



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

Review of Pupil Premium September 2018 – to August 2019

1. Summary information

School	Headcorn Primary School				
Academic Year	2018-2019	Total PP budget	40,435,000	Date of most recent PP Review	Oct 2019
		Total PP budget (less FSM and Milk)	28,833.00		
Total number of pupils	254	Number of pupils eligible for PP	42 (16,5%)	Date for next internal review of this strategy	Oct 2020
		Number of pupils receiving SEN support	33 (12.9%)	Number of pupils who have English as an additional language (EAL)	8 (3.1%)

2. End of Year Attainment - July 2019

	<i>EYFS 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	Reading 47% Writing 83% Maths 21%	
	<i>KS1 & KS2 Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average NA)</i>

% of children eligible for PP achieving expected standard or above in reading, writing and maths		
% of children eligible for PP making expected standard or above in reading	55%	
	YR – 47% Y1 – 28% Y2 – 60% Y3 – 33% Y4 – 100% Y5 – 44% Y6 – 80%	
% of children eligible for PP making expected standard or above in writing	48%	
	YR – 83% Y1 – 28% Y2 – 50% Y3 – 33% Y4 – 0% Y5 – 56% Y6 – 40%	
% making expected standard or above in maths	21%	
	YR – 83% Y1 – 28% Y2 – 40% Y3 – 33% Y4 – 50% Y5 – 56% Y6 – 60%	

Review of expenditure

Previous Academic Year	2018-2019			
i. Quality of teaching for all				
Desired Outcome	Chosen action / approach	Estimated impact: Did you meet the success	Lessons Learned	Cost

September 2018

A.		criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach).	
<p>Children with Speech and Language difficulties will be identified as soon as possible and receive appropriate support.</p>	<p>Increased support will be provided for children with Speech and Language difficulties.</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>Supporting those children who are on the NHS waiting list for Speech and Language support without any firm starting date for support.</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>All children with Speech and Language difficulties were assessed with Speech Link appropriate support identified.</p> <p>Where appropriate those with priority need were assessed by the Speech and Language therapist, retained by the school, who carried out more in-depth assessment and trained staff involved to provide intervention and reviews.</p> <p>Nine pupils in KS1 with Speech and Language difficulties were able to receive assessment and a programme of therapy plans from a Speech and Language specialist retained by the school.</p> <p>Seven members of staff were able to receive training and support from the Speech and Language therapist to increase their own knowledge and skills.</p> <p>All pupils made good progress, two of the pupils made enough progress to no longer require intervention. Regular reviews and reports evidence impact.</p> <p>Support with Speech and Language as early as possible is crucial to support all aspects of learning. Many of these children would not have had access to this support due to NHS waiting lists or inaccessibility of appointments.</p> <p>Speech Link, Language Link and Language for Learning are all useful assessment resources to determine appropriate support.</p> <p>Resources: Speech and Language therapist, Speech and Language support, Speech and Language resources. Speech and Language Assessment resources and training.</p>	<p>Very positive intervention targeting barriers to learning.</p> <p>To continue next year.</p>	<p>£6,000</p>

Desired Outcome B.	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>Children requiring support to overcome specific barriers to learning to receive appropriate targeted support and make good progress from their starting points.</p>	<p>Inclusion Lead will assist with early identification and redeployment of staff to put in appropriate support as quickly as possible, in partnership with parents.</p> <p>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.</p> <p>Use of additional adult support in areas of greatest need. 30% of children across the school were identified as needing support that was not of an academic nature. These barriers included social, emotional, environmental and financial situations.</p>	<p>17% of children received support for social, emotional, environmental and financial situations that were causing impact to well-being and learning.</p> <p>Staff were trained in SEMH assessment and took part in targeted support programmes as appropriate.</p> <p>Pupil Progress meetings regularly recorded and reviewed the impact of strategies and interventions employed to support pupils.</p> <p>Staff are trained in assessment and intervention as relevant to their roles.</p>		£3,000
Desired Outcome C.	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>To offer support across the school for Anxiety and Well-being in order to build up Pupils' resilience.</p>	<p>To extend the number of intervention groups being offered to children suffering with anxiety.</p> <p>Staff to receive training to look after their own well-being.</p> <p>Inclusion Lead to continue to attend training to ensure she is able to support staff to support pupils.</p> <p>External support to be bought in for both staff and pupils where possible</p> <p>Oasis (indoor quiet activities) at lunchtime offered as an alternative to outside play to those children needing this support.</p> <p>Extended access to the field, and every child in the school having Wellies, to enable Year round play on the field. Additional supervision on the field and a digging pit.</p>	<p>Staff received training and coaching about staying mentally healthy and how to be mindful of their own wellbeing from MIND and internal training sessions.</p> <p>Fantastic Fred Mental Health presentation and workshop took place with all children.</p> <p>Children took part in Mental Health Day activities.</p> <p>Anti-anxiety and Mindfulness groups were extended to include more children.</p> <p>Increased awareness is evidence amongst staff and pupils and everyone is becoming more self-aware and how they can support others.</p> <p>Resources included: Wellbeing resources, Oasis Resources, ICT resources, staff training, external training, outdoor resources.</p>	<p>Staying mentally healthy and looking after well-being remains a focus for the school.</p> <p>We will continue to build on the work done so far, to ensure that well-being remains an on-going focus.</p> <p>The feasibility of providing a Nurture provision is being discussed for the future.</p>	<p>£3,000</p>
<p>Desired Outcome D.</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons Learned (and whether you will continue with this approach).</p>	<p>Cost</p>

<p>To improve attendance figures.</p>	<p>Attendance figures to be closely monitored and support to be offered those pupils showing low levels or declining attendance.</p> <p>Review of children's academic progress, achievements and wellbeing a regular Pupil Progress meetings enables reasons behind poor attendance to be identified and appropriate support to be provided.</p> <p>Children are encouraged to be self-aware and develop their resilience and independence through Pupil Passports, PSHE and knowing which adults they can talk to if they need support.</p>	<p>Attendance figures</p> <table border="1" data-bbox="920 201 1583 395"> <thead> <tr> <th>Group</th> <th>2017-2018</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>95.3%</td> <td>96.1%</td> </tr> <tr> <td>Whole School less Pupil Premium</td> <td>95.6%</td> <td>96.6%</td> </tr> <tr> <td>Pupil Premium</td> <td>93.9%</td> <td>93.96%</td> </tr> </tbody> </table> <p>A small increase in attendance was achieved.</p> <p>Some families were supported to maintain their children's attendance whilst dealing unexpected or enduring issues.</p> <p>Wraparound Care has provided another source of support to families as has mentoring and anti-anxiety interventions for those children who find it difficult coming into school.</p> <p>Resources included: PHSE resources, staff training, wrap around care provision, interventions, mentoring.</p>	Group	2017-2018	2018-2019	Whole School	95.3%	96.1%	Whole School less Pupil Premium	95.6%	96.6%	Pupil Premium	93.9%	93.96%	<p>We will extend our approach next year to include Enrichment afternoons and a nurture provision.</p>	<p>£3,000</p>
Group	2017-2018	2018-2019														
Whole School	95.3%	96.1%														
Whole School less Pupil Premium	95.6%	96.6%														
Pupil Premium	93.9%	93.96%														

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 prioritised to read regularly with a TA or volunteer.</p> <p>Phonics teaching continues to support reading beyond Early Years and Year 1. RWI Spelling and RWI Fresh Start to be used 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>Phonics and SPaG Lead given responsibility to ensure Phonic skills continue to be used up through the school.</p>	<p>Children read regularly with TAs or adults, and in small reading groups.</p> <p>All classes use the Complex Speed Sounds chart in their room to help support children to use their Phonics skills in both reading and spelling.</p> <p>Phonics remains 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 not secure and therefore we want to be able to ensure children do not need this intervention when moving to secondary school.</p> <p>Resources included: spelling, Phonics, tuition, extra support, resources to be taken home, parent events.</p>	<p>Year 2 trialled and then championed the use of the online RWI Spelling package.</p> <p>Stareway to Spelling continued to show good results for those children needing intensive support with spelling.</p> <p>Further training is still needed to increase the confidence of KS2 teachers to refer to Phonic skills in every day teaching.</p> <p>Year 1 Phonics Screening Test results were analysed to inform practice for next year. The Year 1 Phonics teaching to be reviewed next year in terms of groupings and teaching content</p>	<p>£3,000</p>
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>For a variety of needs to be supported in identified cohorts.</p>	<p>Provision of an extra members of staff to provide extra teaching support enabling flexibility of small groups or class cover to enable class teachers to work with children needing support.</p>	<p>A variety of children with high needs requiring additional and specific support were identified.</p> <p>An extra adult has been able to provide productive feedback, scaffold learning and provide tuition in small groups to enable the learning to be closely matched to the children's needs.</p> <p>Extra teaching support to meet the needs of children with gaps in their learning without them missing out on current learning.</p>		<p>£10,833</p>
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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 (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor Speech and Language
B.	Anxiety and Well-being
C.	Reading
D.	Low Attendance
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
	Low Attendance

Pupil Premium Strategy and Plan 2019-2020

1. Summary information

School	Headcorn Primary School				
Academic Year	2019 - 2020	Total PP Budget	£48,000		
		Total PP budget (less FSM and Milk)	£32,00	Date of most recent PP Review	Nov 2019
Total number of pupils (Oct 2019 Census)	297	Number of pupils eligible for PP (Oct 2019 Census)	46 (15.5%)	Date for next internal review of this strategy	Nov 2020
		Number of pupils receiving SEN support.	30 (10%)	Number of pupils who have English as an additional language (EAL).	11 (3.7%)

2. Context of School

Headcorn Primary School is set in a village with a wide demographic and as of September 2019 we have two forms in Early Years and Key Stage One. Our expansion will continue year on year to accommodate the rising population of 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, Termly 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

	Desired outcomes and how they will be measured	Success criteria
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<p>A.</p>	<p>To increase support for pupils with Speech and Language difficulties.</p> <p>In September 2019, 23 pupils have been identified in Year R as having Speech, Language and Communication difficulties ranging from mild to severe some have been on the NHS waiting list for some time.</p> <p>Additionally, eight pupils in Year 1 have been identified as requiring and Language support. Some of these children will be supported with Speech Link assessments and resources, others will be referred or continue with the Speech and Language therapist retained by the school.</p> <p>A further five children across the rest of the school have also be identified as requiring Speech and Language support and will receive support with this.</p>	<ul style="list-style-type: none"> • All children with Speech and Language difficulties will be assessed and receive appropriate support. • A Speech and Language therapist will assess those with greater difficulties and support the school to provide intervention and review. • TAs carrying out Speech and Language interventions will feel supported and increase their skill set.
<p>B.</p>	<p>To offer support across the school for Anxiety and Well-being and to build up pupils' resilience.</p>	<p>Children with anxiety will be supported to manage this and work towards increasing their confidence.</p> <p>Well-being across the school will be a priority including pupils and staff.</p> <p>Staff will receive training and coaching to understand more about anxiety and well-being.</p> <p>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.</p> <p>Staff will be supported to increase their own well-being and resilience to ensure they are able to support pupils.</p>
<p>C.</p>	<p>To improve on attendance figures.</p>	<p>Attendance figures, including those for vulnerable groups will show improvement.</p> <p>Pupils struggling with attendance will receive appropriate support.</p>

<p>3. Planned expenditure</p>	
<p>Academic year</p>	<p>2019 - 2020</p>

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.	<p>All children assessed with Speech and Language Link in Year R.</p> <p>Speech and Language therapist to be retained to assess, review, and work with staff for identified cases.</p> <p>Speech and Language intervention to be carried out for all children identified with support needs.</p> <p>Children further up the school to have access to the above.</p>	<p>10% 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.</p> <p>All children with Speech and Language difficulties will be assessed and receive support.</p> <p>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.</p>	<p>Inclusion Lead will oversee the process and support teaching staff.</p> <p>Inclusion Lead will liaise with the therapist and ensure that need is prioritised.</p> <p>Speech and Language intervention will be detailed on therapy plans and provision maps and monitored regularly during the interventions and at pupil progress meetings.</p>	AR	<p>Nov 2019</p> <p>March 2020</p> <p>June 2020</p>
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.	<p>Last year 30% of children across the school needed support that was not of an academic nature.</p> <p>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.</p> <p>These barriers can include social, emotional, environmental and financial situations.</p>	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	<p>Nov 2018</p> <p>March 2019</p> <p>June 2019</p>

<p>To offer support across the school for Anxiety and Well-being and to build up Pupil's resilience.</p>	<p>Anxiety intervention groups to continue.</p> <p>Staff to receive training in looking after their own well-being and supporting pupils.</p> <p>Inclusion Lead to continue to attend training to ensure she is able to support staff.</p> <p>External support to be bought in for both staff and pupils in terms of mental health e.g. MIND and Fantastic Fred.</p> <p>Staff to receive training in looking after their own well-being and supporting pupils.</p>	<p>NHS (Nov 2018) stated that 1 in 3 primary school children suffer with a mental health disorder.</p> <p>Children with anxiety will be supported to manage this and work towards increasing their confidence.</p> <p>Well-being across the school will be a priority including pupils and staff.</p> <p>Staff will receive training and coaching to understand more about anxiety and well-being and to be able to develop mentoring roles.</p> <p>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.</p> <p>Staff will be supported to increase their own well-being and resilience to ensure they are able to support pupils.</p>	<p>The Inclusion Lead will continue to offer Anxiety intervention and train up other staff members to be able to do the same.</p> <p>The Inclusion Lead will conduct staff training in Staff meetings.</p> <p>The Inclusion Lead will continue to attend appropriate training to ensure she can support pupils, staff and parents.</p>	<p>AR</p>	<p>Nov 2018</p> <p>March 2019</p> <p>June 2019</p>
<p>To improve on attendance figures.</p>		<p>Attendance figures, including those for vulnerable groups will show improvement.</p> <p>Pupils struggling with attendance will receive appropriate support.</p> <p>Staff will receive further training in how to support and improve attendance.</p>	<p>The Inclusion Lead, Head and Attendance officer will continue to monitor attendance and identify appropriate support and intervention to encourage better attendance.</p>	<p>SS/AR/CB</p>	<p>End of each short term.</p>
Total budgeted cost					£16,000

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?
<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>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>Nov 2019</p> <p>March 2020</p> <p>June 2021</p>
<p>For a variety of needs to be supported in identified cohorts.</p>	<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. This 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>	<p>Nov 2019</p> <p>March 2020</p> <p>June 2020</p> <p>Plus throughout intervention</p>
Total budgeted cost					£16,000
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					£32,000