

Pupil Premium Strategy Statement – Headlands CE (C) J I & N School – 2019/20

1. Summary information			
School	Headlands CE J I & N School		
Academic Year 2019-20	PP budget September – March (7/12): PP - £63,910 / SC - £1,225 / EYPP - £890 / Aut adjustments (including Post LAC) - £9,200 = £75,225 April – Aug (5/12): £43,152 / SC - £517 / EYPP - £954 / Post LAC - £7,817 = £52,440 LAC Funding - £1,631 Overall estimate (at September): £127,156		Date of most recent PP Review: September 2019 April 2020
	Total PP budget £129,296	Predicted expenditure £164,704	Total expenditure TBC
Total number of pupils Sept 2019: 405 (Rec-Y6) Sept 2019: 27 (Nursery) April 2020: 407 (Rec-Y6) April 2020: 30 (Nursery – some of which are accessing 30 hours)	Number of pupils eligible for PP: September 2019: 76 (Ever 6) 68 (FSM) 7 (SC) 8 (EYPP) 2 (CIC) 6 (POST CIC) April 2020: 71 (Ever 6) 88 (FSM) 4 (SC) 9 (EYPP) 0 (CIC) 8 (POST CIC)		Date for next internal review of this strategy July 2020

Current attainment			
	<i>Pupils eligible for PP 2017/2018</i>	<i>Pupils eligible for PP 2018/2019</i>	<i>Pupils eligible for PP 2019/2020</i>
% achieving in reading, writing and maths	79% (15/19)	47% (8/17)	(?/17)
% making progress in reading	79% (15/19)	59% (10/17)	(?/17)
% making progress in writing	84% (16/19)	65% (11/17)	(?/17)
% making progress in maths	95% (18/19)	82% (14/17)	(?/17)

2. 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.	Disadvantaged pupils (particularly boys) making progress from EYFS to KS1 and across Years 3-6 in Reading, Writing, Maths and SpaG. In 2019/20, 55% of PP children are boys (48/87).

B.	Low language skills and low scores on entry to Reception – Year 1 and understanding vocabulary across all year groups for understanding reading. In 2017/18, the biggest gap to national was in the aspect of communication and language. In 2018/2019, the trend continued. School performed below national in Communication, Language and Literacy – the gap to national was still 7.6% despite pupils making good progress in this area.
C.	Disadvantaged pupils with complex SEN difficulties across all year groups
D.	Disadvantaged pupils with individual social, emotional and mental health needs (SEMH). In 2018/2019, pupils in EYFS made good progress in PSE, however their attainment in this area was still below national (8.5%).

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Child aspiration and parental engagement/skill set to support their children
F.	Poor attendance and persistent absenteeism within some families. Whole school attendance demonstrated an 0.8% rise in 2018/19 and was just above national. The percentage of pupils considered to be Persistent Absentees reduced by 2.8%. Despite this, overall attendance for disadvantaged pupils remained lower than the national figure.

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<ul style="list-style-type: none"> Disadvantaged low, middle and high attaining pupils tracked and discussed at each pupil progress meeting, including disadvantaged boys. Provision discussed and ideas/strategies put in place quickly to support pupils. Teacher appraisal targets will reflect key school improvement targets in relation to attainment/progress. Ensure quality first teaching for all with a focus on supporting pupil premium children across classes. This will be monitored through learning walks, lesson observations, work scrutiny and pupil interviews by SLT and external SIP. Strategies in place to monitor impact of interventions and small group boosters. Leaders of core subjects aware of CPD/training needs within their subject area. Subject leaders will hand in action plans to be monitored by SLT. 	<ul style="list-style-type: none"> Increased numbers of disadvantaged children meeting ARE and making good or better progress. The gap for PP and non-pupil premium narrows across all year groups. All interventions and small group boosters monitored and impact measured. Staff training is planned and delivered as necessary to ensure quality of teaching remains high and that progression is evident across all year groups.
B.	<ul style="list-style-type: none"> All children's language levels (including those who are disadvantaged) assessed in Nursery and Reception at the beginning and end of the year to measure progress. There will be a key focus on developing disadvantaged children's knowledge and understanding of a wider range of vocabulary through pre-teaching topic vocabulary. Opportunities maximised to discuss new vocabulary and the meaning of unfamiliar words. Monitored through learning walks, listening to children read, pupil discussions and lesson observations. 	<ul style="list-style-type: none"> Through the use of new resources/assessment systems, pupils with low language levels identified early and provision is put in place quickly to support progress. Language intervention and whole class strategies in place in Nursery and Reception to enable progress with support of SENDCO and Speech and Language therapists as appropriate Increased % of pupils on track for language, communication and speaking and listening in Nursery and Reception. Children have a wider knowledge of vocabulary and its meaning to support attainment and progress across the whole curriculum.
C.	<ul style="list-style-type: none"> Pupil premium children with SEND are tracked as a vulnerable group across all year groups. Provision discussed and ideas/strategies put in place quickly to support disadvantaged pupils with SEND as a result of pupil progress meetings. Individual barriers to learning are identified for disadvantaged pupils with SEMH needs. 	<ul style="list-style-type: none"> Disadvantaged pupils with SEND make desired personal progress in Reading, Writing, Maths and SPaG across all year groups. Impact of individual barriers to learning reduced.

<p>D.</p>	<ul style="list-style-type: none"> • Provision discussed and ideas/strategies put in place quickly to support disadvantaged pupils with SEMH needs as a result of pupil progress meetings. • Individual barriers to learning are identified for disadvantaged pupils with SEMH needs. • Nurture groups/counselling sessions arranged and evaluated regularly • Additional staff CPD to take place to raise awareness of mental health/social issues. Whole school enrichment opportunities planned where appropriate. 	<ul style="list-style-type: none"> • Disadvantaged pupils with SEMH needs make desired personal progress in Reading, Writing, Maths and SPaG across all year groups. • Vulnerable list regularly reviewed and updated in light of information shared and stored on CPOMs. • Pupils with SEMH able to access learning more successfully and alongside their peers. • As a result of CPD training, pupils are more resilient and aware of strategies to help them positively manage their own mental health.
<p>E.</p>	<ul style="list-style-type: none"> • Families of disadvantaged children supported by school in order to help them to help their children through invitations to information evenings, workshops and family events both in school and in the local community. Eg. Phonics Evenings, Maths/English courses, Parent Assemblies, Online Safety Evenings etc. 	<ul style="list-style-type: none"> • Parental engagement increased which positively impacts upon children's learning and strengthens the home/school partnership.
<p>F.</p>	<ul style="list-style-type: none"> • Track and monitor absenteeism of all children including those who are disadvantaged • Review and arrange 1:1 meetings with key families termly (or more regularly if required) alongside School Attendance Officer. • Staff to use 'Attendance Indicator' on CPOMs to alert SLT/DSLs to those pupils whose attendance/lateness is becoming more persistent or causing concern. • Issue termly/yearly rewards for those pupils, including those who are disadvantaged, who achieve 100% attendance. 	<ul style="list-style-type: none"> • Attendance of all children improves, including those who are disadvantaged. • Families are supported during 1:1 meetings and provision is put in place to improve attendance. The message regarding the importance of good attendance is strengthened. • SLT/DSLs are alerted quickly when attendance begins to cause concern so that appropriate action can be taken. • Good attendance is celebrated so that children recognise the impact that good attendance can have upon their own learning.

4. Planned expenditure					
Academic year		2019-20			
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?	Cost	When will you review implementation?
<p>Consistency in teaching and learning across all teachers within a year group.</p> <p>Quality first teaching for all children.</p> <p>Teachers feel supported in development of strategies to support teaching and learning to maximise progress of all groups of children.</p> <p>NQTs/RQTs are supported effectively to ensure good quality teaching and learning is taking place in all classrooms.</p>	<p>Experienced senior leaders provided with dedicated leadership time to develop quality first teaching across their key stage and within one of the core subjects. Close monitoring of teaching and learning to support teachers including observations completed by external partners.</p> <p>Non-contact time allocated to updating of Provision Maps as necessary.</p> <p>External training organised for NQTs/RQTs through Trinity Teaching School.</p> <p>HT/DHT to attend three training sessions linked to development of the curriculum in line with the new Ofsted framework – particular focus on ‘Intent, Implementation and Impact.’ Information to be disseminated and discussed.</p>	<p>The Sutton Trust’s report states: ‘The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers’.</p> <p>Triangulation as a result of internal monitoring shows that pupils make better progress when the quality of teaching and learning is consistently good.</p> <p>In June 2019, the Ofsted inspector judged the school as good and stated that <i>‘Teachers plan engaging and motivating lessons that are often practical and interactive’ and ‘lessons are well planned and take into account the different abilities and needs of pupils.’</i> This practice to continue.</p>	<p>Teaching and learning will be monitored in accordance with school policy. Senior leaders will be regularly invited to feedback during SLT meetings regarding the impact of actions taken during their dedicated leadership time.</p> <p>C.Midgley will produce a whole school Quality of Teaching report in the Autumn and Summer Terms.</p>	<p>£10,723</p> <p>£1,000</p> <p>£2,403</p> <p>£800</p> <p>£200</p>	<p>Termly as part of SLT monitoring alongside SIP Milestones</p> <p>April 2020: See separate Governor Monitoring Reports for December and April</p> <p>Main review due: July 2020</p>

	<p>HT/DHT to attend an additional training session organised by the Trust and led by Wendy Bradford.</p> <p>Focus of session: New Ofsted Framework – Deep Dives.</p>				
<p>Disadvantaged pupils who are underachieving are identified quickly by staff. High quality interventions readily available for all pupils.</p>	<p>EYFS staff to continue to use 2Simple to embed systems for assessing progress/attainment in EYFS.</p> <p>Staff to engage with online webinar as part of their ongoing CPD.</p> <p>Teachers meet with SLT to discuss progress and attainment, identifying target children and interventions to diminish differences. These meetings will take place 3 times yearly.</p> <p>Assessment Manager to analyse whole school data 3 times per year.</p> <p>Progress/attainment of disadvantaged pupils monitored closely and feedback provided to SLT and governors.</p>	<p>The DFE found that more successful schools use data to identify the learning needs of disadvantaged pupils at every opportunity, by reviewing progress regularly, analysing for underperformance and engaging staff with the data to improve teaching and learning.</p>	<p>Class teachers identify needs of PP children and can discuss progress and barriers. PP children are monitored closely and interventions needed are promptly organised. Senior leaders support teachers in identifying strategies to accelerate progress.</p>	<p>£400</p> <p>£1,439</p> <p>£2,310</p>	<p>Three times per year in accordance with the Assessment Schedule</p> <p>April 2020: Cohort provision maps have been updated twice this academic year. Evidence on pupil progress discussion records for the Autumn term showed that disadvantaged pupils are discussed at length and interventions are in place to support them. Unfortunately pupil progress meetings for Spring 2 had to be postponed due to the COVID-19 school closure.</p> <p>Main review due: July 2020</p>

<p>All pupils, including those who are disadvantaged develop effective language and communication skills to support their development of basic Reading, Writing and Speaking and Listening skills.</p>	<p>English Subject Leaders to attend regular network meetings.</p> <p>There will continue to be a key focus on developing disadvantaged children's knowledge and understanding of a wider range of vocabulary through pre-teaching topic vocabulary. Opportunities maximised by all staff to discuss new vocabulary and the meaning of unfamiliar words. English leaders to organise Vocabulary Refresher training for all teachers/HLTAs (Jane Dallas – English Consultant).</p> <p>Digital resources such as IDL and Phonics Play to be used to support/ engage learners.</p> <p>Business manager to re-subscribe to Speech/Language Links so that resources can be purchased for use in EYFS to enable staff to carry out high quality, personalised interventions.</p> <p>ANDREA REAS – S+L Therapist to continue to visit school regularly to work with key individuals (4 afternoons per half term)</p>	<p>Children are entering Nursery and Reception classes with underdeveloped language and communication skills. In September 2019, 32% of the Reception cohort were assessed as working below or significantly below for their understanding of language. 14% of these pupils were assessed as requiring more than one speech intervention.</p> <p>Language and Oracy are key for making progress and developing understanding in all curriculum areas.</p> <p>Use of digital technology is associated with moderate learning gains: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology</p>	<p>Pupils with low language levels identified early and provision is put in place quickly to support progress.</p> <p>% of pupils at age related expectations for CLL at the end of Reception to increase to national level over time.</p> <p>Monitored through learning walks, listening to children read, pupil discussions and lesson observations.</p> <p>Children have a wider knowledge of vocabulary and its meaning to support attainment and progress across the whole curriculum.</p>	<p>£50</p> <p>£295</p> <p>£100</p> <p>£334</p> <p>£2,520</p>	<p>All pupils, including those who are disadvantaged, will be re-assessed at the end of the academic year.</p> <p>April 2020: So far, assessment data shows that all pupils in Reception are making good progress in the areas of Communication and Language, Reading and Writing. 69% of the cohort are now meeting age related expectations in Reading which is an increase of 18% since the start of the year. 63% are now meeting age related expectations in Writing which is an increase of 14% since the start of the year.</p> <p>Teachers found vocabulary refresher training session useful but have been unable to embed any of the strategies since the training due to the COVID-19 school closure. The training took place on 09/03/20.</p> <p>Main review due: July 2020</p>
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<p>All staff equipped with the skills to support pupils, including those who are disadvantaged, in moments of crisis in order to ensure calm climates for learning are maintained throughout school.</p>	<p>Teaching and non-teaching staff to be Team Teach trained as appropriate.</p> <p>All teaching and non-teaching staff to engage with the Alex Timpson training programme – 6-10 hours (Trauma, Attachment and Loss). Training included reference to 3 R's approach to supporting pupils during moments of crisis (Regulate, Relate, Reason). DSLs to display posters reminding staff of this simple sequence in prominent areas around school.</p> <p>Purchase copies of suggested texts related to the training.</p> <p>All teaching staff and HLTAs to attend SEMH Trust Training Day in October @ SVHS.</p> <p>One member of support staff to receive ELSA training (Emotional Literacy Support Assistant) through the Alex Timpson Project and be given time to implement the training with small groups of pupils in school.</p>	<p>The SLT recognises that staff in school are having to manage increasingly challenging behaviour from some pupils in school, this includes some from disadvantaged backgrounds.</p> <p>It is widely recognised that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. https://educationendowmentfoundation.org.uk/school-themes/pupil-engagement-behaviour/</p> <p>In September 2019, further evidence from the EEF's Teaching and Learning Toolkit suggested that effective Social and Emotional learning in schools can lead to learning gains of +4 months over the course of a year.</p>	<p>SLT will monitor behaviour closely during learning walks and will continue to promote/praise effective use of de-escalation techniques during moments of crisis.</p> <p>% of pupils being excluded or visiting the cooler during golden time should remain low.</p>	<p>£940</p> <p>TBC</p>	<p>Review due: April 2020</p> <p>April 2020: All staff completed Alex Timpson training in the Autumn Term. Staff have begun successfully implementing a range of strategies from the training but these are not yet embedded. Some follow up 'Emotion Coaching' training was scheduled to take place but has had to be postponed due to the COVID-19 school closure.</p> <p>ELSA Training complete. This member of staff has now begun effectively supporting a small number of pupils in EYFS/KS1. An in-school referral system has been established for this intervention.</p> <p>Main review due: July 2020</p>
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	Two members of staff to receive training focused upon 'Therapeutic Story Writing.'				
PSHE curriculum is carefully planned to ensure progression in learning and skills for all pupils including those who are disadvantaged.	<p>PSHE subject leader to attend regular network meetings.</p> <p>All staff to receive regular email updates from PSHE Association.</p> <p>Continue to subscribe to SMSC for Schools' 'Thought for the Week' and 'Picture News' to ensure that class reflections are based upon current global issues linked to British Values.</p>	<p>Headlands School is in agreement with the PSHE Association's statement that '<i>Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.</i></p> <p><i>These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain.</i></p> <p>The 'Curriculum for Life' report states that 'high wellbeing leads to high attainment':</p> <p>https://www.pshe-association.org.uk/system/files/Curriculum%20for%20life%20December%202017%2012.06%2019%20Dec.pdf</p>	<p>PSHE subject leader will carefully monitor teaching and learning across the school through learning walks, lesson observations and focussed work scrutinies.</p> <p>The views of disadvantaged pupils will be taken into account through pupil interviews.</p>	<p>£50</p> <p>£245</p> <p>£220</p>	<p>Review due: April 2020</p> <p>April 2020 : PSHE leader has continued to ensure that Picture News resources remain available to pupils as part of 'Home Learning' during the COVID-19 school closure.</p> <p>Main review due July 2020.</p>

<p>Phonics/Reading/Comprehension skills of all pupils, including those who are disadvantaged are developed effectively.</p>	<p>Pupils in KS1/2 to continue to access the Accelerated Reading Scheme.</p> <p>Y1 teacher to carry out further audit of individual reading books for EYFS/KS1 pupils and purchase books as necessary using FOH donations and Book Fair Commission.</p> <p>Parent volunteer to continue to volunteer in school on a regular basis maintaining KS2 library and reading with pupils.</p> <p>Y1 teacher to deliver Reading Information Evening for parents.</p> <p>English subject leaders to explore strategies to ensure phonics teaching continues in KS2 as/when necessary. Resources/training to be arranged.</p>	<p>Progress in Reading and Writing is a target area for development within EYFS. Headlands GLD figure for EYFS is still below national.</p> <p>In June 2019, only 55% of Y1 disadvantaged pupils achieved the expected standard in phonics compared with 90% of non-disadvantaged pupils.</p> <p>As outlined in our English policy, we aspire to continue to create a love for reading and encourage true reading for pleasure across the school.</p>	<p>Monitored through learning walks, listening to children read, pupil discussions and lesson observations.</p> <p>DHT/English subject leaders will analyse relevant data 3 times per year.</p>	<p>£1,941</p> <p>FOH donated £350 in the Autumn term to enable English leaders to purchase new non-fiction texts for the KS1 library.</p> <p>£275 – Story Magic Theatre</p>	<p>Reading/Writing progress will be analysed 3 times per year in accordance with Assessment Schedule.</p> <p>April 2020: Detailed analysis has been provided within Data Packs after each assessment period and discussed by SLT and Governors.</p> <p>Story Magic Theatre company delivered their Read to Achieve magic show in school. Purpose of the show was to try to promote a love for reading in all learners including those from vulnerable backgrounds. It was very well received by all pupils, particularly those in EYFS/KS1.</p> <p>Main review due: July 2020</p>
Total budgeted cost					£26,245

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?	Cost	When will you review implementation?
<p>Increased attendance for all pupils including those who are disadvantaged.</p> <p>Cases of persistent absenteeism to reduce further.</p>	<p>The HT to continue to meet with the Kirklees Attendance and Pupil Support Officer to discuss attendance and punctuality issues, actions and outcomes.</p> <p>Review and arrange 1:1 meetings with key families termly (or more regularly if required) alongside School Attendance Officer.</p> <p>Staff to use 'Attendance Indicator' on CPOMs to alert SLT/DSLs to those pupils whose attendance/lateness is becoming more persistent or causing concern. Penalty notices to be issued as a deterrent for Leave of Absence/Term Time Holidays. Issue termly/yearly rewards for those pupils, including those who are disadvantaged, who achieve 100% attendance.</p> <p>Office staff to continue to follow strict first day absence procedures – HT/DHT/SLT to carry out home visits as necessary.</p>	<p>Progress and attainment for children can't occur if they aren't actually attending school.</p> <p>NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Attendance figure for disadvantaged pupils in 2017/18 was 92.92%. This increased positively in 2018/19 to 95.08%. This figure needs to continue to increase.</p> <p>In 2017/18, there were 25 pupils with attendance less than 90%. In 2018/19, this decreased to 12 pupils.</p> <p>In June 2019, the Ofsted Inspector stated; <i>'Overall, most pupils have good attendance, because they enjoy school and want to attend every day. Your inclusion leader has done much to encourage parents to make sure that their children attend school daily.'</i> She also stated; <i>'You have made improvements in individual cases of pupil absence by working closely with parents. Currently, several pupils with a history of persistent absenteeism now attend regularly.'</i></p> <p>Although the Ofsted inspector noticed many improvements, she still stated that more work needed to be done to reduce Persistent Absenteeism even further.</p>	<p>Use online systems such as Integris and CPOMs to track and monitor absenteeism of all children including those who are disadvantaged.</p>	<p>£1,575</p> <p>£2,193</p>	<p>Termly.</p> <p>Have attendance meetings had desired impact upon families including those who are disadvantaged?</p> <p>April 2020: Headteacher has continued to meet termly with Kirklees Attendance and Pupil Support Officer. Refer to Spring Term CFC Minutes for more detailed reporting regarding current absence trends.</p> <p>Office staff will continue to follow first day absence procedures throughout the COVID-19 school closure period.</p> <p>Main review due: July 2020</p>

<p>Eligible pupils who are underachieving are identified quickly by staff. High quality interventions readily available for all pupils including those who are underachieving and higher ability pupils targeted for greater depth.</p>	<p>Booster lessons in Y6 to be taught by Y6 teachers, Kirklees English Consultant plus one additional booster teacher (ex-member of staff). Booster lessons will target pupils who need support to attain the expected level in Reading, Writing and Maths and those targeted for greater depth in Reading, Writing and Maths</p> <p>Booster lessons in Y2 to be taught by HLTA and Y2 teachers plus Kirklees English Consultant who will target pupils who need support to attain the expected level in writing and those targeted for greater depth Writing.</p>	<p>EEF Toolkit Predicted Impact: Small Group Tuition (+4 months)</p>	<p>Progress and attainment of each child tracked and monitored in order to evaluate the impact of all Booster lessons.</p> <p>Impact of Booster lessons discussed half termly at Pupil Progress meetings for Y6 pupils</p> <p>Assessment Manager to analyse whole school data 3 times per year. Progress/attainment of disadvantaged pupils monitored closely and feedback provided to SLT and governors.</p>	<p>£11,000</p> <p>£4,959</p> <p>£2,208</p>	<p>Progress/impact of boosters will be analysed 3 times per year in accordance with Assessment Schedule.</p> <p>April 2020: HT/DHT have met with Y2/Y6 teachers after each assessment period. Progress of all pupils has been discussed at length and boosters/ interventions adapted accordingly. Cohort provision maps provide evidence of this.</p> <p>Main review due: July 2020</p>
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<p>Pupils identified make progress and reach age related expectations/greater depth if appropriate in Reading, Writing and Maths</p>	<p>Small group tuition in reading using Project Code X materials</p> <p>Small group tuition in Maths using Success at Arithmetic, First Class @Number 1, First Class @Number 2, Numbers Count</p> <p>Small group tuition in writing using First Class@Writing</p> <p>Small group tuition in phonics</p> <p>1:1 support for Dyslexic pupils to access Dyslexikit and Toe by Toe</p>	<p>EEF Toolkit Predicted Impact: Small Group Tuition (+4 months)</p> <p>Evidenced based interventions based on national and in school research</p>	<p>All targeted interventions monitored by SLT to ensure quality</p> <p>Progress and attainment of each child tracked and monitored in order to evaluate the impact of all targeted interventions</p> <p>Provision maps evaluated and discussed at progress reviews</p> <p>TA training to ensure staff are prepared</p> <p>Pupils identified make progress and reach age related expectations in Reading, Writing and Maths</p> <p>Pupils identified pass the year 1 phonics test</p>	<p>£13,797</p>	<p>Progress/impact of interventions will be analysed 3 times per year in accordance with Assessment Schedule.</p> <p>April 2020: Cohort provision maps have already been updated twice this academic year. Evidence on pupil progress discussion records from the Autumn term show that disadvantaged pupils are discussed at length and interventions are in place to support them.</p> <p>Main review due: July 2020</p>
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<p>Pupils with emotional and behavioural barriers to learning are supported well so that they can access learning more effectively.</p>	<p>Small group of pupils to continue to take part in a weekly Nurture Group accessing outdoor activities in the school Woodland.</p> <p>Pupils have access to 1:1 Counselling provided by a trained counsellor.</p> <p>Small groups of children take part in SULP group.</p> <p>Small groups of pupils take part in Lego Therapy sessions.</p> <p>Small groups of pupils take part in Street Bikes at Spen Track.</p> <p>School to work alongside parents to refer to CAHMS/Escayp as necessary.</p> <p>School's Emotional Wellbeing Champion (CC) to regularly attend EWB Network and Multi-Agency Hub meetings. School's Emotional Wellbeing Champion to continue to apply strategies learnt during Youth Mental First Aid training.</p> <p>All staff to implement and embed strategies gained from the Alex Timpson training as part of their everyday practice.</p>	<p>EEF Toolkit Predicted Impact: Social and Emotional Learning (+ 4 months)</p> <p>EEF Toolkit Predicted Impact: Outdoor Adventure Learning (+ 4 months)</p> <p>EEF Toolkit Predicted Impact: Behaviour Interventions (+ 3 months)</p>	<p>All targeted interventions monitored by SLT to ensure quality</p> <p>Counselling Sessions monitored by SENDCO</p> <p>TAs trained to deliver SULP and Lego Therapy</p> <p>Counsellor trained at Kirklees College to Level 2/3</p>	<p>£2,631</p>	<p>Reviews ongoing alongside whole school vulnerable list.</p> <p>Main review due July 2020</p>
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<p>Disadvantaged Pupils with emotional and behavioural barriers to learning are supported well so that they can access learning effectively.</p>	<p>1:1 TA support provided during lessons.</p> <p>Inclusion manager to seek advice from SEMH Outreach service as necessary.</p> <p>Inclusion manager to make referrals to Northorpe Hall, Barnados, Early Support and Family Group Conferences as appropriate.</p> <p>New pupil premium pupil added to roll in December 2019. Pupil presents with significant emotional/behavioural difficulties. Emotional support provided as appropriate by class teacher, TAs, inclusion manager and DHT.</p>	<p>EEF Toolkit Predicted Impact: Social and Emotional Learning (+ 4 months)</p> <p>School based evidence</p>	<p>Class teacher to monitor impact of support.</p> <p>SENDCO to monitor impact of support.</p>	<p>£73,148</p>	<p>Review due: April 2020</p> <p>April 2020: Support has been adjusted when/where necessary on a number of occasions this year. Governors have been made aware of any staffing changes through headteacher's reports.</p> <p>Main review due: July 2020</p>
Total budgeted cost					£111,511

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?	Cost	When will you review implementation?
<p>Targeted children begin to widen their experience of having time socialising and learning away from home and the classroom. Children are able to work collaboratively.</p>	<p>Cost of residential and non-residential educational visits for targeted eligible pupils are paid for by school.</p> <p>Robin Wood residential activities available for all pupils in Y6.</p> <p>All pupils to have access to high quality enrichment through engagement in weekly 'Golden Time' activities and Enrichment/Theme Days. For example, Children's Mental Health Week, Online Safety Day, World Book Day, Maths Problem Solving etc. Staff meeting time allocated to plan Enrichment/Theme Days</p> <p>All pupils to have access to free after-school and lunchtime clubs. For example, choir, crafts, drama, cycling, gardening, homework clubs etc. provided by teaching staff.</p> <p>DHT to monitor attendance of disadvantaged pupil at clubs and other after school activities.</p> <p>Play Leaders from Project Sport to support children in their play during lunchtimes in both the KS1 and KS2 playgrounds. Play Leaders will focus upon encouraging</p>	<p>EEF Toolkit Predicted Impact: Collaborative Learning (+5 months)</p> <p>"Adventure learning interventions make approximately +4 additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence." (EEF)</p>	<p>Class teachers will ensure that all pupils engage with educational visits, Golden Time activities and Enrichment/Theme days. DHT and class teachers monitor impact on children's willingness and reward success in engaging in collaborative learning.</p> <p>HT and class teachers to ensure that all eligible pupils attend residential activities at Robin Wood without any contribution needed from the family.</p> <p>HT/DHT to monitor the attendance of disadvantaged pupils at clubs.</p>	<p>£1,500</p> <p>£2,520</p> <p>£2,877</p>	<p>Clubs/golden time activities reviewed every half term and new activities to be offered.</p> <p>April 2020: Clubs/golden time activities have been reviewed regularly taking children's interests into consideration.</p> <p>Enrichment events have included World Book Day, Children's Mental Health Week, Online Safety Day and a Sports Relief Inter-School Competition.</p> <p>Project Sport leaders will continue to support pupils at lunchtimes and engage them in active PE sessions during the COVID-19 school closure.</p> <p>English leaders organised for a Theatre Company to come into school to deliver a high quality performance of 'The Railway Children' (funded by FOH). Unfortunately this</p>

	cooperation and participation of all pupils through exciting team games.				<p>performance had to be cancelled due to the school closure.</p> <p>Main review due: July 2020</p>
Communication about our most vulnerable and disadvantaged children is stored, shared and monitored effectively in school.	<p>Renew CPOMs subscription.</p> <p>DHT/AHT to regularly update information provided for staff in a central 'Cohort Characteristics' file.</p>	Confidential information needs to be stored securely and communicated effectively between staff and DSLs. CPOMs recommended by Kirklees Safeguarding Lead and successfully implemented in many local schools.	Head teacher to continue to monitor the impact/value for money.	£895	<p>Review due: April 2020</p> <p>April 2020: See Full Governing body minutes and headteachers reports for information summarising key cohort characteristics.</p> <p>Final review due July 2020</p>

<p>Support for disadvantaged families in terms of basic need is provided for children.</p>	<p>Free milk for all disadvantaged pupils.</p> <p>A new Headlands sweatshirt is provided yearly for all disadvantaged pupils.</p> <p>DHT/AHT to make another application to Radio Aire's promotion 'Mission Christmas – Cash for Kids'. Apply for gift for pupils from particularly vulnerable homes. Wrap and distribute before the end of the Autumn term.</p>	<p>Evidence contained within Maslow Hierarchy of Need.</p> <p>Provision of milk for pupil premium pupils supports a nutritious diet.</p> <p>New school sweatshirt provides a sense of pride and belonging to the school community.</p>	<p>Uptake of free milk and uniform monitored by Business Support staff.</p>	<p>£1,500</p> <p>£615</p>	<p>Review due: April 2020</p> <p>April 2020: Pupils were delighted to receive their Christmas Present from Santa (Cash for Kids). For some of the disadvantaged pupils, it was the only present they received.</p> <p>Main review due: July 2020</p>
<p>Increased parental confidence and capacity to support eligible pupils with their learning. Parents interact more regularly with school.</p>	<p>Many useful Information/Curriculum Evenings held for parents. For example, phonics, reading, online safety, SATs etc.</p> <p>Useful handouts printed/published on school website to help parents when supporting children with their learning. For example, SPaG terminology, Calculation Policies etc.</p> <p>Parents invited to attend activities in school throughout the year. For example, class assemblies, Sports Days, Church services etc.</p>	<p>Parental involvement is consistently associated with pupils' success at school including the active engagement of parents in supporting their children's learning at school.</p> <p>Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children [Nfer] reported outcomes of increased parental engagement include: improved academic performance; improved relationships with parents, teachers and schools; and increased parental involvement in schools.</p> <p>It also found that interventions focusing on both academic outcomes and parenting skills are more effective than working on either aspect in isolation.</p> <p><i>EEF Toolkit Predicted Impact: Parental Involvement (+3 months)</i></p>	<p>Parents feel confident that they have developed the necessary skills to support their children's learning with next steps.</p> <p>New children/families settle into school quickly.</p> <p>Families feel supported by the school.</p> <p>Good communication exists between home and school.</p>	<p>£0</p>	<p>Review due: April 2020</p> <p>April 2020: School kept parents well-informed in the lead up to the COVID-19 closure via text, letters and the school website. School are continuing to maintain good communication with parents and pupils during the school closure using a new home learning site and temporary teacher email addresses.</p>

	<p>Regular opportunities for parents of children in EYFS to come into school to share learning journeys with children.</p> <p>DHT/SENDCo regularly outside at the start of the day to meet and greet parents.</p> <p>A TA to be positioned at every entrance at the start of the day to enable good communication between parents and school.</p> <p>DHT to work alongside IT Technician to develop an online social presence for school and use this as a platform for increasing parental engagement.</p>			£521	Main review due July 2020.
<p>Support for families is provided by trained and experienced practitioners</p> <p>Family- and home-related issues are addressed quickly by SENDCo, releasing teaching and support staff to focus on teaching and learning.</p>	<p>Ensure knowledge/skills of DSLs is kept up to date. All DSLs to attend refresher training.</p> <p>SENDCo will not have a class responsibility and is therefore able to support parents and liaise over safeguarding, attendance, behaviour, etc.</p> <p>SENDCo is able to attend and organise TAF, CIN and CP Meetings.</p> <p>SENDCo available to attend ANP and Multi</p>	<p>By working with families and other agencies, the impact of family and home related issues can be reduced to enable children to engage better and focus more in school.</p> <p>EEF Toolkit Predicted Impact: Parental Involvement (+3 months) Social and Emotional Learning Interventions (+ 4 months)</p>	<p>Data to be collected by HT from CPOMs and other sources. Measures of pupil attitude and self-esteem (e.g. behaviour sanctions) to be monitored and evaluated.</p>	£180 £15,004	Review due: July 2020

	<p>Agency Hub Meetings to gain knowledge and advice from other professionals and agencies.</p> <p>School to continue to build a good relationship with the Early Help and Support Team by hosting a number of Family Support Drop-In sessions and signposting parents to these in the holidays.</p>				
<p>Pupils in KS2 have access to a facility for supported self-study in school.</p>	<p>A homework Club for KS2 pupils will continue to be provided during the lunch break staffed by a teacher to allow pupils to complete their homework. Ensure staff and parents know about this area of support.</p> <p>DHT to monitor attendance of disadvantaged pupil at clubs and other after school activities.</p>	<p>We are aware that many of our children, including those who are disadvantaged, do not have a place to study at home or the equipment to do so. A 2013 Ofsted Report stated that providing a good facilities for supported self-study is one of the ‘ten top gap busters’.</p> <p>In 2018/19 a number of Pupil Premium pupils were regular attenders to the lunchtime homework club – they valued the opportunity to complete their homework during school time with the support of a teacher available if needed. Many of the pupils also enjoyed working on their homework tasks together.</p>	<p>DHT and class teachers to monitor attendance of homework club and encourage pupils who regularly fail to complete homework to attend.</p>	<p>£1,336</p>	<p>Review due: April 2020</p> <p>April 2020: A number of vulnerable pupils are continuing to access school provision during the closure period. Staff set time aside to support them with home learning tasks at the start of each day.</p> <p>Main review due July 2020.</p>
Total budgeted cost					£26,948