



Pupil premium strategy statement:

Name of school: Headcorn Primary School

Review of Pupil Premium September 2017 – to August 2018					
1. Summary information					
School	<u>Headcorn Primary School</u>				
Academic Year	2017-2018	Total PP budget	£39,740.00	Date of most recent PP Review	September 2018
		Total PP budget (less FSM and Milk)	£27,775.00		
Total number of pupils	225	Number of pupils eligible for PP	29 (12.8%)	Date for next internal review of this strategy	September 2019
		Number of pupils receiving SEN support	21 (9.3%)	Number of pupils who have English as an additional language (EAL)	18 (8%)
2. End of Year Attainment - July 2018					
% achieving expected standard or above in reading, writing and maths			EYFS Pupils eligible for PP (your school)	Pupils not eligible for PP (national average NA)	
			66%		
			KS1 & KS2 Pupils eligible for PP (your school)	Pupils not eligible for PP (national average NA)	

% of children eligible for PP achieving expected standard or above in reading, writing and maths	41.3%	
	Y1 – 33.3% Y2 – 0% Y3 – 50% Y4 – 50% Y5 – 50% Y6 – 40%	
% of children eligible for PP making expected standard or above in reading	51.7%	
	Y1 – 44.4% Y2 – 50% Y3 – 100% Y4 – 50% Y5 – 44.4% Y6 – 40%	
% of children eligible for PP making expected standard or above in writing	41.3%	
	Y1 – 33.3% Y2 – 0% Y3 – 50% Y4 – 50% Y5 – 44.4% Y6 – 40%	
% making expected standard or above in maths	51.7%	
	Y1 – 44.4% Y2 – 50% Y3 – 50% Y4 – 62.5% Y5 – 44.4% Y6 – 40%	

Review of expenditure

Previous Academic Year	2017 - 2018
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
An increased number of children eligible for Pupil Premium will be working at greater depth in all areas.	<p>Children eligible for PP will receive meta-cognition and self-regulation approaches to them think about their learning and set their own goals and be part of the monitoring process.</p> <p>Children to 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 those children not eligible for PP.</p> <p>Support needs will be recorded on a provision map and reviewed regularly.</p>	<p>We consider our approaches for children eligible for pupil premium to be good practice for all children.</p> <p>All children benefited from sharing their views and discussing their learning in Pupil Passport meetings, and termly learning conferences.</p> <p>Pupils' progress has been assessed and tracked in a number of ways including:</p> <ul style="list-style-type: none"> - Teacher assessments - Target Tracker - Book Looks - Discussions with teaching staff - A number of targeted assessments where appropriate - Review of support and intervention - Targets met on provision maps - Progress towards outcomes. <p>The Senior Leadership team oversees these processes and looked at the number of children eligible for Pupil Premium working at greater depth in all areas.</p> <p>Percentage of pupils eligible for Pupil Premium reaching Greater Depth</p> <p>Reading – 10% Writing – 3.3% Maths – 3.3%</p>	<p>The process of identifying support, implementing support and reviewing support in a regular cycle by a number of methods has proved to be robust.</p> <p>We intend to continue with this approach for all children across the school, but with particular focus on children eligible for Pupil Premium.</p>	

<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>The Inclusion Lead sees nearly 60 sets of parents, three times a year, to help support the needs of children and their families. At other times the Inclusion Lead is available to support families with ongoing needs via email, telephone and meetings.</p> <p>The Inclusion Lead attends appointments with parents where appropriate to help navigate the external agency systems and ensure that support is secured within a reasonable time-frame.</p> <p>Increased engagement with pupils and their families, enables staff to better understand the individual needs of pupils and how best to support them.</p> <p>The Inclusion Lead attended a number of Well-being training days and started a programme of awareness and coaching with staff members. This programme will be extended into regular training slots next year.</p> <p>The Inclusion Lead implemented a number of interventions for children relating to wellbeing.</p>	<p>The focus on well-being will continue next year.</p> <p>The Inclusion Lead's attendance at some external agency appointment ensures parents are better informed of their options, information is shared more productively and support is achieved more quickly. This will continue next year</p> <p>Attendance across the school is particularly affected by parents taking their children away on holiday.</p>	
---	---	---	--	--

<p>To increase investment in learning resources in line with pupils' needs and to continue to offer a curriculum that meets the needs of all learners.</p>	<p>To ensure that resources are matched closely to learning needs identified and to the curriculum.</p> <p>A range of support to be looked at in terms of supporting pupils not restricted to purely academic resources.</p> <p>It is recognised that a pupil's well-being is crucial to their capacity to learn, and therefore a wide-range of experiences and enrichment opportunities to be used to broaden the curriculum and introduce the children to new areas of interest.</p> <p>Children eligible for Pupil Premium will be supported to take part in a wide-range of activities and experiences as appropriate.</p> <p>All children will be given access to the playing fields throughout the year, supported by the purchase of Wellington boot racks and outdoor learning equipment.</p>	<p>Learning needs have been identified in Pupil Progress meetings and regular discussions between teaching staff and the Inclusion Lead.</p> <p>Pupils have also been able to identify their own learning needs during Pupil Passport meetings and via other pupils representing them in the Learning Council, The Green Team, the Sports Council and TED meetings.</p> <p>From these meetings the following changes have been made or resources have been purchased, borrowed or hired:</p> <ul style="list-style-type: none"> - Sensory Circuits equipment, places - Reading and Spelling Resources - Mathletics for Years 2 to 6 - Homework club - Welly racks - Chickens maintenance - Woodland materials - Sports equipment - School trips and visits. 	<p>Appropriate investment in learning resources will continue to benefit all children.</p> <p>Children being able to discuss and take ownership of their learning will continue.</p>	
---	---	--	--	--

An increased participation in extra-curricular activities and homework club.	<p>Personal invitations and assignment of mentors to encourage children to participate in extra-curricular activities and homework club.</p> <p>Identification of barriers and support to overcome e.g. anxiety, access, finances etc.,</p>	<p>Personal invitations and encouragement given to identified children. Extra support was given to children eligible for Pupil Premium to be able to attend practices and matches.</p> <p>Anxiety Intervention groups put into place. Attendance was very good and children attended and said they wanted to continue to attend when they moved up to the next year.</p> <p>Results included four children being able to attend the Year 6 residential trip and take part in the end of term production, who previously would not have done without targeted support.</p>	<p>This initiative will continue.</p>	
For all children entering the school and those in Year R to have any needs identified as early as possible in order to provide targeted support as soon as possible.	<p>Investment in experience Early Years staff and rigorous mentoring of new members of staff.</p> <p>Early identification of strengths and needs of pupils and families.</p> <p>Earlier provision planning to support children as they enter the school.</p>	<p>Meeting held for all new parents prior to their children starting school, enabled the Inclusion Lead to explain her role in supporting their needs as a family. This resulted in eight families speaking to the Inclusion Lead directly after the meeting enabling her to start supporting families before September ensuring that appropriate support was in place from day one.</p> <p>Pre-school meetings and stay and play sessions at school enabled Early Years staff to get to know families and signpost any early support needs to the Inclusion Lead.</p> <p>This also meant the Inclusion Lead was able to meet with pre-school SENCos, Early Help and medical practitioners to ensure a smooth transition.</p> <p>Support was quickly put into place for 6% of children identified with support needs prior to transition.</p>	<p>With an ever growing school, it is more important to identify support needs as quickly as possible in order to deploy staff and resources appropriately.</p> <p>We will be continuing to invest in transition to ensure children get off to a flying start.</p>	

For specific need in identified cohorts to be supported.	<p>By providing an extra member of support staff.</p> <p>Provision of extra teaching support.</p> <p>Provision of extra support from the Senior Leadership team.</p>	<p>The extra adult and extra teaching support enabled more opportunities for 1:1 reading and targeted feedback and scaffolding of work whilst children remained in class. Small group learning was also undertaken to enable the tasks to be more closely matched to the pupil's needs and incorporate the strategies required.</p> <p>Extra teaching support reduced some barriers to learning such as absence, lack of concentration and focus, and other difficulties.</p> <p>The number of personalised provision maps, intervention and referral to outside agencies, evidences the amount of support this cohort required.</p>	<p>This cohort has thrived with the targeted support it has received and we will endeavour to provide this support going forward.</p>	
---	--	--	---	--

Additional provision and support for those with Speech and Language needs to be provided.	<p>Assist families to access Speech and Language Services, in terms of early identification, the referral and practicalities of attending appointments.</p> <p>Provide support for those pupils who do not meet the Speech and Language threshold for referral by using Speech Link, Language Link and Language for Learning programmes and programmes set by therapists</p> <p>Continued investment in support and training for staff, assessment tools and resources.</p>	<p>5% of pupils eligible for Pupil Premium were able to access the Speech and Language Service with assistance from school that would not have been able to otherwise.</p> <p>10% of pupils eligible for pupil premium who did not meet the Speech and Language therapy service threshold, but did require Speech and Language intervention, or who were between therapist support blocks, were supported in school.</p> <p>5% of pupils eligible for pupil premium continued to be supported by school staff with Speech and Language therapy intervention once signed off from the service.</p> <p>Investment in Speech and Language resources and training support, enables support to be given to children earlier and more frequently. Progress with interventions is monitored via the provision maps and intervention sheets and discussed at Pupil Progress meetings.</p>	<p>This support will be continued and enhanced with the retention of a Speech and Language therapist.</p>	
--	---	---	---	--

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

<p>Reading – Pupils from Year 2 upwards will continue to receive phonics input to support spelling during discrete SPaG lessons and thereby raise the attainment in Spelling.</p>	<p>Children eligible for Pupil Premium will read regularly to a TA or adult volunteer (including Beanstalk) and receive immediate feedback.</p> <p>Phonics will be used to continue support reading beyond early Phonics teacher to include RWI Spelling intervention and RWI Fresh Start for older children.</p> <p>Children eligible for Pupil Premium will benefit from specialist equipment as appropriate, such as dyslexia friendly equipment and reading overlays to encourage accuracy and fluency with reading.</p>	<p>1:1 reading has been undertaken by all TAs as part of their interventions.</p> <p>Eight reading volunteers were recruited to assist with reading across the school, with children eligible for Pupil Premium being a priority.</p> <p>Beanstalk as a service increased their costs which made their service too expensive; however, additional reading volunteers were found instead.</p> <p>Phonics teaching was given new gravitas beyond early phonics. Year 2 and 3 children receive regular phonics input.</p> <p>Years 4, 5 and 6 receive Fresh Start and RWI Spelling input and in some cases intensive support with Stareway to Spelling, in the form of intervention as appropriate.</p> <p>Improvement in spelling is evidenced in the Stareway to Spelling intervention.</p>	<p>Phonics will remain an important part of our curriculum to support spelling as children move up through the school. Children who are not secure in reading find spelling more difficult and are often offered Fresh Start in Year 7 if they are still unsecure and therefore we want to be able to ensure children do not need this intervention when moving to secondary school.</p> <p>We will be looking into alternative ways to engage children into increasing their spelling attainment and ways to evidence progress.</p> <p>The aim will be to continue to increase the amount of reading volunteers next year and encourage older children to read to younger children.</p>	
--	--	--	--	--

Increased attendance rates for children eligible for Pupil Premium	<p>Increased communication and partnership with parents of targeted children eligible for Pupil Premium with low attendance in order to identify barriers to attendance offer support.</p> <p>Identified children with poorer attendance offered social and emotional support to meet any needs, including referral to other agencies.</p> <p>Feedback given to pupils who are managing to increase their attendance.</p> <p>Identified Pupil Premium children will be offered SEMH support to help build resilience and readiness to learn</p>	<p>Inclusion Lead undertook a number of meetings with parents of children whose attendance was low, to identify how the school could support further and engaged the services of other agencies.</p> <p>Children with persistent poor attendance or late arrival at school were offered places in Sensory Circuits, specific jobs or a mentor to help them.</p> <p>Attendance rates for children eligible for Pupil Premium increased from 93.6% (2016 – 2017) to 94.1% (2017-2018).</p>	<p>School will meet with the Schools Liaison Officer to ascertain further strategies to improve attendance further.</p> <p>Increased Attendance certificates still to be implemented.</p>	
---	---	--	---	--

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
1. Additional detail				

3. Barriers identified to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Poor Speech and Language
B.	Anxiety and Well-being
C.	Resilience
D.	Low Attendance
External barriers (issues which also require action outside school, such as low attendance rates)	
	Low Attendance

Pupil Premium Strategy and Plan 2018-2019

1. Summary information

School	<u>Headcorn Primary School</u>				
Academic Year	2018 - 2019	Total PP Budget	£40,435.00		
		Total PP budget (less FSM and Milk)	£28,833.00	Date of most recent PP Review	September 2018
Total number of pupils (Oct 2018 Census)	254	Number of pupils eligible for PP (Oct 2018 Census)	17 (6.17%)	Date for next internal review of this strategy	September 2019
		Number of pupils receiving SEN support.	20 (7.9%)	Number of pupils who have English as an additional language (EAL).	8

2. Context of School

Headcorn Primary School is set in a village with a wide demographic and currently expanding year on year. In September, 2017 we welcomed the first two-form entry and will be two-form entry across the school by 2023. This is in order to accommodate an extensive housing expansion plan in the village.

Headcorn School is a community of unique individuals supporting each other to succeed in life.

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 our pupil's **strongest personal attributes, skills and interests** and how these can be nurtured and encouraged to support their well-being and education. Any additional support required is identified as early as possible and discussed in Pupil Progress meetings, Term Learning Conferences, SEN /AEN Reviews with parents and pupils, 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, 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.	To increase support for pupils with Speech and Language difficulties.	All children with Speech and Language difficulties will be assessed and received support. A Speech and Language therapist will assess those with greater difficulties and support the school to provide intervention and review.
B.	To offer support across the school for Anxiety and Well-being and to build up pupils' resilience.	Children with anxiety will be supported to manage this and work towards increasing their confidence. Well-being across the school will be a priority including pupils and staff. Staff will receive training and coaching to understand more about anxiety and well-being. Staff will be able to help increase the resilience of pupils across the school, with strategies and intervention that will become part of normal practice. Staff will be supported to increase their own well-being and resilience to ensure they are able to support pupils.
C.	To improve on attendance figures.	Attendance figures, including those for vulnerable groups will show improvement. Pupils struggling with attendance will receive appropriate support.

3. Planned expenditure					
Academic year	2018 - 2019				
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?
To increase support for pupils with Speech and Language difficulties.	All children assessed with Speech and Language Link in Year R. Speech and Language therapist to be retained to assess, review, and work with staff for identified cases. Speech and Language intervention to be carried out for all children identified with support needs. Children further up the school to have access to the above.	15 (6%) of children across the school have been identified with speech and language needs ranging from mild to severe. The SLT service is over stretched and block therapy sessions are intermittent and need continuing in school. All children with Speech and Language difficulties will be assessed and receive support. A Speech and Language therapist will be retained to assess those with greater difficulties and support the school to provide intervention and regular review of progress.	Inclusion Lead will oversee the process and support teaching staff. Inclusion Lead will liaise with the therapist and ensure that need is prioritised. Speech and Language intervention will be detailed on therapy plans and provision maps and monitored regularly during the interventions and at pupil progress meetings.	AR	Sept 2018 Nov 2018 March 2019 June 2019
Additional adults offer 1:1 and small group support to pupils who may need it to overcome short or longer term barriers to learning, attendance at events, and access to the curriculum.	To be able to provide some additional adult support in areas of greatest need.	Last year 30% of children across the school needed support that was not of an academic nature. Our experience is that a number of children need short-term help to overcome specific barriers to learning. With prompt support these barriers can often be overcome before the problem becomes too entrenched.	Inclusion Lead will assist with early identification and redeployment of staff to put in appropriate support as quickly as possible, in partnership with parents.	SS/LD/AR	Sept 2018 Nov 2018 March 2019 June 2019

		These barriers can include social, emotional, environmental and financial situations.			
To offer support across the school for Anxiety and Well-being and to build up Pupil's resilience.	Anxiety intervention groups to continue. Staff to receive training in looking after their own well-being and supporting pupils. Inclusion Lead to continue to attend training to ensure she is able to support staff. External support to be bought in for both staff and pupils in terms of mental health e.g. MIND and Fantastic Fred. Staff to receive training in looking after their own well-being and supporting pupils.	NHS (Nov 2018) stated that 1 in 3 primary school children suffer with a mental health disorder. Children with anxiety will be supported to manage this and work towards increasing their confidence. Well-being across the school will be a priority including pupils and staff. Staff will receive training and coaching to understand more about anxiety and well-being and to be able to develop mentoring roles. Staff will be able to help increase the resilience of pupils across the school, with strategies and intervention that will become part of normal practice. Staff will be supported to increase their own well-being and resilience to ensure they are able to support pupils.	The Inclusion Lead will continue to offer Anxiety intervention and train up other staff members to be able to do the same. The Inclusion Lead will conduct staff training in Staff meetings. The Inclusion Lead will continue to attend appropriate training to ensure she can support pupils, staff and parents.	AR	Sept 2018 Nov 2018 March 2019 June 2019
To improve on attendance figures.		Attendance figures, including those for vulnerable groups will show improvement. Pupils struggling with attendance will receive appropriate support. Staff will receive further training in how to support and improve attendance.	The Inclusion Lead, Head and Attendance officer will continue to monitor attendance and identify appropriate support and intervention to encourage better attendance.	SS/AR	End of each short term.
Total budgeted cost					£12,000

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?
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>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 there 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>	HD / AR	<p>Sept 2018</p> <p>Nov 2018</p> <p>March 2019</p> <p>June 2019</p>
For a variety of needs to be supported in identified cohorts.	<p>Provision of an extra member of support staff.</p> <p>Provision of extra teaching support.</p>	<p>A variety of higher needs requiring additional and specific support have been identified. 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>	AR /CR	Weekly

Additional provision and support for those with Speech and Language needs to be provided.	<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>	AR	Sept 2018 Nov 2018 March 2019 June 2019 Plus throughout intervention
Total budgeted cost					£16,883.00

iii. Other approaches

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 ?
Total budgeted cost					£28,883.00