



Pupil premium strategy statement 2018 /19

1. Summary information					
School	Heacham Infant and Nursery School				
Academic Year	September 2018/19	Total PP budget	£37,900 18/19		
Total number of pupils	100	Number of pupils eligible for PP	25 + 2 post LAC, 1 services	Date for next internal review of this strategy	February 2018

	<i>Pupils eligible for PP 2018</i>	<i>Pupils not eligible for PP 2018</i>	<i>Pupils eligible for PP 2017</i>	<i>Pupils not eligible for PP 2017</i>	<i>Pupils eligible for PP 2016</i>	<i>Pupils not eligible for PP 2016</i>
% achieving expected or above in reading, writing and maths	6/10 60%	16/25 64%	5/10 50%	25/28 89%	5/7 71%	27/30 90%
% making expected progress in reading	10/10 100%	20/25 80%	70%	92%	100%	97%
% making expected progress in writing	9/10 90%	20/25 80%	70 %	80%	100%	97%
% making expected progress in maths	7/10 70%	20/25 80%	80%	92%	100%	97%

1. Barriers 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.	We have high levels of FSM and very high levels of additional need (EHCP/Social care and Early help) in our school context published in our IDSR. Small steps progress for nurture, attitude and attention can be used to evidence progress
B.	Our school community should be alert to in school barriers and question and solve access levels for FSM children. There must be a drive for all teachers to give more time, have high expectations, good and frequent feedback, long time at parents evenings, access clubs, trips, be chosen to represent the school for sports
C.	Parents that are very hard to reach and slip away from contacting us and being involved in school attitudes and life, or conversations about their children perhaps because they

	have had difficult experiences of school and teachers themselves	
External barriers (issues which also require action outside school, such as low attendance rates)		
A.	We have had increased involvement from outside agencies (FSP, Norfolk EH, PSA, NHS, HCC, CP, Food bank) for families where children and parents may be vulnerable	
B.	We have had an increase in incidence of families that struggle to manage time, money, boundaries and pressures of parenting – these families may need help with supervising and stimulating children to support their learning and often had difficulties with education themselves	
C.	We live in a rural coastal area where there are few employers, services and opportunities that can support families– very few of our families are educated at higher levels and very few access levels of pay above national averages – so there is little access to aspirational opportunities	
2. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improve oral language skills for pupils eligible for PP in Nursery and Reception. Use research based Primary Writing Project as a springboard to raise awareness of the importance of storytelling, reading books and talking together. Supplement this with Power of Reading teaching and learning sequences. Use the data collection sheets for baseline and exit and attitudes. Use the staff training to engage families and ensure PP are well represented in those who attend training, complete homework and parental events (bedtime stories/ open mornings/ parents evenings/ Learning catalyst) Target PP in EYFS for higher APS	PP children are represented well in those children that can retell stories fluently and can make their own invention PP families are well represented at training/family events including those on FSM PP children have increased levels of attainment in EYFS in CLL and Literacy compared to previous years
B.	Increase the attainment and progress rates in KS1 RWM for those in school who are disadvantaged by ensuring staff prioritise those children and understand that we need to drive a value for inclusion and equality to re address differences. Teach children what they need to pass test by looking at gaps analysis and rehearsing vocab and knowledge Use small group intervention for sounds discovery, spellings, handwriting, tackling tables	PP children making progress from different starting points though T4W project, targeted intervention, tests, assessments and in work collections measured termly so that all except P scale children make good progress. Attainment for PP currently in KS1 is higher than national averages after those with EHCP is removed and there is increased progress brought about by excellent teaching, feedback, intervention
C.	Improve the engagement with school for the harder to reach families of those with PP/FSM in order for the aims and objectives for child are shared between family/school. To be monitored through attendance at training sessions, early help meetings, parents evenings, offer reward schemes and adult workshops (aroma therapy/mental health)	Are equal numbers of PP children coming to events held by school? Do families that have previous lack of engagement now engage with school?
D.	Ensure that enrichment activities and competitive /selective opportunities contain equal numbers of PP. Go to extra lengths to promote skills beyond R/W/M for those who are disadvantaged to ensure that children feel pride and self-esteem – that attitudes remain very positive	Are there equal numbers of PP children (sports teams, school council, performers, jobs)

3. Planned expenditure	
Academic year	2018/19
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	
i. Quality of teaching for all through coordinated and research based whole improvement strategy	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
A. Improved oral language skills in Reception and Nursery with shared strategy of T4W/POR between school and home	POR and T4W catch up sessions over two years Small group targeted speech and language support NELLI Additional adult support (afternoons during Autumn term)	Invest PP funding into longer term change which will help all pupils. Ofsted 2016 report identifies the next step for us “make sure that pupils speaking skills are well developed , particularly boys, so that spoken, reading and written skills are consistently good”	Senior staff, including head will drive project aims through- ensuring that leaders represent EYFS and KS1. Training for all staff so message is consistent across school Analysing outcomes for PP and non PP termly in data checks and work collections Monitoring data checks termly as well as hosting BIG events like bedtime stories that include all ages of children and families	LJJ BS CT SW	
Total budgeted cost					£10,000

ii. Targeted support and increased feedback to accelerate progress for PP

Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
B Increase the attainment and progress rates in RWM for those in KS1 cohort where there is lower levels of progress and attainment Through intervention , feedback, tracking and quality teaching Target PP in EYFS for higher APS	Target PP pupils in Y2 for additional access to teacher and HLTA through increased group work in class(not necessarily taken out for group) Focus on work collections/ class observations for those with PP Target EHCP/PP pupils in Y1 for additional mentoring from SENco and HLTA and effective interventions for phnics, reading and maths	Increasing the access to higher levels of professional training and subject knowledge so that most disadvantaged pupils gain the most teaching time Train staff to see that language is vital to developing access to national expected benchmarks- Power of reading, T4W, Talk boost, word aware, cooperative learning – all form basis of our curriculum to ensure rich opportunities to talk, read and write for purpose Targeting effective support for specific literacy and numeracy interventions that have proven success- numicon, sounds discovery, handwriting, nurture	Identify focus pupils for Spring Term 18 in staff meeting Ask for increased levels of group work, feedback sheets and time to meet with families Tchs/HLtas to sit with PP at least daily supporting child's progress and understanding Tchs/hlta to chat with families weekly and invite in for progress meetings HT observe and check work collections	BS KP LJJ CT	April 19 June 19
Total budgeted cost					£ 13,000
i. Targeted support for families to educate and inspire their children and overcome difficult barriers					

Desired outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
C. Improve the engagement with school for the harder to reach families of those with PP/FSM in order for the aims and objectives for child are shared between family/school. To be monitored through attendance at training sessions, early help meetings, parents evenings,	<p>Have good staff in before school learning café and reward PP with vouchers and stickers- earning points for children university pass</p> <p>Innovative events that increase opportunities and motivation for those with less positive schooling experience led by staff and learning catalyst</p> <p>Children's University access and make sure they attain! Track high attaining PP pupils as a unique group</p> <p>Retain before school provision and drop in run by HLTA staff in learning café daily – add breakfast option?</p>	<p>Through warmth and engagement we want to model positive and exciting attitudes to school and ensure our families have access to quality information and resources.</p> <p>We host many meetings before school during school and after school around themes that interest us, children and families- these are led by different people- sometimes teachers, learning catalysts , visiting specialists</p> <p>We want families to feel happy and comfortable with us so that they can be school positive and start to work in partnership to promote progress, attendance and attainment in our school</p>	<p>Advertise courses and training with crèche and refreshments offered.</p> <p>Target courses families want too (aromatherapy for kids, tackling tables, top trumps, well-being and relaxation) to ensure families want to come in</p>	<p>MW (learning cat)</p> <p>LJJ</p> <p>KE</p>	<p>April 2019</p> <p>£2000</p>
D. Increased PP family engagement with learning with targeted social and emotional support for pupils that are the most challenging	<p>Make sure families are invited in to school with warmth and open agendas</p> <p>Spread the word that we can help and will respect and tolerate (though we are not a soft touch)</p> <p>Involve quality early help professionals in a team around school and family</p> <p>Involve staff for lunchtime and before school that can nurture children and develop social interaction and well being</p> <p>Outside agency support for SEMH</p>	<p>Some of the PP who are not able to attain struggle with very difficult circumstances.</p> <p>A minority of the PP children have very difficult behaviours and/or high levels of SEN</p> <p>Families and children need support from specialist staff and senior staff to maintain control of children and learning.</p> <p>Children need to feel safe, calm and loved before they can settle to learning.</p>	<p>Targeted pupil support daily from a pastoral key person</p> <p>Daily comfort club for target group led by TA each lunchtime</p> <p>Time for children to have social skills, nurture with senior staff/PSA/Bought in SEMH services</p>	<p>PSA HT</p>	<p>Ongoing 18/19</p>
Total budgeted cost					6,000

i. 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 ensure all pupils have access to quality adult interactions to increase progress	Free additional hours EYFS provision Free drop in provision	PP children that face disadvantage through barriers at home to have increased support above 15 hours for lunch and additional sessions	Highly successful in increasing progress in language, behaviour, nutrition and learning	£5,000
To ensure that all pupils can access the full programme of educational visits and activities	Subsidised costs of educational visits, dance club, sports club	All pupils have been able to participate in full programme of educational visits and activities	To continue to offer subsidised educational visits and club programme to targeted PP pupils	£1,000
To offer extended tuition for pupils who wish to learn skills – dance/music/sports	Free access to recorder lessons for PP pupils	PP pupil have had the opportunity to take up extracurricular lessons if they wish to learn.	To continue to offer free lessons to all PP pupils 2017/18	£600
Overall spend 18/19 £37,600				

Review of expenditure				
Previous Academic Year 16-17		£37,300		
Quality of teaching for all through coordinated and research based whole improvement strategy				
Desired outcome	Chosen action/approach	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)	Actual Spent
Improve oral language skills for pupils eligible for PP in Nursery and Reception.	T4W training for staff Delivery of imitation phase regularly through year	The strategy of imitating and retelling know stories through repeated actions and repetition has been highly effective in supporting children's language skills in EYFS. We have video evidence of before and after for key children that are PP / EYFSPP and the motivation and language skills are improved rapidly. We have transcripts of the stories for focus pupils to evidence aspects of language that are improved (sentence structure, adjectives, wider range of nouns , conjunctions) Outcomes for YR 2017 and 18 were good and above national average with attainment in CLL maintaining an upward trend thanks to communication strategy and training. A small cohort with high need filtered has an APS of 34 which is higher again over last two years	We continue with T4W to learn and retell stories, we will invite families to more information sessions on talking and reading to the children, continue with analysing the language development and developing our case studies. Primary writing/T4W is now being piloted by Education Endowment Trust to assess progress / effectiveness Also investing in Power Of Reading (CLPE) to enhance T4W as former is expressive and allows children to use the language skills developed through imitation. POR also has WONDERFUL books to read aloud with children Consider using Talk Boost in KS1? Looks effective when researched and looking at education trust recommended.	12,000 over two years + additional costs for cover to monitor impact and take video evidence and language assessments
Target PP in EYFS for higher APS	Targeting pupils and good broad provision		No exceeding -Target YR pupil with PP for exceeding if they are more able.	Free
Increase the attainment and progress rates in RWM for those in Y2 2017 cohort where there is lower levels of progress and attainment currently due to specific cohort	Intervention Sounds discovery, numicon, HLTA staffing	Intervention works as children made great progress through the year following intervention and data analysis The Pupil premium cohort was ten and had several SEN within it, including two EHCP pupils that were below key stage. Combined average in R/W/M was 60% all pupils with 20% Greater Depth but with SEN removed it was 90% with 33% GD. Progress for all pupils was expected and above for most. Contextual progress is above national expectations on our data report FFT Test scores were high for PP – and averaging at 103 with EHCP removed but Sen support included	Continue with high quality teaching intervention and gaps analysis. Could we have accelerated progress more for those children that were not secure fit at end of KS1 ? Sen support? We have completed case studies for this –our analysis would say that the 3 children that were close to expected were not secure enough to be assessed as expected.	Additional staffing £13 000

Other approaches Parental partnerships				
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>Improve the engagement with school for the harder to reach families of those with PP in order for the aims and objectives for child are shared between family/school. To be monitored through attendance at training sessions, early help meetings, parents evenings</p> <p>Increased PP targeted social and emotional support for pupils that are the most challenging</p>	<p>Learning café Learning catalyst</p> <p>Wellbeing people support Engage behaviour team</p>	<p>Many families use our learning café over time and the register shows that PP families frequently attend. There are adult focussed activities that bring higher numbers into school (mental health, relaxation</p> <p>In this academic year we had three PP children that were vulnerable to exclusion, they were also SEN and had previous FSP/EH support – children had concerning behavioural issues. Following support and target led meetings with Headteacher the children made progress and were not permanently excluded – families gave highly positive feedback.</p>	<p>Yes – the impact on some families for the workshops and resources in the café are good. They give good feedback for increased motivation, useful information and resources. We have also increased our Early help provision which is now led by higher qualified staff so that meetings can be target led and improvement goal focussed.</p> <p>Long, unstructured meetings from PSA were not effective in moving families on or achieve goals and do not continue.</p> <p>Families continue to need quality support and therapeutic support for their children. We will continue to access the therapeutic approach for those in need.</p>	<p>Staffing to host café every morning and provide fruit and rewards</p> <p>£2,000</p> <p>£2,000</p>

i. 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 ensure all pupils have access to quality adult interactions to increase progress	Free additional hours EYFS provision Free drop in provision	PP children that face disadvantage through barriers at home to have increased support above 15 hours for lunch and additional sessions	Costly but staff are already present for other children so making pupil numbers higher and highly successful in increasing progress in language, behaviour, nutrition and learning. The children that are targeted are making good progress across EYFS	£7,000

To ensure that all pupils can access the full programme of educational visits and activities	Subsidised costs of educational visits, dance club, sports club	All pupils have been able to participate in full programme of educational visits and activities	To continue to offer subsidised educational visits, access to children's university and club programme to targeted PP pupils	£1,000
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