



Pupil premium strategy statement: Name of school: Headcorn Primary School.

Pupil Premium Review 2016 - 2017

1. Summary information

School	Headcorn Primary School				
Academic Year	2016-17	Total PP budget	£33,000	Date of most recent PP Review	
Total number of pupils	210	Number of pupils eligible for PP	28	Date for next internal review of this strategy	September 2017

2. End of Year Attainment - July 2017

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average NA)</i>
% achieving expected standard or above in reading, writing and maths		
	YR – 3/6 – 50% Y1 – 0/1 - 0% Y2 – 1/2 - 50% Y3 – 3/6 - 50% Y4 – 1/5 - 20% Y5 – 1/5 - 20% Y6 – 1/3 - 33%	EYFS GLD all pupils 79.3% KS1 SATs all pupil 76.7% (NA 63.7%) KS2 SATs all pupils 66.7% (NA 61%)
% making expected standard or above in reading	13/28 46.2%	

	YR – 3/6 Y1 – 0/1 Y2 – 2/2 Y3 – 3/6 Y4 – 2/5 Y5 – 2/5 Y6 – 1/3	
% making expected standard or above in writing		14/28 50%
	YR – 3/6 Y1 – 1/1 Y2 – 2/2 Y3 – 3/6 Y4 – 2/5 Y5 – 1/5 Y6 – 2/3	
% making expected standard or above in maths		12/28 42.8%
	YR – 3/6 Y1 – 0/1 Y2 – 1/2 Y3 – 3/6 Y4 – 1/5 Y5 – 2/5 Y6 – 2/3	

Review of expenditure

Previous Academic Year		2016 - 2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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

To provide specific targeted learning support.	Part funded extra adults to provide specific targeted learning and interventions.	Extra adult in reception meant that the high number of needs were met and children's outcomes are good. Extra adults in KS2 working with Years 4,5 and 6 has meant targeted support and accelerated learning.	This approach has worked well for this year. We will review whether we repeat this approach next year based on individual needs and needs within each year group.	£23,352.00
To provide specific targeted learning support.	Learning resources, such as coloured white boards, reading overlays, Phonic reading resources, Sensory Circuits equipment and Beanstalk Reading.	Learning resources particularly those reading related have improved the reading of many children across the school. Reading has become far more popular with children as we break down boundaries and encourage children meeting their needs. The regularity of Beanstalk reading helps with fluency and understanding.	Yes we will continue with these approaches although we are hoping to increase the number of volunteers that we can train up to carry out more reading 1:1 with the children.	
ii. Targeted support				
Desired outcome	Chosen action/approach	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
To provide Child and Family Support	Bereavement Counselling. SEMH Support in house and external including Sensory Circuits and other interventions. Coffee Councils	Success Criteria met.	Coffee Councils not well supported. Parent events have to be specific. Better to combine some topics so appeal to more parents. Parents need a reason to come in.	£3,698.00
To provide Child and Family Support	Specific Parent Information / Discussion Events Oasis Clubs Support with trips & equipment.	Success Criteria met.	Oasis Clubs work well. Support with trips and equipment is necessary for a small number of children to enable them to participate fully.	

iii. Other approaches				
Desired outcome	Chosen action/approach	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
To provide school meals and milk.				£5,952.00
1. Additional detail				

3. Barriers identified 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.	Other than 2 pupils, Pupil Premium children are not represented in any subject at greater depth.
B.	Reading – After intensive Phonics teaching and excellent phonics screening test results, it is important that this foundational learning is still practised and applied in KS2 particularly to aid spelling. Phonics to aid spelling should be a discrete lesson if necessary.
C.	Writing – Higher Level writing for Pupil Premium children. Application of SPAG – need discrete lessons in order to transfer into writing. Handwriting and Presentation.
D.	Maths – Reasoning is an identified barrier from KS2 SATs.
E.	Diminishing budgets for staffing and resources. HNF secured for PP children that are high needs SEN with support. Careful allocation of resources.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	Attendance rates for pupils eligible for PP are 93.27% - below the target of 96% and slightly below the whole school less disadvantaged children at 95.45%
B	Parental engagement and support for learning.
C	External support such as Speech and Language Therapy is becoming more difficult to access both by school and parents.

Pupil Premium Strategy and Plan 2017 - 2018

1. Summary information

School	Headcorn Primary School				
Academic Year	2017-2018	Total PP Budget	£39,740.00		
		Total PP budget (less FSM and Milk)	£27,775.00	Date of most recent PP Review	September 2017
Total number of pupils	225	Number of pupils eligible for PP	29 (12.8%)	Date for next internal review of this strategy	September 2018
		Number of pupils receiving SEN support.	21 (9.3%)	Number of pupils who have English as an additional language (EAL).	18 (8%)

2. Context of School

Headcorn Primary School is currently expanding from to two-form entry in order to accommodate an extensive housing expansion plan in the village. In September, 2017 we welcomed the first two-form reception cohort.

“Team Headcorn” is more than just team work! It involves every pupil and staff member supporting their peers and colleagues to succeed.

When deciding how best to use the Pupil Premium funding to support disadvantaged children we take a strategic approach, whilst looking at the strengths, skills, interests and needs of each cohort.

We look at a pupil’s **strongest personal attribute** and **strongest skills or interest**. This information is discussed and agreed in Pupil Progress meetings, Term Learning Conferences, SEN Reviews, Key Stage meetings and via discussions with the children.

Our vision is to put each child in a position to succeed by encouraging their strengths and supporting their weaknesses. For example, many disadvantaged children already have a great deal of resilience as a strength, but may not have effective characteristics or perseverance skills for learning.

2. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged children will be progress in line or making better progress that their peers.	The gap between the achievement of disadvantaged pupils including those who are most able, and other pupils nationally will continue to be reduced.

September 2017

B.	An increased number of Pupil Premium children will be working at greater depth in all areas	Data will show an increased number of disadvantage children working at greater depth across the curriculum.
C.	Reading - Pupils from Year 2 upwards will continue to receive phonics input to support spelling during discrete SPaG lessons and thereby raise attainment in Spelling.	Year 2 SATs and KS2 Spelling Data will have improved.
D.	Writing – Pupils will be given discrete SPaG lessons and be able to transfer their knowledge into their writing. Pupils will be proud of the presentation of their work and of themselves	Writing in KS1 and KS2 across the curriculum will have improved.
E.	Maths Reasoning – All children will benefit from the new introduction of the White Rose Curriculum and Maths No Problem (based on Singapore Maths) being led by Maths Lead who has been trained and is implementing across the school to encourage and improve reasoning skills	Reasoning in KS1 and KS2 will have improved.
F.	Increased attendance rates for Pupil Premium children.	A higher number of Pupil Premium children will be achieving good rates of attendance.
G.	To continue to increase the well-being of pupils, their families and staff to maintain a high level of attendance and readiness to learn.	Well-being for pupils their families and staff will be increased. This will be evidenced through individual examples. Data will show an upward trend for attendance for disadvantaged pupils.
H.	To target investment in learning resources in line with pupil's needs and to continue to offer a curriculum that meets the needs of all learners	Benefits of targeted learning resources will be recorded on Pupils Provision maps.

3. Planned expenditure					
Academic year		2017-2018			
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 ?

<p>An increased number of Pupil Premium children will be working at greater depth in all areas.</p>	<p>All Pupil Premium children will receive meta-cognition and self-regulation approaches to help them think about their learning and set their own goals and be part of the monitoring process.</p> <p>All Pupil Premium will be discussed and reviewed in Pupil Progress meetings to ensure that the environment for their learning and well-being is equal if not better than non-Pupil Premium pupils and their individual needs are met through individualised provision detailed and impacted on provision maps.</p>	<p>Sutton Trust EEF – Meta-cognition and self-regulation. High impact for low cost based on extensive research.</p> <p>Sutton Trust EEF – Social and emotional aspects of learning. Moderate impact for very low cost, based on extensive evidence.</p>	<p>Completion and discussion of Pupil Passport Analysis of Target Tracker Teacher Assessment Peer Assessment In-house Phonics Assessments Phonics Screening Tests (Y1 &2) KS1 and 2 SATs Reading and Comprehension Assessments Intervention Target measuring Observation of Teaching and Learning Observation of Interventions Tracking progress on provision maps Book scrutiny</p>	<p>SLT / A Robertson</p>	<p>Nov 2017 March 2018 June 2018</p>
<p>Reading - Pupils from Year 2 upwards will continue to receive phonics input to support spelling during discrete SPaG lessons and thereby raise attainment in Spelling.</p>	<p>Pupil Premium children will read regularly to TA and adult volunteers (including Beanstalk) and receive immediate feedback.</p> <p>Phonics will continue to be used to support reading beyond early Phonics teaching to include RWI Spelling Interventions and RWI Fresh Start for older children.</p> <p>Identified Pupil Premium children will benefit</p>	<p>Sutton Trust EEF – Feedback – Very high impact for low cost, based on moderate evidence.</p> <p>Sutton Trust EEF – Phonics – Moderate impact for very low cost based on extensive research.</p> <p>Sutton Trust EEF - Small group tuition – Moderate impact for moderate cost, based on limited evidence.</p>	<p>Target Tracker Teacher Assessment Peer Assessment Phonics Assessments (regular) Phonics Screening Tests (Y1 &2) KS1 and 2 SATs Reading and Comprehension Assessments Intervention Target measuring Observation of Teaching and Learning Observation of Interventions Tracking progress on provision maps Book scrutiny Various Language and Literacy assessments.</p>	<p>SLT / H Day</p>	<p>On Assessment dates</p> <p>Plus</p> <p>Nov 2017 March 2018 June 2018</p>

	from specialist equipment such as dyslexia friendly white boards and reading overlays to encourage accuracy and fluency.				
Writing – Pupils will be given discrete SPaG lessons and be able to transfer their knowledge into their writing. Pupils will be proud of the presentation of their work and of themselves.	Extra adult, Teacher or TA will give small group tuition to enable learning to be more closely matched to the children’s needs and for more in-depth feedback to be given to the pupils.	Sutton Trust EEF – Feedback – Very high impact for low cost, based on moderate evidence. Sutton Trust EEF - Small group tuition – Moderate impact for moderate cost, based on limited evidence.	Target Tracker Teacher Assessment Peer Assessment Writing Assessments KS1 and 2 SATs Intervention Target measuring Observation of Teaching and Learning Observation of Interventions Tracking progress on provision maps Book Scrutiny Evidence of increased vocabulary in books	SLT / L Drury	On Assessment dates Plus Nov 2017 March 2018 June 2018
Maths Reasoning – All children will benefit from the new introduction of the White Rose Curriculum and Maths No Problem (based on Singapore Maths) being led by Maths Lead who has been trained and is implementing across the school to encourage and improve reasoning skills.	Extra adult, Teacher or TA will give small group tuition to enable learning to be more closely matched to the children’s needs and for more in-depth feedback to be given to the pupils. All children will be supported with the use of digital technology to support problem solving and more open-ended learning.	Sutton Trust EEF – Feedback – Very high impact for low cost, based on moderate evidence. Sutton Trust EEF - Small group tuition – Moderate impact for moderate cost, based on limited evidence. Sutton Trust EEF – Digital Technology – Moderate impact for high cost, based on extensive research.	Target Tracker Teacher Assessment Peer Assessment Maths Assessments KS1 and 2 SATs Intervention Target measuring Observation of Teaching and Learning Observation of Interventions Tracking progress on provision maps.	SLT / C Randall	On Assessment dates Plus Nov 2017 March 2018 June 2018
Increased attendance rates for Pupil Premium children.	Increased communication and partnership with parents of targeted Pupil Premium children with lower attendance in	Sutton Trust EEF – Parental Involvement – Moderate impact for moderate cost, based on moderate evidence.	Attendance Data and Actions – C Bennett. Number of increased attendance awards. Level of Wellbeing and involvement measured via Boxall Profiles.	SLT / A Robertson	Ongoing Plus Nov 2017 March 2018

	<p>order to identify barriers to attendance and offer support.</p> <p>Targeted children with poorer attendance offered social and emotional support to meet their needs including referring to other agencies.</p> <p>Feedback given to children who are managing to increase attendance.</p> <p>Identified Pupil Premium children will be offered SEMH support to help build resilience and readiness to learn.</p>	<p>Sutton Trust EEF – Social and emotional aspects of learning. Moderate impact for very low cost, based on extensive evidence.</p> <p>Sutton Trust EEF – Feedback – Very high impact for low cost, based on moderate evidence.</p>	<p>Observation and feedback discussions with parents and pupils. Pupil Passports. Outcomes of Pupil Progress Meetings. Outcomes of Parent meetings. Parent Questionnaires Observation of Interventions</p>		June 2018
<p>To continue to increase the well-being of pupils, their families and staff to maintain a high level of attendance and readiness to learn.</p>	<p>To increase engagement with pupils and their parents at every opportunity.</p> <p>To increase staff awareness of the importance of well-being in all areas of health, including physical, mental and emotional for pupils, their families and colleagues.</p> <p>To increase staff training in well-being.</p> <p>To support families where attendance falls below expected.</p>	<p>Sutton Trust EEF – Parental Involvement – Moderate impact for moderate cost, based on moderate evidence.</p> <p>Encouragement engagement, develop relationship, provide training on how to support their child (personal invite to PP)</p> <p>Increased engagement with pupils and parents helps open and productive relationships enabling us to work together for the benefit of the children in terms of well-being, readiness to learn and attendance. Areas for support and training provided in response to results and needs of pupils</p> <p>Selected training will increase confidence, skills and expertise of current staff to provide in-house support</p>	<p>Parent Meetings Parent Questionnaires Pupil Questionnaires Behaviour and Safeguarding Logs Well-being assessments Training Logs Observations Coaching and Training Financial Logs Parent Information Events /Workshops. Feedback from workshops / events.</p>	SLT / A Robertson	<p>Ongoing</p> <p>Specific Dates</p> <p>Plus</p> <p>Nov 2017 March 2018 June 2018</p>

	To support children and families where financial hardship means children are not able to access the same opportunities as their peers.	that has become increasingly difficult and expensive to access from outside agencies. Identification of barriers to attendance enables specific support strategies to be put in place. Additional curriculum activities often come at a cost, and it is our intent that all children, where at all possible, should have the same opportunities.			
To increase our investment in learning resources in line with pupil's needs and to continue to offer a curriculum that meets the needs of all learners.	To ensure match learning needs closely to the curriculum when choosing resources.	It is crucial that all staff keep "what is best for the child" at the fore front of their minds in order to really support the children's strengths and skills, which may not always be academic or require a traditional response. By offering a range of wider experiences and enrichment opportunities to broaden the curriculum, the school can offer new areas of interest and learning to pupils. All children will be given access to our playing fields throughout the year with the purchase of Wellington boot racks and outdoor learning equipment.	To purchase or provide: Sensory Circuits equipment, RWI and Fresh Start programmes; Stareway to Spelling and Toe by Toe books; digital access and additional time to use Mathletics; Beanstalk reading programme; Homework Club and additional digital technology to support problem solving and open-ended learning and outdoor learning opportunities and equipment.	SLT / S Symonds	Ongoing
An increased participation in extra-curricular activities and homework club.	Personal invitations and assignment of mentors to encourage participation. Identification of barriers and support to overcome eg. Anxiety, access, finances.	Pupils are barriers are identified. Pupils given support to attend/ access clubs and extra-curricular activities.		SLT / A Robertson	Ongoing Plus Sept 2017 Nov 2017 Mar 2018 June 2018
Total budgeted cost					£10,000.00

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>For all Early Years pupils and families to have their needs established and supported as early as possible in order to provide targeted support.</p>	<p>Early Years: Investment in experienced staff and rigorous mentoring of new members of staff.</p> <p>Early and better identification of strengths and needs of pupils and families.</p> <p>Earlier provision planning to support children as they enter the school.</p>	<p>The school is now becoming two-form entry and the Early Years department has grown resulting in their being more pupils and families to establish and meet the needs of.</p>	<p>Investment in experienced staff and rigorous mentoring of new members of staff to provide a strong Early Years team with continued CPD and coaching sessions.</p>	<p>HD / AR</p>	<p>Sept 2017</p> <p>Nov 2017</p> <p>Mar 2018</p> <p>June 2018</p>
<p>For the wide variety of needs to be supported in the current Year 1 cohort.</p>	<p>Year 1: Provision of an extra member of support staff.</p> <p>Provision of extra teaching support.</p>	<p>The year 1 cohort has wide variety of identified needs. Provision of an extra adult and extra teaching support will enable more opportunities for 1:1 reading and regular and productive feedback to scaffold learning and tuition in small groups to enable learning to be more closely matched to the children's needs.</p> <p>Extra teaching support to meet the needs of children without children missing out on current learning.</p>	<p>Senior staff mentoring and support to carefully selected additional adult.</p> <p>Needs identified and provided for on provision map which is reviewed regularly.</p>	<p>SS / AR</p>	<p>Weekly</p>

<p>Additional provision and support for those with Speech and Language needs to be provided.</p>	<p>Assisting families to access Speech and Language therapy (both in terms of referral and practicalities of transport and supporting families to use the programmes to support at home).</p> <p>Support for those children who do not meet the Speech and Language referral threshold both in and out of the classroom using Speech Link, Language Link, Language for Learning programmes and programmes set by the S&L therapists.</p> <p>Training and coaching for staff to enhance their expertise in S&L support both in and out of the classroom and to improve Quality First Teaching.</p> <p>Continued investment in Speech Link, Language Link, Language for Learning and other assessment and intervention tools.</p>	<p>Evidence shows that some families who do not receive this support are unable to access vital support for their children.</p> <p>Experience shows that referral thresholds have been raised to access S&L therapy and therapy block sessions are only for a short period of time, requiring school staff to provide support in school.</p> <p>Expectations of S&L Therapy are that school staff will be able to provide S&L support and continue programmes once they have been signed off.</p> <p>With increased S&L support required in school, Speech and Language programmes are a necessary investment and many of them need to be renewed each year.</p>	<p>Staff skills reviewed in line with pupils in their class.</p> <p>Carefully selected training courses.</p> <p>Support and coaching to carry out S&L programmes.</p> <p>Children with S&L needs will have their provision reviewed at Pupil Progress meeting and on provision maps three times a year. Their progress and future provision will also be discussed in TLCs, SEN Reviews and additional meetings with children and parents.</p>	<p>AR</p>	
Total budgeted cost					£17,775.00
iii. Other approaches					
Desired outcome	Chosen	What is the evidence and rationale	How will you ensure it is	Staff lead	When will you

	action/approach	for this choice?	implemented well?		review implementation ?
Total budgeted cost					£27,775.00