

Pupil premium strategy / self-evaluation

1. Summary information					
School	Headlands Primary School				
Academic	2020-21	Total PP budget		Date of most recent PP Review	October 2018
Total number of pupils	456	Number of pupils eligible for PP	105	Date for next internal review of this strategy	Ongoing termly by SLT
2. Current attainment Year 6 2019 SATs results					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected standard or above in reading, writing & maths			Due to the COVID situation, the DfE has no formal attainment data for academic year 2019-20		
% making expected progress in reading (as measured in the school)					
% making expected progress in writing (as measured in the school)					
% making expected progress in mathematics (as measured in the school)					
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	A significant number of PP children enter the school with poor speech and language ability. What else (ask Charli)				
B.	Despite quality first teaching, PP children generally do not attain in line with their peers at key assessment points (not including phonic check).				
C.	Children have a reduce vocabulary throughout school.				
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)					
D.	PP children are more likely to have higher rates of persistent absenteeism and are significantly more likely to part of an EHA, CIN or CP.				
E.	PP do not always have access to the range of cultural experiences outside of school to inspire and support learning.				
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)				Success criteria	
A.	In year reading attainment improves. Higher rates of engagement in reading at home			Data shows improvement Number of children reading at home	
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 will have high quality support and intervention to diminish environmental factors that are a barrier to learning.	Rate of PA will decrease. Engagement with outside agencies will have positive outcomes for identified children.
E.	The revised curriculum will ensure breadth in provision. The school will continue to endeavour to secure effective partnerships with a wide range of external partners to enhance, inspire and inform learning. All children will have shared experiences.	Identified children will access all available opportunities in and out of school and as a result will demonstrate positive attitudes to learning.

5. Review of expenditure				
Previous Academic Year		2019-2020		
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 will achieve 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 Closed in March due to Covid 19	
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.	To continue the approach across the school. PP children to be targeted in small groups to add additional pace to their progress. Closed in March due to Covid 19	
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.	An afternoon nurture group was initiated. Parents will be invited to see this in action. Close contact was kept with families during the school closure and some 1:1 session happened in gardens when restrictions allowed.	
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. Covid 19 closure from March 2020	
				Total cost £140,280

6. Planned expenditure

AT Academic year | **2020-2021**

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?
To focus on talking and reading at home.	Children spend time each evening talking and reading. Families have more time to make talk and reading a focus.	EFF have stated that Overall, homework in primary schools does not appear to lead to large increases in learning. Wellcomm screening has shown that children enter school with a poor acquisition of language and throughout the school and the importance of wider reading outside of school is not fully embraced by some families in school community.	Reading at home is tracked weekly and all reading at home is celebrated. Parents are communicated with so that they can support at home. Wider reading is supported through all school communication and celebrated in school.	SG	December 2020 March 2021 July 2021
To develop the whole curriculum using the NPAT curriculum so that all children have access to a wide engaging curriculum.	All children have equal access to a wide ambitious curriculum where knowledge is acquired over time and the basic skills are reinforced throughout. Rosenshine principles have been considered in the development of the curriculum.	The curriculum promotes progress in all areas. Explicit inks within the curriculum help children to make connections which aids learning. Rosenshine's principles of instruction.	Consistent use of planning format/ KOs Quizzes'/ assessment used effectively to assess children's knowledge acquisition. There will be planned training from the trust and in house support.	SG/DS	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>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 All existing staff to have refresher training.</p>	<p>SG</p>	<p>Through environment visits, pupil voice, book looks at the termly phase enquiry.</p>
<p>The school will produce a 'Journey' document to ensure that all children have access to a wide range of ambitious experiences to inspire, enhance and support learning.</p>	<p>Children will be able to talk about a wide range of experiences with confidence. They will improve in self-confidence and esteem.</p>	<p>Financial barriers to a wide range of experiences outside of school will be diminished. Children will have a wider view of the world that will shape their character and life ambition.</p>	<p>The 'Journey' will be meticulously planned with experiences to support their understanding of themselves, their world and others carefully planned. Experiences will build on each other each year and will compliment work in the curriculum.</p>	<p>DS</p>	<p>Termly ongoing. Bi annual PASS survey</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?
<p>Attendance is tracked weekly and families are identified.</p> <p>Families who need additional pastoral intervention are tracked and highlighted</p>	<p>All identified families are supported to improve attendance. In school pastoral support is provided and outside agencies are involved in a timely manner. The school and outside agencies work together for the best possible outcomes for the individual families involved.</p>	<p>Children who don't attend school regularly do not make the progress of children who attend regularly. Children who are not ready to learn due to outside factors need the appropriate support to allow them to be ready to learn in school.</p>	<p>Weekly attendance data tracking takes place. All families where attendance is reduced are identified. Attendance meetings are held and families are supported at the early stages of reduced attendance. The support increases as necessary. The in school pastoral team work with identified families that are highlighted through all member of staff.</p>	<p>DS KS</p>	<p>Daily tracking of attendance Weekly attendance meetings Termly with SLT</p> <p>Ongoing with identified families.</p> <p>Termly through the pupil progress meetings.</p>
<p>Introduce the Herts for learning fluency intervention to key groups. Carry out YARC assessments for key groups so that support can be targeted.</p>	<p>Teachers have a clear idea of the reading gaps in children's learning so that specific support can be put into place. The Hears for learning session show accelerated progress in reading accuracy, reading speed and reading comprehension.</p>	<p>Herts for learning has evidence showing accelerated progress on the reading outcomes of children.</p>	<p>Lead by the subject lead who will take a leading role and ensure that the integrity of the intervention is maintained and support staff on the strategies need to support children with their reading gaps.</p>	<p>SG</p>	<p>Review in December 2020 March 2021 and July 2021</p>
Total budgeted cost					