

Pupil Premium Statement

At Headcorn Primary School we strive to ensure that all our children benefit from excellent academic foundations and have access to the wide-ranging opportunities our school has to offer.

The Government allocates Pupil Premium funding to help schools raise the attainment of groups of children who, according to research, do less well than their peers and are therefore considered to be vulnerable to underachievement. These groups include children from families experiencing financial hardship and children looked after by the local authority. Pupil Premium funding has been allocated to schools since April 2011 and schools are free to use the funds in any way they think will best support disadvantaged pupils.

We are keen to help our vulnerable children achieve their full potential and the following are examples of how the funds have been used in the past:-

- Enhance the general quality of teaching which was rated as good by Ofsted in July 2013
- Provide Read, Write Inc. training for all teachers and teaching assistants enabling our younger children to be taught to read and write in smaller classes at an appropriate level. Children's progress through the scheme is monitored by the Read, Write Inc. Leader .
- Provide sustained professional development for teachers and teaching assistants on Effective Feedback ensuring that they are systematically focused on giving pupils specific, accurate and clear feedback about their work and ways that they could improve it. Effective feedback has been shown to be one of the strategies most likely to have an impact on improving achievement (*Source: The Sutton Trust*).

We are pleased to report that we are closing the gap!

Between July 2014 and July 2015, our strategies resulted in a reduction in the gap in attainment between Pupil Premium and Non-Pupil Premium children from

47% to 30%.

This clearly shows that Pupil Premium children made better than average progress.

It is a fantastic achievement but we are determined to reduce the gap even further!

Pupil Premium allocation for the last financial year (2014/15) was £28554.70.

The Pupil Premium Champion (PPC) worked closely with all staff to identify and address a variety of barriers to learning. The table below shows the impact of some of these strategies.

Barriers to Learning	Desired Outcomes	Strategies	Success Criteria	Impact (including feedback from staff during INSET)
<ul style="list-style-type: none"> Children not reading and sharing books at home 	<ul style="list-style-type: none"> More opportunities to practise reading and share books 	<ul style="list-style-type: none"> 'Beanstalk' Reading Volunteers Library visits Reading Afternoons 	<ul style="list-style-type: none"> Greater enthusiasm for reading and books. Increased engagement with books 	<ul style="list-style-type: none"> Greater motivation for reading. Reading targets achieved and recorded on provision maps
<ul style="list-style-type: none"> Children having friendship problems 	<ul style="list-style-type: none"> Develop social skills and encourage correct choices 	<ul style="list-style-type: none"> Learning Mentor Lego Therapy and other support 	<ul style="list-style-type: none"> Increased happiness Peer relationship issues not holding back learning 	<ul style="list-style-type: none"> Vulnerable children helped to deal with attachment issues, changes in home circumstances, transition to secondary school and anger management. Behaviour targets achieved and recorded on Provision Maps and Pupil Education Plans
<ul style="list-style-type: none"> Limited or no access to the internet 	<ul style="list-style-type: none"> Additional access to the internet in school 	<ul style="list-style-type: none"> Friday Club Homework Club Access to computers during assembly 	<ul style="list-style-type: none"> Using internet to aid learning eg Abacus games, research homework 	<ul style="list-style-type: none"> Homework Club and Friday Club enabled learning from the internet to take place. Teachers feel that children would benefit from access to internet at other times as well
<ul style="list-style-type: none"> Children coming to school having not eaten breakfast 	<ul style="list-style-type: none"> Better concentration due to raised energy levels 	<ul style="list-style-type: none"> Spare fruit from KS1 available to KS2 children 	<ul style="list-style-type: none"> Food available and eaten resulting in better concentration 	<ul style="list-style-type: none"> Some fruit eaten by KS2 children boosting concentration and energy but more food is needed

<ul style="list-style-type: none"> Children not having their own water bottle to enable easy access to water 	<ul style="list-style-type: none"> Water and water bottles available and used 	<ul style="list-style-type: none"> Teachers giving children access to water and water bottles available from the PPC 	<ul style="list-style-type: none"> Better concentration as children are properly hydrated 	<ul style="list-style-type: none"> Water bottles gave children easy access to water throughout the day and enabled better concentration
<ul style="list-style-type: none"> Children not having their own stationery 	<ul style="list-style-type: none"> Children have quick access to pen, pencil, ruler, rubber, pencil case 	<ul style="list-style-type: none"> Stationery available from the PPC 	<ul style="list-style-type: none"> Learning time not wasted finding stationery 	<ul style="list-style-type: none"> Stationery used by children it was aimed at and enabled better use of learning time
<ul style="list-style-type: none"> Parents and Carers unable to pay for extra-curricular activities 	<ul style="list-style-type: none"> No children excluded from extra-curricular activities due to financial reasons. 	<ul style="list-style-type: none"> Use Pupil Premium funds to pay for clubs and music tuition 	<ul style="list-style-type: none"> Developing skills by attending clubs 	<ul style="list-style-type: none"> Staff have noted that children are happier and have interesting experiences to share with their class
<ul style="list-style-type: none"> Parents and carers keeping children away from school without a good reason 	<ul style="list-style-type: none"> Improvement in percentage attendance 	<ul style="list-style-type: none"> Provide reward systems and activities before school 	<ul style="list-style-type: none"> Attendance at least 95% 	<ul style="list-style-type: none"> Improvement in attendance seen from some children eg 74% to 84% and 90% to 97%
<ul style="list-style-type: none"> Limited experiences of life outside school 	<ul style="list-style-type: none"> All children given access to co-curricular activities. 	<ul style="list-style-type: none"> Use Pupil Premium funds to pay for trips and visits 	<ul style="list-style-type: none"> Broadening children's experiences by enabling them to take part in co-curricular opportunities 	<ul style="list-style-type: none"> Positive comments from children regarding co-curricular activities
<ul style="list-style-type: none"> Parents not helping with home learning 	<ul style="list-style-type: none"> Parents understand how to help at home and willing to give time to home learning. Some homework completed in school where necessary 	<ul style="list-style-type: none"> Friday Club Homework Club Teaching Learning Conferences (TLCs) Meet the Teacher Sessions Reading Afternoons 	<ul style="list-style-type: none"> More parents helping with home learning Homework completed 	<ul style="list-style-type: none"> Homework Club was popular enabling homework to be completed and was well attended by the children it was aimed at. TLCs, Meet the Teacher sessions and Reading Afternoons have also encouraged home learning

<ul style="list-style-type: none"> • Special or additional educational needs (SEN or AEN) 	<ul style="list-style-type: none"> • SEN and AEN understood and appropriate learning and behaviour support given 	<ul style="list-style-type: none"> • Good communication between staff. • Small group or one to one tuition in English and Maths provided by qualified teacher for targeted children 	<ul style="list-style-type: none"> • Appropriate interventions attended which have positive impact on learning and behaviour 	<ul style="list-style-type: none"> • 67% of pupil premium children have benefitted from targeted interventions • Good impact on learning and behaviour has been achieved and recorded on provision maps
<ul style="list-style-type: none"> • Not many opportunities for learning through talking at home or home language is not English 	<ul style="list-style-type: none"> • Develop language skills 	<ul style="list-style-type: none"> • Beanstalk Reading Volunteers 	<ul style="list-style-type: none"> • Children able to discuss books confidently. 	<ul style="list-style-type: none"> • Children able to discuss books confidently particularly in relation to own experiences
<ul style="list-style-type: none"> • Children with low self-esteem and confidence. 	<ul style="list-style-type: none"> • Boosted levels of confidence and self-esteem. 	<ul style="list-style-type: none"> • Music tuition 	<ul style="list-style-type: none"> • Children able to perform confidently to others 	<ul style="list-style-type: none"> • Children's confidence and self-esteem developed • Existing talent was given the opportunity to flourish
<ul style="list-style-type: none"> • Various 	<ul style="list-style-type: none"> • Identify and address barriers to learning 	<ul style="list-style-type: none"> • Work regularly with a Mentor 	<ul style="list-style-type: none"> • Mentor identifies barriers to learning and puts strategies in place which have a positive impact on learning 	<ul style="list-style-type: none"> • Various barriers were identified and strategies put in place resulting in learning and behaviour targets being achieved which were recorded on Provision Maps and Pupil Education Plan

Pupil Premium allocation for the current financial year (2015/16) is expected to be £30157

This year Pupil Premium Funding is/will be used to fund the following:

A qualified teacher who is also a specialist dyslexia teacher will continue in the role of Pupil Premium Champion (PPC). The PPC endeavours to ensure that the Pupil Premium funding is used in a strategic and targeted way and support is based on the knowledge of our vulnerable children as individuals. Focused liaison between the PPC and all adults involved in children's learning is at the heart of this and enables quick response to children's changing needs and provision to be tailored accordingly.

The PPC:

- Provides targeted individual or small group maths teaching
- Provides targeted individual or small group reading and writing interventions
- Acts as a Learning Mentor
- Provides Lego Therapy
- Provides strategies to improve attendance and behaviour
- Liaises with staff regarding Homework Club and increased opportunities to use ICT
- Analyses attainment and progress data together with current provision maps in order to identify children who need to be targeted and address additional teaching and pastoral support that may be needed
- Attends regular meetings with Class Teachers and Teaching Assistants to discuss academic progress and pastoral considerations as well as the effectiveness of provision in place and changes that may be needed enabling all staff teaching targeted children to voice concerns and share successes
- Attends regular meetings with the Head Teacher and Inclusion Lead in order to share information regarding targeted children with SEN and ensure that appropriate provision is in place. Interventions or techniques are impact assessed at least every six weeks and adjustments are made accordingly.
- Liaises with other professionals from external agencies such as social workers and counsellors to discuss academic and pastoral requirements particularly with regard to children requiring Personal Education Plans
- Liaises with volunteers in order to provide opportunities for children to work regularly with an adult to enhance their learning, particularly when this is difficult at home. Examples include hearing children read individually, promoting the enjoyment of books; also playing maths games which allow maths concepts to be applied in a fun situation, while at the same time promoting positive social interaction.
- Liaises with parents of targeted children in order to promote learning at home and give advice

- Attends Pupil Progress Meetings in order to discuss progress of vulnerable children with Head Teacher, Class Teacher and Inclusion Lead

In addition, the fund will also be used to:

- Provide additional support from experts and other members of staff
- Provide additional staff training in areas such as Bereavement Counselling
- Refurbish a small room to provide a designated space for group and individual teaching
- Provide additional learning resources
- Provide financial support in cases of financial hardship to ensure access to full range of educational activities, such as
 Visits
 Clubs
 Music tuition

Furthermore:

- Targeted children also benefit from feedback from Class Teachers and Teaching Assistants during or after every English and Maths lesson.
- A Learning Mentor will be available to more targeted children.
- Targeted children are also often discussed at our termly Achievement Team Meetings (ATMs) where the teachers, PPC and Inclusion Lead meet with Key Stage teams to discuss children vulnerable to underachievement and share ideas. The impacts of strategies implemented are shared the following week.
- Our appraisal system for all classroom staff includes discussions about the progress of pupils vulnerable to underachievement. Teachers and teaching assistants take specific responsibility for accelerating their progress and narrowing any gaps in performance between pupil groups.
- All Governors are thoroughly involved in the decision making and evaluation process and an individually named Governor has particular responsibility for monitoring the use of Pupil Premium.