Headcorn Primary School
Pupil premium strategy statement

This statement details our school's use of pupil premium (and our recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Headcorn Primary School
Number of pupils in school	351
Proportion (%) of pupil premium eligible pupils	19.1%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 - 2024
Date this statement was published	14th December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Janice Ramsay
Pupil premium lead	Rebecca Daniel
Governor / Trustee lead	Janice Ramsay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73200
Recovery premium funding allocation this academic year	£5945
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£79145
Predicted spend on Free School Meals	£20000
Total remaining budget for this academic year	£59145

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use Pupil Premium Funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:

- speech and language: improving pupil's speech and language through professional support and staff training;
- vocabulary: expanding pupils' vocabulary, both written and spoken;
- memory: providing strategies for retention and recall;
- expectations: of staff, parents as well as pupils themselves;
- aspirations: expanding pupils' aspirations;
- attendance: working with parents and carers to decrease unauthorised and persistent absence.

Our approach will be responsive to both common challenges and our pupils' individual needs, routed in robust diagnostic assessment, not assumptions about the impact of disadvantage.

One main expectation at Headcorn Primary School is that all pupils, irrespective of background or the challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting citizens. The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Act early to intervene at the point need is identified
- Ensure disadvantaged pupils are challenged in the work that they are set

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These challenges are closely linked to the priorities on our School Improvement Plan.

Challenge number	Detail of challenge
1	Our assessments, discussions and observations show underdeveloped speech production, expressive and receptive language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2

	Our baseline assessments upon entry to Reception class demonstrate that 92% of our disadvantaged pupils arrived below age-related expectations compared to only 79% of others.
2	Internal and external assessments show some disadvantaged pupils attain less well in the Year 1 Phonics check and Year 2 Phonics check retake impacting on their development as readers.
	Assessments show that 15% of our disadvantaged pupils in Year 1 achieve age-related expectations compared to 45% of others.
	Assessments show that 74% of our disadvantaged pupils in Year 2 achieve age-related expectations compared to 85% of others.
	This gap has widened from 2020 to 2021.
3	Our assessments, observations and discussions with families show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures.
	These findings are backed up by a number of national studies on partial school closures.
4	Our assessments, observations and discussions have identified social and emotional/self-confidence difficulties for some disadvantaged pupils.
	Within our school, 11% pupils are identified as needing additional support with social emotional needs, with 24 currently receiving a targeted Nurture intervention.
	In response to the rise in need since the pandemic, we have developed a Nurture Provision lead by trained Nurture Practitioners.
5	Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.
	At present, 14.7% of our disadvantaged children are in the "persistent absenteeism" category.
	At present,11.7% of our disadvantaged children are in danger of falling into the "persistent absenteeism" category.
	Our in-school attendance gap for our Pupil Premium pupils is 3.19% for the academic year 2020 – 2021. (Whole School is 93.88%, Disadvantaged is 90.60%)
6	Our assessments, observations and discussions have identified memory retention difficulties for many disadvantaged pupils.
	Teacher observations show that disadvantaged pupils are more reluctant to answer questions in class as they fear they cannot recall the answer.
	Assessment shows more disadvantaged pupils attain below expectations in test conditions, both internal and external compared to others.
	Through discussions with disadvantaged pupils and their families there can be less aspirational belief towards outcomes and future achievements and ambitions.

Subject % Below Expectations	Disadvantaged Pupils across school	Others across school
Reading	49%	26%
Writing	47%	22%
Grammar, Punctuation, Spelling	58%	41%
Maths	47%	20%

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved speech production, expressive and receptive language and vocabulary gaps for disadvantaged pupils	Teacher assessment of pupil's speech and language demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers in school Language Link: No more than 10% to score below age-expected Independent SALTs assessment: children to be meeting their targets and discharged from intervention
All disadvantaged pupils leave Headcorn Primary School as strong readers	KS1 phonics assessment scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers from 30% to no more than 10%. Pupils are assessed against the national standard using Read, Write, Inc., Suffolk reading and NFER tests which will inform next steps. End of Key Stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 10% at Headcorn.
Improved attendance for disadvantaged pupils	Attendance for disadvantaged pupils is at least 95% each half term. In the 2020 academic year the figure was 92.8%. At the end of Term 2 of 2021 it is 90.69%.
Improved internal and external assessment results	Statutory assessment and internal tests (e.g., spelling, maths fluency, NFER) show disadvantaged pupils performing as well as non-disadvantaged pupils nationally and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 10% at Headcorn.
Increased number of disadvantaged children will display higher levels of involvement in memory-related activities such as Flashback 4.	Teacher assessment using the Leuven Scale specifically during memory-related activities will show increased scores for disadvantaged children.
The school community will have higher expectations of and aspirations for disadvantaged pupils	See above regarding improved internal and external assessment results. Encourage engagement by disadvantaged pupils with the Children's University project.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding a more consistent teaching delivery across RWI groups This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting new teaching staff who have not used Read Write Inc. (RWI) before.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3, 6
Embedding Reciprocal Reading as part of a whole school reading approach This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting less confident teaching staff.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading *Reciprocal reading is a structured method of guided reading where children are gradually taught to take on group roles to explore and find meaning in texts. Reciprocal reading emphasises teamwork and supports independent comprehension skills.*	1, 2, 3, 6
Embedding VIPERS Reading Scheme across KS2: *Vocabulary, Inference, Prediction, Explaining, Retrieval, Sequence/ Summarising* This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting less confident teaching staff.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 3, 6

Ensuring consistency of teaching of early Reading and Phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge This will include professional development, instructional coaching and teacher release time working with external expertise for our English hub. There will be a sharp focus on supporting less confident teaching staff.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1, 2, 3, 6
Embedding The Thrive Approach across the whole school This will include professional development, instructional coaching and teacher release time working with external expertise from the Thrive Training Team.	https://www.thriveapproach.com/about-thrive/impact-of-thrive/ https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4, 5
Embedding Word Aware (vocabulary across the curriculum) the school This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting less confident teaching staff.	https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/	1, 3, 6
Embed EEFective Kent Improving Memory and Metacognition Project across the whole school This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting less confident teaching staff.	https://sway.office.com/S7xHW9uSXeDXaSR3?ref=Link https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2, 3, 6

Embed the EEFective Kent SEND and Learning Behaviours Project across the whole school This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting less confident teaching staff.	https://sway.office.com/S7xHW9uSXeDXaSR3?ref=Link https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4, 5, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Independent Speech and Language Therapist for 1 x day, weekly	https://www.medicalnewstoday.com/articles/speech-therapy https://www.rcslt.org/ An increased number of children starting school with poor levels of speech and language Long waiting lists on NHS speech and language (18months) Early identification is key	1, 2, 3, 6
Speech Link and Language Link	https://speechandlanguage.info/	1, 2, 3, 6
Talk Boost ICan	https://ican.org.uk/talk-boost/	1, 2, 3, 6
LUCID/LASS GL Assessments	https://www.gl-assessment.co.uk/case-studies/	2, 6
Clicker 8	https://www.cricksoft.com/uk/clicker/success-stories https://www.cricksoft.com/uk/clicker/learn-more/evidence/research-norwich	1, 2, 3, 6
TA / HLTA Small Tutor Groups after school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3, 6

| | https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-addition.pdf | |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9145

Activity	Evidence that supports this approach	Challenge number(s) addressed
EEFective Kent Children's University Project	https://www.childrensuniversity.co.uk/about-us/the-difference-we-make/ https://www.nfer.ac.uk/for-schools/participate-in-research/evaluation-of-children-s-university/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university	3, 4, 6
Ensure all disadvantaged children have full access to enrichment activities	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	3, 4, 6
Free Wraparound Care for key pupils and families who need support with attendance and punctuality	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme	4, 6
Contingency Fund for acute issues	Resources set aside for needs not yet identified. Our experience tells us that this is important to be able to be responsive.	ALL

Total budgeted cost: £59145

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Impact of pandemic on achieving outcomes

Speech and Language Focus: Increased support for pupils with identified speech and language needs. Reviews by our Independent therapist were able to continue virtually during the school closure in Jan-March 2021 and capacity was increased due to increasing from 1 day a month to 1 day fortnightly. Caseload increased by 11 children, with 5 children being discharged once their targets were achieved. The waiting list for support from NHS Speech and Language has grown considerably since March 2020 (Approximately 18 months between initial assessment and receiving a block of targeted therapy). Having our own access to a therapist has meant that we have been able to provide early intervention for children.

To further support learning in class, we bought into Junior Language Link (an assessment tool to identify and support children with mild to moderate SLCN (speech, language and communication needs) and Widgit Online (which creates visual, communication and learning supports).

Wellbeing Focus: In response to growing social and emotional need we have train up specific staff for a more structured Nurture Provision (via ELSA and Thrive training programmes.) This provision was reactive to the growing need, especially following the full reopening of the school after the first lockdown. This included setting up a bespoke Nurture area to assist individual and group support. This provision was well received by both staff and parents/carers with much positive feedback. We had 46 children attend the provision across the year with 28 graduating fully from the programme with improved engagement in class and increased access of their learning. 10 children partially graduating with a support system in place if required. We bought into Boxall Profile online to enable us to assess and plan to meet SEMH needs across the school.

Attendance: Our FLO was appointed for a September start and began a working in partnership with the Attendance Officer to ensure pupils returned to school following the full reopening of school in September 2020. End of Year attendance was 86.78% for our disadvantaged pupils compared to 94.29% for the whole school. This was lower than expected considering the interventions and staffing focus.

Reading and Spelling Focus: Children not able to engage with spellings that met age-related expectations were provided with Read Write Inc Phonics sessions to support their learning needs. This learning was interrupted by the second school closure but restarted upon reopening and has continued into the new academic year. For a small number of children this

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intervention did not have the expected impact and is now being supplemented by 'Toe by Toe' an alternative Phonics intervention.

How funds were diverted during the pandemic: Food parcels and practical needs were purchased in support of our disadvantaged families. We bought into an online training platform to upskill staff to support all pupils needs upon school reopening. We increased the capacity of our SENCO by increasing her contracted hours as well as employing a Pastoral Support for Learning who in addition to supplementing our Nurture Provision, also supported children in class enabling them to engage with their learning. paid for educational visitors such as an Outdoor Education team.

Externally provided programmes

Programme	Provider
Boxall Profile	The Boxall Profile
Speech Link	Speech Link Multimedia Limited
Language Link	Speech Link Multimedia Limited
Widgit Online	Widgit Online
Toe by Toe	Toe by Toe
Thrive	Thrive Approach
Nurture UK	Nurture UK