

Pupil premium strategy statement (primary)

1. Summary information				
School	Heacham Infant and Nursery School			
Academic Year	2019/2020	Total PP budget	£20,440.00	Date of most recent PP Review
Total number of pupils	81 YR-Y2	Number of pupils eligible for PP	12 15%	Date for next internal review of this strategy

2. Current attainment				
	<i>Pupils eligible for PP (your school)</i>		<i>National 2019</i>	<i>National PP 2019 NCER</i>
% attaining in reading	75		75	62
% attaining in writing	75		69	55
% attaining in maths	85		76	63

3. 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	Pupils in disadvantaged group (but not exclusively disadvantaged pupils) are coming to school with low levels of experience beyond daily life.			
B	Pupils currently in Y2 performed below national average in phonics 2019 and contains complex cohort			
C	Pupils in disadvantaged group (but not exclusively disadvantaged pupils) are coming to school with low levels of experience beyond daily life.			
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)				
D.	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			
4. Desired outcomes				
A. Consistent delivery of an enrichment curriculum map so that children receive a trip, an experience and parental workshop each term in every year group. So that by end of Y6 a diverse range of quality experiences is achieved for all pupils.				
B. Children in Y1 and Y2 will learn and use systematic phonics through quality teaching using RW inc and pupils will attain in line with national averages in 2020 phonics tests.				
C. The quality of teaching from YN-Y2 will demonstrate quality language experiences, developing techniques from focus CPD : Nuffield early language Intervention , language builders. The new knowledge rich curriculum will also teach explicitly new vocabulary which is identified on mid term plans. This will facilitate increased language learnt and used by pupils.				

5. Planned expenditure				
Academic year		2019/2020		
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				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Consistent delivery of enrichment map so all pupils enjoy a wide range of planned experiences	Team work/CPD to write an enrichment map that links to knowledge curriculum and identifies trips/workshops to enhance lived experiences, particularly of disadvantaged pupils .	Our rural location limits the experiences of children to travel to art galleries, cities, theatres. Those who are disadvantaged may face further financial barriers to build their cultural capital. The school can provide a planned approach to increase experiences for each child.	Checks to make sure the agreed trips/experience/workshops are delivered each term for every year group Collection of memories and anecdotes taken by subject leaders and SLT	Subject leads LJ
The new knowledge rich curriculum will teach explicitly new vocabulary which is identified on mid term plans in order to give our pupils access to more words and quality words.	CPD - Writing and delivering a new curriculum influenced by West London Free School pilot materials to enhance children's learning and talking.	Research based success demonstrated from Knowledge Rich Approach - Unlocking talent and fulfilling potential " A knowledge curriculum that moves to discrete subject teaching instead of topic will help children to remember what they are learning and make the transition to next stage. Identifying clear facts that can be remembered and connected to help children know more and grow .	Collect teacher feedback from weekly Spotlight CPD sessions to discuss success and impact of new curriculum Organise CPD from quality providers to fill teacher knowledge gaps (Osiris solo taxonony, questions for depth, Emma Leonard West London Free School, Kate Starling History Heitage, Geography National Geographic lecturer) Ensure time to enable Subject leader Release - Encourage honest reflective practise to see what barriers there are in delivery for teachers - questionnaires, scaling tools, QLA Ensure Time to Enable Teacher release - Check books frequently to demonstrate learning has quality content and presentation Conduct pupil discussion to show enjoyment, recall and quality presentation .	Subject leads LJ EJ EH CT
			£6500	Total budgeted cost
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
Give children who are less skilled in language and have lower vocabulary quality intervention to increase language skills	Train staff from YN- Y2 in Nuffield Early Language Intervention so that we ensure consistent delivery across school	EFF and much research on word gaps, quantity and quality of words used in home before school . SSIF bid project running through Heacham Infant is demonstrating impact of language intervention	School Strategic Improvement Fund is measuring impact on language in supported schools and we have teachers attending CPD and working to suport local schools - they are using own class to model pedagogy	LJ CT SW
Refresh phonic programme used in EYFS and KS1 so that all children are able to gain good decoding skills to read sentences fluently Attain national averages in 2020 phonics y1 and y2	Train staff from YN- Y2 in RW inc so that we ensure consistent delivery across school	Ofsted framework identifies value of Nursery onward approach to combining systematic phonics alongside reading for pleasure	SLT to observe delivery weekly Termly checks on phonics development through tracking and pupil discussion Involve families	CT SW SC

£10,200 Total budgeted cost

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?
Increase opportunities for parents to come into school and learn about our curriculum - particularity for those who may be less engaged	Parental workshops and Open learning cafe sessions Resourcing and advertising Communication friendly spaces before and after school	Parents always ask for more opportunities to be with their children on surveys. Evidence also shows that time in families is hard and low incomes can bring additional stress on family life. School needs to facilitate warm and open communications and increase opportunities for families to talk, read, learn , engage and make good attachments with their children.	Compare attendance data to previous years Parental surveys and anecdotes Use Governors to question families at parents evenings / mornings before school	Class teachers run workshops SLT develop communication friendly spaces
Better use of communication strategy so families feel involved and informed and aware of how children are learning	Class DoJo Purple Mash home/schol link Facebook pages Twitter	Parents can talk with their children about learning if they are kept up to date through class dojo. Pics will help the conversation. Knowledge organisers will be circulated through social media to help parents know facts/vocab to help child.	Gather positive parental feedback from surveys Gather evidence that parents are helping child with new knowledge curriculum and RWI phonics	Office staff Classteachers
All disadvantaged pupils who wish to participate can access learning and resources that average child experiences in their life	Give financial support to families that are known to be low income for additional experiences - EYFS spaces dance club, trips, musical tuition,sports , school council, jobs and responsibilities , team captains	We have many working families who do not qualify for FSM even though they have low income due to local employment being linked to low paid economy. Some opportunities are missed due to low income/stress/aspiration	Clubs/ competitions, membership to be checked for disadvantaged children access Ensure every child has been offered something that raises self esteem and sense of achievement during school time	SLT

**Total budgeted cost
£3750**

6. 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 criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Increase engagement and enjoyment in reading for KS1 so that focus on reading and reading comprehension supports improved outcomes	Power Of Reading	Success criteria met Teachers completed programme of English that involved T4W and POR and reported positive experiences in deliver and engagement for pupils . Outcomes were improved from last year and disadvantaged children have attained in line with national averages in 2019 for KS1 and EYFS	Reading engagement will continue with plans developed to use model quality texts which are engaging for children and staff. Supports inference, fluency and exposure to vocabulary - reading outcomes improved across school Systematic phonics to be taught alongside - will invest in Read Write inc
ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)
Improve oral language skills in EYFS . Use research based Neli to assess CLL baseline and exit data	Nuffield Early Language Intervention	Children have benefited in many ways from NELI process. Training for Teacher and TAs has impacted on quality of language delivery for all pupils - small PP cohort has made expected outcomes and other children in class (SEN/ Lower CL on entry) have accessed increased skills of staff.	We are continuing with this in YR in 2019/2020 as an effective targetted intervention
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)
Improve 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.		Learning cafe was used to show the schools strategies and showcase T4W and POR in displays , parents continued to access space Workshops completed for phonics / SATS/ new intake which were attended by	Engagement with some families in our learning cafe has improved . This is a resource which is always accessed before school - the formal nature of it may put off some families so we are landscaping the grounds and increasing relaxed opportunities to enage/chat on new level More use of social media to share classwork

7. Additional detail
In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk

