

# PUPIL PREMIUM STRATEGY STATEMENT



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Next Review Due By:	November 2022

## PUPIL PREMIUM STRATEGY STATEMENT

This statement details our school's use of pupil premium (and 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	Headlands CE (C) Junior, Infant and Nursery School
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	21.5%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	A Dunn
Pupil premium lead	C Cowling
Governor / Trustee lead	S Marshall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,015
Recovery premium funding allocation this academic year	£14,065
Pupil premium funding carried forward from previous years	£0
Recovery premium funding carried forward from previous year	£13,683
<b>Total budget for this academic year</b>	<b>£144,763</b>

## PART A: PUPIL PREMIUM STRATEGY PLAN

### Statement of intent

Headlands CE (C) JIN School

Growing a Loving, Happy and Flourishing Community

*'I have come that they may have life, and have it to the full'* (John 10:10)

Our intention at Headlands CE (C) JIN School is that our whole school community, irrespective of their background or the challenges they face, will flourish. This includes, but is not limited to, pupils making good progress and achieving high attainment across all subject areas (in particular reading, writing and maths as these subjects are the keystones to all learning).

We strive to understand every pupil and the challenges they face. We look at wider vulnerabilities including social care involvement, young carers, bereavement and other factors which disadvantage our pupils. We intend to support any pupil or group of pupils we have identified as being disadvantaged. We aim to act early to intervene at the point of need. All staff understand and take responsibility for disadvantaged pupil outcomes. All staff have high expectations for all pupils at Headlands CE (C) JIN School.

Quality first teaching is at the heart of our approach, with professional development and leaders, at all levels, focusing on areas in which disadvantaged pupils require the greatest support. Analysis of data and identification of pupils who are under achieving ensures there is a shared understanding of the strengths and weaknesses across school. Improvement and intervention strategies are research led, with the aim of creating the greatest impact and sustained improvement. By focusing on our disadvantaged pupils and improving the quality of their provision, we intend to improve the offer for all pupils and in turn raise attainment and progress for all pupils.

Our wider school plans for education recovery, includes creating expertise and capacity within our existing staffing to run effective interventions. Targeted support through the National Tutoring Programme has secured additional capacity for those whose education has been worst affected, including non-disadvantaged pupils.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality, research led, CPD to ensure that pupils access effective quality first teaching.
- Provide targeted interventions and support to quickly identify gaps in learning.
- Support vulnerable families with attendance.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom through ensuring all staff trained and confident in application of emotion Coaching and the Alex Timpson Trauma Informed approach.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<b>Social, emotional and mental health</b> - confidence, social, emotional and mental health needs for some disadvantaged children impacts upon their learning. Additionally, discussions with pupils and families evidences the negative impact of COVID-19 and ensuing lockdowns had on their mental health.
2	<b>Low attainment on entry to the EYFS in all aspects (especially prime areas of learning)</b> - on entry to nursery and reception assessments and observations show that the majority of pupils are working below age related expectations in all aspects of learning. This has been exacerbated through COVID lockdown as an increased number of children did not access nursery or pre-school provision.
3	<b>Reading skills are less well developed for pupil premium pupils than other pupils</b> , particularly with fluency, stamina and in the understanding of vocabulary. Additionally, the impact of COVID-19 and missed teaching of early reading skill acquisition is particularly evident in Year 1 and Year 2.
4	Lack of a broad range of experiences and less well-developed vocabulary, can mean that <b>writing is a barrier for many pupil premium pupils</b> . Additionally, in KS2 children have missed opportunities to develop the skills of improving and editing longer pieces of writing, which was difficult for parents to support through home learning.
5	<b>Maths skills are less well developed for pupil premium pupils than other pupils</b> , particularly with basic skills and understanding vocabulary in reasoning. COVID-19 impacted upon two academic years, resulting in some gaps in key skill acquisition. This is particularly evident in Year 1 and Year 2, where a deeper understanding of number has not yet been acquired for all children.
6	School <b>attendance and punctuality data</b> shows that the attendance of PP children is lower than that of non-disadvantaged pupils. A high proportion of persistent absentees are children from disadvantaged backgrounds.
7	Individual <b>family circumstances</b> that impact upon wellbeing, SEMH needs and progress in learning require individualised support.

## 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
<p><u>Mental Health and Wellbeing</u> Clear referral pathways for pupils. Pathways embedded and support provided in a timely manner. Emotion Coaching and Trauma Informed approaches understood and embedded across school.</p>	<p>Senior Mental Health First Aider training completed plus one additional mental health first aider. Clear referral pathways, known by all stakeholders. Reduction in numbers of suspensions.</p>
<p><u>EYFS</u> Improved speech language and communication skills. Improved early reading and early maths attainment. Improved fine motor skills resulting in improved writing attainment.</p>	<p>Pupils make accelerated progress. Attainment data at the end of EYFS is at least in line with National figures in all aspects of learning.</p>
<p><u>Reading, Writing and Maths</u> Improved reading attainment among disadvantaged pupils at the end of KS2 Improved maths attainment for disadvantaged pupils at the end of KS2. Raise attainment in writing for all pupils.</p>	<p>Progress in line or exceeding expectations in all three subjects by end of KS2 based on FFT50 targets by 2023. KS2 reading outcomes in 2024/25 show that disadvantaged pupils met their FFT 50 target. KS2 maths outcomes in 2024/25 show that more than disadvantaged pupils met their FFT 50 target. Teacher assessment in writing in 2024/25 shows that disadvantaged pupils met their FFT 50 target. Children have high aspirations and are ready to engage well in the next stage of their education.</p>
<p><u>Early Reading</u> Raise in attainment in early reading and writing for all pupils.</p>	<p>PP attainment is in line with non-PP pupils. Attainment for PP pupils is accelerated and over time the percentage on track matches national figures. SEND pupil progress is closely monitored and evidenced appropriate to their needs.</p>
<p><u>Attendance</u> Improvement for all groups and in particular PP. Rates of persistent absence show a sustained improvement over time.</p>	<p>Attendance is at, or above, national figure for all groups of pupils. Attendance for PP pupils is in line with all pupils. Reduction in persistent absence (at least in line with national).</p>

## 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: £ 23,588**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Introduction of 'Little Wandle - Letters and Sounds Revised' a systematic synthetic phonics programme (SSP) will provide a complete teaching programme meeting all the expectations of the National Curriculum.</p> <p>Training for all staff and reading leader release time to ensure fidelity to the scheme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>3, 4, 5</p>
<p>Enhanced maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Engagement with the Yorkshire and Humber Maths Hub, leading to implementation of the Mastering Number Project and ensuring quality first teaching is aligned to the White Rose Mastery curriculum. This will support mathematical development across school.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	<p>5</p>

Writing CPD, based upon EEF improving literacy research, to support quality first writing across school.	<a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a> CPD to focus on refining practice and implementing new elements lead by the recommendations of this research and based upon current practice.	4
CPD and release time to develop whole class reading approach to impact on progress and reading attainment in Years 2-6.	<a href="https://d2tic4wvo1iusb.cloudfront.net/EEF-KS2-lit-2nd-Recommendations-poster.pdf">EEF-KS2-lit-2nd-Recommendations-poster.pdf (d2tic4wvo1iusb.cloudfront.net)</a> Recommendation 2 and 3	3

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

**Budgeted cost: £ 64,835**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 4, 5
Structured intervention training for support staff to include NELI, Little Wandle, Success @ Arithmetic	The EEF toolkit states that teaching assistants can provide a large positive impact on learner outcomes and that the greatest impact is where staff are trained in specific interventions.	2, 3, 5
Targeted and structured use of teaching assistants, placed and acting upon need, with a focus on developing English and math skills, including focus on those pupils who are High Attaining.	The EEF toolkit states that teaching assistants can provide a large positive impact on learner outcomes and that the greatest impact is where staff are trained in specific interventions. <a href="https://www.educationendowmentfoundation.org.uk">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a>	2, 3, 5
To develop speech in specific children including processing skills. Additional support from a speech therapist for targeted pupils. Subscription to Speech Links	<a href="https://www.educationendowmentfoundation.org.uk">Nuffield Early Language Intervention   EEF (educationendowmentfoundation.org.uk)</a> There is strong evidence that suggests oral language interventions have a high impact on reading outcomes.	2

NELI Intervention Programme - to support early language acquisition in EYFS		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

**Budgeted cost: £ 56,398**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on trauma informed approaches to supporting emotional regulation of pupils. Additionally, members of the inclusion team will offer support through interventions aligned to the Alex Timpson Trauma Informed Approach (e.g. ELSA, Therapeutic Story Writing and access in-school counselling) and collaborative cross-agency work.	<a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> Attachment and trauma informed approaches to support pupil wellbeing closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance <a href="https://www.the-arc.org.uk">Timpson Attachment Aware Schools Project Evaluation Plan Steering group meeting 21 March 2018 (the-arc.org.uk)</a>	1
Senior Mental Health First Aid and Pupil Mental Health Training. Completion of Carnegie Mental Health Award	EEF evidence suggests that social and emotional learning can have a moderately positive impact upon learning. Young Minds focuses on the importance of a whole school approach to be the most meaningful and impactful in building resilient staff and pupils. <a href="https://www.the-arc.org.uk">Timpson Attachment Aware Schools Project Evaluation Plan Steering group meeting 21 March 2018 (the-arc.org.uk)</a>	1
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues	Given the impact of COVID-19 and the disproportionate impact this has had on disadvantaged pupils we have identified a need to set a small amount of funding aside to respond quickly to emergency need.	All

Ensure all children can experience trips, visits and experiences by making financial contributions	<a href="https://www.tes.com/news/what-does-ofsted-mean-cultural-capital">https://www.tes.com/news/what-does-ofsted-mean-cultural-capital</a> Access to economic and social capital allows greater access to cultural capital and Bourdieu (1973) observed that, as a side effect, cultural capital is often linked to social class and as a result reinforces social divisions, hierarchies of power and inequality within society.	All
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**Total budgeted cost: £ 144,821**

## 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.

<b>KS2 Attainment</b>				
	<i>Pupils eligible for PP 2017/2018</i>	<i>Pupils eligible for PP 2018/2019</i>	<i>Pupils eligible for PP 2019/2020</i>	<i>Pupils eligible for PP 2020/2021</i>
<b>% achieving in R/W/M</b>	79% (15/19)	47% (8/17)	NOT ASSESSED	17% (2/12)
<b>% achieving ARE in R</b>	79% (15/19)	59% (10/17)	NOT ASSESSED	42% (5/12)
<b>% achieving ARE in W</b>	84% (16/19)	65% (11/17)	NOT ASSESSED	17% (2/12)
<b>% achieving ARE in M</b>	95% (18/19)	82% (14/17)	NOT ASSESSED	33% (4/12)

**Success Criteria**  
***Attainment and Progress: Increased numbers of disadvantaged children (including those with SEND) meet ARE in Reading, Writing and Maths and make good or better progress. Early language acquisition is supported and pupils develop a wider knowledge of vocabulary and its meaning:***  
Our internal end of KS2 assessments during 2020/21 suggest that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum (see above). This downward trajectory is also reflective of the progress and attainment of disadvantaged pupils in all other year groups. Senior leaders recognise that this indicates that the outcomes that the school aimed to achieve in our previous strategies were therefore not fully realised.  
Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all aspects of learning. As reported nationally, school closure was most detrimental to our disadvantaged pupils; progress and attainment of pupils was impacted upon as a result of the significant reduction in face-to-face classroom teaching and support. Disadvantaged pupils were able to benefit fully from our pupil premium funded improvements to teaching and targeted interventions. Staff absence throughout the year also impacted upon this - capacity to deliver interventions was significantly compromised.

### Success Criteria

***Barriers to learning for disadvantaged pupils with SEMH needs are reduced so that they are able to access learning alongside their peers make desired personal progress in Reading, Writing, Maths and GPS across all year groups:***

During 2020-2021, senior leaders identified an increase in SEMH needs and associated counselling referrals across school. Senior leaders realigned school development priorities to increase capacity of the school-based counsellor.

Monitoring of CPOMS entries evidenced progress made during counselling sessions and enabled DSLs to provide early support for pupils and families. COVID negatively impacted upon the capacity to deliver some planned SEMH interventions, e.g. Lego Therapy, street bikes and SULP (due to restrictions linked to group 'bubbles').

Funding and support were adjusted throughout 2020/2021 to provide support for disadvantaged pupils with significant SEMH needs. Pupils who required high levels of support continued to attend school during the January-March lockdown.

Alex Timpson Trauma Informed Practice CPD continues to be embedded across school alongside a whole school Mental Health strategy.

### Success Criteria

***Parental engagement is increased and support for disadvantaged families in terms of enrichment and basic need is provided:***

Off-site visits or residential visits did not proceed due to COVID-19 restrictions. After-school and lunchtime clubs, targeted at disadvantaged pupils, did not take place due to bubble restrictions and reduced staffing capacity.

In-school enrichment events were planned and proceeded, where possible, including World Book Day, Children's Mental Health Week, a VR Experience Day in KS2 and Sports Days.

Project Sport supported pupils, including those who were disadvantaged, at lunchtimes to engage them in active PE sessions during the COVID-19 school closure between January-March 2021. Online multi-skills videos were also created for those pupils who worked remotely; these were well received by pupils and parents.

The Inclusion Manager liaised with a local business to secure a hot meal for school's most vulnerable families during October half term. In December 2020, school staff made positive links with a local business who donated funds to provide and wrap Christmas gifts for vulnerable and disadvantaged pupils. These delivered these to family homes by the Inclusion Leader. Donations were also received to provide 'Self-Care Pamper Packs' for disadvantaged pupils at Christmas. Food parcels were requested and delivered to vulnerable families at February half term. Virtual family cooking sessions took place in Summer 2021 to promote parental engagement and encourage healthy eating.

Throughout the pandemic, feedback from parents was very positive - families felt well supported by school.

Senior leaders were unable to invite parents into school due to COVID restrictions during 2020/2021. Information was shared remotely and parent consultation meetings took place via telephone. Information regarding remote learning was available for parents via the school website. Teachers and DSLs checked in regularly with families during any periods of isolation to ensure that support was readily available. Teachers were also contactable via email.

### Success Criteria

***Attendance of all children improves, including those who are disadvantaged:***

School attendance data continues to show that the attendance of disadvantaged children is lower than that of non-disadvantaged pupils. This is particularly noticeable with persistent absence (PA). Senior leaders recognised that disadvantaged pupils were not fully able to benefit from our pupil premium funded improvements to attendance to the degree they had intended. First day absence procedures continued to be followed strictly by members of the office staff and senior leaders supported by completing home visits as necessary. However,

COVID restrictions meant that face to face support from the Kirklees Attendance and Support Officer was compromised and termly meetings with families of concern were unable to take place as planned. PA pupils' engagement with home learning was limited in some cases and a correlation was evident to their attendance and attitudes to learning. Senior leaders documented that some parents took pupils out of school a few days before the end of the Autumn Term 2020 to allow a 10-day separation from others prior to Christmas Day. Some disadvantaged pupils were also absent when the bubble of their sibling closed as parents were unable to leave the house to bring them to school without their isolating sibling. Reduced staffing impacted school's capacity to support with this in some cases. Attendance will continue to be a focus of this year's plan.

### Next steps

- Consider how school led tutoring and catch up premium can be used effectively to continue to support pupils
- Ensure CPD equips all teachers with the skills to deliver high quality reading lessons
- Consider a validated synthetic phonics programme, training for staff and implementation in 2021/2022
- Consider and plan focused CPD aligned to FFT research to ensure gaps in Writing are closed through quality first teaching
- Facilitate engagement with the Yorkshire and Humber Maths Hub, implement the Mastering Number Project and ensure quality first teaching in Maths is aligned to the White Rose Mastery curriculum
- Devise a 'Relationship and Emotional Response Policy', continue to develop the approaches outlined as part of the Alex Timpson Project and streamline the whole-school approach to wellbeing
- Consider approaches to further enhance communication to parents and drive improvements in attendance

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider