, book looks at the termly phase enquiry.</p>

i.Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To develop holistic definition of character, enabling the school community to become successful learners, responsible citizens and dynamic individuals.	The school community will understand the definition of agreed 'virtues' and will explicitly use them	Character conference Ofsted Framework	SLT to attend Character Conference to secure understanding of the importance of character in new OFSTED framework. (Term 6, 2019) SLT to consult with staff on definition of 'character' and 'virtues' that underpin DARE values with all staff/ parents/ children for implementation in Term 3. (Term 1) 'Virtues' to be prominent in school and underpin 'relationship policy'. Reflect on agreed definition of character and schools promotion of this in curriculum planning.	KS	Learning walks Conversation with children and staff. Planned assemblies.
Total budgeted cost					£140,280