



Pupil premium strategy statement 2016/17

1. Summary information					
School	Heacham Infant and Nursery School				
Academic Year	2016/17	Total PP budget	£33,600		
Total number of pupils	127	Number of pupils eligible for PP	28 (22%)	Date for next internal review of this strategy	Sept 2017

Attainment at end of KS1 2016		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected or above in reading, writing and maths	5/7 = 71%	27/30 = 90%
% making expected progress in reading	100%	97%
% making expected progress in writing	100%	97%
% making expected progress in maths	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.	Some pupils, higher than national averages for Y2 cohort 17, have high levels of additional need (SEN/CP) that make small steps of progress and attain at well below expected levels
B.	The school community should continually question if equal levels of access are given to teachers time, high expectations, feedback, parents evenings, education, clubs, trips, sports for those who face disadvantage
C.	In 2015/6 there was considerable mobility where children who enrolled in year had had multiple schools and interrupted education. Some pupils had poor oral skills and attachments which can lead to delayed literacy and numeracy as well as difficulties with attention and behaviour
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
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		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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. 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)	PP children are represented well in those children that can retell stories fluently and can make their own invention. PP families are represented at training/family events PP children have increased levels of attainment in EYFS in CLL and Literacy
B.	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 Target PP in EYFS for higher APS	KS1 PP children making progress in Literacy 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 by Summer 17 due to 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 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,	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	Are there equal numbers of PP children (sports teams, school council,

3. Planned expenditure					
Academic year	2016/17				
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 between school and home	T4 writing over two years Small group targeted speech and language support 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 TY SW	April 2017 June 17 Dec17

Total budgeted cost					£12,000
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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
<p>B 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</p> <p>Target PP in EYFS for higher APS</p>	<p>Target PP pupils in Y2 for additional access to teacher and HLTA through increased group work in class(not necessarily taken out for group)</p> <p>Target EHCP/PP pupils in Y1 for additional mentoring from SENco and HLTA and effective interventions for phnics, reading and maths</p>	<p>Increasing the access to higher levels of professional training and subject knowledge so that most disadvantaged pupils gain the most teaching time</p> <p>Targeting effective support for specific literacy and numeracy interventions that have proven success- numicon, sounds discovery, handwriting, nurture</p>	<p>Identify focus pupils for Spring Term 17 in staff meeting</p> <p>Ask for increased levels of group work, feedback sheets and time to meet with families</p> <p>Tchs/Hltas to sit with PP at least daily supporting child's progress and understanding</p> <p>Tchs/hlta to chat with families weekly and invite in for progress meetings</p> <p>HT observe and check work collections</p>	<p>MG JP LJJ TY</p>	<p>April 17 June 17</p>

Total budgeted cost					£ 11,000
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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
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<p>C. 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>Have good staff in before school learning café and reward PP with free</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 run by HLTA staff in learning café daily</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>Advertise courses and training with crèche and refreshments offered.</p> <p>Target courses families want too (aromatherapy for kids, top trumps, well-being and relaxation) to ensure families want to come in</p>		<p>April 2017</p>
<p>D. Increased PP family engagement with learning with targeted social and emotional support for pupils that are the most challenging</p>	<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 16/17</p>
<p>Total budgeted cost</p>					<p>4,000</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	Highly successful in increasing progress in language, behaviour, nutrition and learning	£1,000
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 all PP pupils 2026/17	£1,000

Review for 2015/16 spending and impact
<p>Aims for spending strategy for £31,650</p> <ul style="list-style-type: none"> • To raise aspiration and opportunity for this group of learners • To reduce gap between FSM pupils and Non FSM pupils across subjects to ensure that we make a real lifelong difference to address inequalities • To increase FSM pupil access to effective provision and resources • Target FSM pupil to attaining highest outcomes <p>Impact</p> <ul style="list-style-type: none"> • In 2015/16 our Ever6/FSM pupils exceeded national averages in attainment across subjects and made good progress compared to national averages When SEN pupils were extracted, progress and attainment of this group of pupils was rapid and above those pupils who were not Ever6. • This data represented a two year upward trend for children from disadvantaged families due to the priority we have placed on partnerships with families and the high expectations for their children

- Equal numbers of disadvantaged pupils vs non disadvantaged pupils attained bronze, silver and gold awards at the Childrens University graduation in Norwich June 2015
- More able pupil premium children were able to meet higher expectations for R/W/M following targeted provision
- Families have admitted that their aspirations for children are greater “ I want her to go to Uni” following our communication with them to raise expectations and champion attainment
- Additional provision for our pupil premium children has embedded a culture of higher expectation for all . Parents, staff and pupils have embraced this aspiration and engaged well with our equal opportunities ethos. We plan **to continue to use the funding to support our learning café, information workshops, training for parents and targeted intervention to enhance progress, aspiration and opportunity**