



Headcorn Primary School

Pupil Premium Strategy Statement 2021 – 2024

This statement details our school's use of pupil premium 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	Headcorn Primary School
Number of pupils in school	Sept 2021: 351 Sept 2022: 386 Sept 2023: 400
Proportion (%) of pupil premium eligible pupils	Sept 2022 19.1% Sept 2022 20.5% Sept 2023 23.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was first published	December 2021
Date on which it will be reviewed	December 2022 December 2023 December 2024
Statement authorised by	Sarah Symonds (Head Teacher) Janice Ramsay (Governor)
Pupil premium Lead	Rebecca Daniel (SENCO)
Governor Lead	Janice Ramsay (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116 196
Recovery premium funding allocation this academic year	£12 470
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£127 361
Predicted spend on Free School Meals	£30 000
Total remaining budget for this academic year	£98 666

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use Pupil Premium Funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:

- speech and language: improving pupil’s speech and language through professional support and staff training;
- vocabulary: expanding pupils’ vocabulary, both written and spoken;
- memory: providing strategies for retention and recall;
- expectations: of staff, parents as well as pupils themselves;
- aspirations: expanding pupils’ aspirations;
- social, emotional and mental health and wellbeing to enable access to learning;
- attendance: working with parents and carers to decrease unauthorised and persistent absence.

Our approach will be responsive to both common challenges and our pupils’ individual needs, routed in robust diagnostic assessment, not assumptions about the impact of disadvantage.

One main expectation at Headcorn Primary School is that all pupils, irrespective of background or the challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting citizens. The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
- Act early to intervene at the point need is identified
- Ensure disadvantaged pupils are challenged in the work that they are set

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These challenges are closely linked to the priorities on our School Improvement Plan.

Challenge number	Detail of challenge
1	<p>Our assessments, discussions and observations show underdeveloped speech production, expressive and receptive language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2.</p> <p>Our baseline assessments upon entry to Reception class demonstrate that 100% of our disadvantaged pupils arrived below age-related expectations compared to 89% of others. This year is our lowest cohort regarding age-related expectations upon entry.</p>

2	<p>Internal and external assessments show some disadvantaged pupils attain less well in the Year 1 Phonics check and Year 2 Phonics check retake impacting on their development as readers.</p> <p>Assessments show that 70% of our disadvantaged pupils in Year 1 achieve age-related expectations in Phonics Screening compared to 89% of others at the end of 2022 – 2023.</p> <p>Assessments show that 0% of our disadvantaged pupils in Year 2 retakes achieve age-related expectations in Phonics Screening compared to 96% of others at the end of 2022 – 2023.</p> <p>Assessments show that 50% of our disadvantaged pupils in Year 2 achieve age-related expectations in Phonics Screening as a whole cohort compared to 89.5% of others at the end of 2022 – 2023.</p>															
3	<p>Our assessments, observations and discussions with families show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures.</p> <p><i>These findings are backed up by a number of national studies on partial school closures.</i></p>															
4	<p>Our assessments, observations and discussions have identified social and emotional/self-confidence difficulties for some disadvantaged pupils.</p> <p>Within our school, 14% pupils are identified as needing additional support with social emotional needs, with 38 currently receiving a targeted Nurture intervention.</p> <p>In response to the rise in need since the pandemic, we have developed a Nurture Provision lead by trained Nurture Practitioners, employ two FLOs and contract in a licensed Play Therapist.</p>															
5	<p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>At present, 32.6% of our disadvantaged children are in the “persistent absenteeism” category.</p> <p>Our in-school attendance gap for our Pupil Premium pupils is 7.52% for the academic year 2022 – 2023. (Whole School was 93.77%, Disadvantaged was 86.52%)</p>															
6	<p>Our assessments, observations and discussions have identified memory retention difficulties for many disadvantaged pupils.</p> <p>Teacher observations show that disadvantaged pupils are more reluctant to answer questions in class as they fear they cannot recall the answer.</p> <p>Assessment shows more disadvantaged pupils attain below expectations in test conditions, both internal and external compared to others.</p> <p>Through discussions with disadvantaged pupils and their families there can be less aspirational belief towards outcomes and future achievements and ambitions.</p> <table border="1" data-bbox="328 1666 1374 1989"> <thead> <tr> <th data-bbox="328 1666 876 1783">Subject % Below Expectations Sept 2023</th> <th data-bbox="876 1666 1125 1783">Disadvantaged Pupils across school</th> <th data-bbox="1125 1666 1374 1783">Others across school</th> </tr> </thead> <tbody> <tr> <td data-bbox="328 1783 876 1839">Reading</td> <td data-bbox="876 1783 1125 1839">49%</td> <td data-bbox="1125 1783 1374 1839">26%</td> </tr> <tr> <td data-bbox="328 1839 876 1895">Writing</td> <td data-bbox="876 1839 1125 1895">47%</td> <td data-bbox="1125 1839 1374 1895">22%</td> </tr> <tr> <td data-bbox="328 1895 876 1939">Grammar, Punctuation, Spelling</td> <td data-bbox="876 1895 1125 1939">58%</td> <td data-bbox="1125 1895 1374 1939">41%</td> </tr> <tr> <td data-bbox="328 1939 876 1989">Maths</td> <td data-bbox="876 1939 1125 1989">47%</td> <td data-bbox="1125 1939 1374 1989">20%</td> </tr> </tbody> </table>	Subject % Below Expectations Sept 2023	Disadvantaged Pupils across school	Others across school	Reading	49%	26%	Writing	47%	22%	Grammar, Punctuation, Spelling	58%	41%	Maths	47%	20%
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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
Improved speech production, expressive and receptive language and vocabulary gaps for disadvantaged pupils	<p>Teacher assessment of pupil's speech and language demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers in school.</p> <p>Language Link: No more than 25% to score below age-expected</p> <p>Independent SALTs assessment: children to be meeting their targets and discharged from intervention</p>
All disadvantaged pupils leave Headcorn Primary School as strong readers	<p>KS1 phonics assessment scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers from 30% to no more than 10%.</p> <p>Pupils are assessed against the national standard using Read, Write, Inc., Small Step Trackers and NFER tests which will inform next steps.</p> <p>End of Key Stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 30% at Headcorn.</p>
Improved attendance for disadvantaged pupils	<p>Attendance for disadvantaged pupils is at least 95% each half term.</p> <p>In the 2022 2023 academic year the figure was 86.52%.</p> <p>At the end of Term 2 of 2023 it is 87.95%.</p>
Improved internal and external assessment results	<p>Statutory assessment and internal tests (e.g., spelling, maths fluency, NFER) show an ambition for disadvantaged pupils performing as well as non-disadvantaged pupils nationally and reflect our own ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 15% at Headcorn.</p>
Increased number of disadvantaged children will display higher levels of involvement in memory-related activities such as Flashback 4.	<p>Teacher assessment using the Leuven Scale specifically during memory-related activities will show increased scores for disadvantaged children.</p>
The school community will have higher expectations of and aspirations for disadvantaged pupils	<p>See above regarding improved internal and external assessment results.</p> <p>Encourage engagement by disadvantaged pupils with the Children's University project.</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: £35 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding a more consistent teaching delivery across RWI groups</p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting new teaching staff who have not used Read Write Inc. (RWI) before.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2, 3, 6</p>
<p>Embedding Precision Teaching as part of a whole school intervention</p> <p>This will include professional development, instructional coaching. There will be a sharp focus on supporting less confident teaching staff.</p>	<p>https://www.edpsyched.co.uk/blog/what-is-precision-teaching-guide-for-primary-school-teachers</p>	<p>1, 2, 3, 6</p>
<p>Embedding Reciprocal Reading as an intervention approach</p> <p>This will include professional development and instructional coaching for our TA Team.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading</p> <p><i>Reciprocal reading is a structured method of guided reading where children are gradually taught to take on group roles to explore and find meaning in texts. Reciprocal reading emphasises teamwork and supports independent comprehension skills.</i></p>	<p>1, 2, 3, 6</p>
<p>Embedding VIPERS Reading Scheme across KS2: <i>Vocabulary, Inference, Prediction, Explaining, Retrieval, Sequence/ Summarising</i></p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting less confident teaching staff.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p><i>VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.</i></p> <p><i>VIPERS stands for: Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence or Summarise</i></p>	<p>1, 3, 6</p>

<p>Ensuring consistency of teaching of early Reading and Phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge</p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise for our English hub. There will be a sharp focus on supporting less confident teaching staff.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	<p>1, 2, 3, 6</p>
<p>Embedding Zones of Regulation and Nurture UK principles Approach across the whole school</p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise from the Nurture Team.</p>	<p>https://zonesofregulation.com/research/</p> <p>https://www.nurtureuk.org/research-evidence/</p> <p>https://hamishandmilo.org/theoretical-context/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3, 4, 5</p>
<p>Embedding Word Aware (vocabulary across the curriculum) the school</p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting less confident teaching staff.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/</p>	<p>1, 3, 6</p>
<p>Embed Effective Kent Improving Memory and Metacognition Project across the whole school</p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting less confident teaching staff.</p>	<p>https://sway.office.com/S7xHW9uSXeDXaSR3?ref=Link</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>2, 3, 6</p>

<p>Embed the Effective Kent SEND and Learning Behaviours Project across the whole school</p> <p>This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting less confident teaching staff.</p>	<p>https://sway.office.com/S7xHW9uSXeDXaSR3?ref=Link</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3, 4, 5, 6</p>
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Targeted academic support

Budgeted cost: £50 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experienced Teacher/s appointed to work with small groups of disadvantaged pupils across KS1 and KS2</p>	<p><i>‘Additional small group support can be effectively targeted at pupils from disadvantaged background, and should be considered as part of a school’s pupil premium strategy.’</i></p> <p>(The EEF Teaching and Learning Toolkit, July 2021)</p>	<p>1, 2, 3, 4, 6</p>
<p>Employment of Independent Speech and Language Therapist for 1 x day, weekly</p>	<p>https://www.medicalnewstoday.com/articles/speech-therapy https://www.rcslt.org/</p> <p>An increased number of children starting school with poor levels of speech and language Long waiting lists on NHS speech and language (18months) Early identification is key</p>	<p>1, 2, 3, 6</p>
<p>Zones of Regulation: Metacognition and self-regulation mentoring, class and group work</p>	<p><i>‘The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaboration groups so that learners can support each other and make their thinking explicit through discussion.’</i></p> <p>(The EEF Teaching and Learning Toolkit, July 2021)</p> <p>https://zonesofregulation.com/learn-more-about-the-zones.html</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Speech Link and Language Link</p>	<p>https://speechandlanguage.info/</p>	<p>1, 2, 3, 6</p>
<p>LASS GL Assessments</p>	<p>https://www.gl-assessment.co.uk/case-studies/</p>	<p>2, 6</p>
<p>IDL Literacy</p>	<p>https://idlsigroup.com/our-products/literacy/</p>	<p>1, 2, 3, 6</p>
<p>Clicker 8</p>	<p>https://www.cricksoft.com/uk/clicker/success-stories</p>	<p>1, 2, 3, 6</p>

	https://www.cricksoft.com/uk/clicker/learn-more/evidence/research-norwich	
TA / HLTA small group work	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-addition.pdf	3, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13 666

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review of Whole School Behaviour Policy and introduction of targeted behaviour interventions where appropriate	<i>'Behaviour interventions have an impact through increasing the time that the pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove children from school for periods of time. If interventions take up more classroom time than the disruption they displace, engaged learning time is unlikely to increase. In most schools, a combination of universal and targeted approaches will be most appropriate.'</i> (The EEF Teaching and Learning Toolkit, July 2021)	2, 4, 5, 6
EEFective Kent Children's University Project	https://www.childrensuniversity.co.uk/about-us/the-difference-we-make/ https://www.nfer.ac.uk/for-schools/participate-in-research/evaluation-of-children-s-university/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university	3, 4, 6
Ensure all disadvantaged children have full access to enrichment activities	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	3, 4, 6
Free or subsidised School Uniform, meals, snacks, Wraparound Care for key pupils and families who need support with attendance and punctuality	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme <i>'Supporting disadvantaged families and Pupil Premium Pupils to ensure their basic needs are met will ensure the foundation is in place to allow for learning to take place.'</i> (Maslow's Hierarchy of Need)	4, 6

Contingency Fund for acute issues	Resources set aside for needs not yet identified. Our experience tells us that this is important to be able to be responsive.	ALL
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Total budgeted cost: £98 666

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 2022 to 2023 academic year.

Academic Data

Our approach for the 2022-23 academic year was focused in two different ways. The first focus was around improving our nurture provision and well-being support for children here at Headcorn Primary School. This focus has had excellent outcomes and we've seen large amounts of children supported brilliantly through our nurture provision and the 'soft start' to school that enables them to access learning in the classroom.

Our second focus has been around extending more focussed support provision for our children through additional intervention, adult support and programmes available to close the gap between our disadvantaged and other pupils. We are seeing an improvement in our disadvantaged pupil attainment in some cohorts with an increased focus on those cohorts where the progress towards this goal is slower.

July 2023 Data for EYFS GLD: Good Level of Development

GLD statutory assessments in 2022-2023 showed that 71.4% of our disadvantaged pupils achieved GLD compared to 88% of all other pupils.

July 2023 Data for Phonics Screening Y1

All Pupils	86%
Disadvantaged Pupils	71.4%

July 2023 Data for Phonics Screening Y2

All Pupils	89.5%
Disadvantaged Pupils	50%

July 2023 Data for Year 2 / End of KS1 SATs

	School Expected +	School Greater Depth
Reading	82.5%	21.1%

Disadvantaged	50%	0%
Writing	66.7%	7.0%
Disadvantaged	50%	0%
Maths	75.4%	21.1%
Disadvantaged	30%	0%

July 2023 Data for Year 6 / End of KS2 SATs

	Expected +	Greater Depth
Reading	63.3%	23.3%
Disadvantaged	50%	10%
Writing	70%	23.3%
Disadvantaged	50%	10%
Maths	63.3%	26.7%
Disadvantaged	30%	10%

Attendance Data

Data for 2022-23 shows that the attendance of disadvantaged pupils continues to fall short of the School's target of 95% in most year groups. Promoting good attendance of our disadvantaged pupils remains a focus.

July 2023	%
Whole School	93.77%
Disadvantaged	86.52%

Monitoring Activities

The Pupil Premium Strategy was monitored three times in 2022-23 and progress relating to each planned activity was evaluated. Due to the original strategy being a three-year plan, the majority of targets and planned activities have remained the same. The Pupil Premium Strategy for 2023 – 2024 will be reviewed at three points in the year: January, April and July.

Impact of pandemic on achieving outcomes

Speech and Language Focus: Increased support for pupils with identified speech and language needs. Capacity was increased due to increasing from 1 day fortnightly to 1 day per week. Caseload increased by 9 more children, with 4 children being discharged once their targets were achieved. The waiting list for support from NHS Speech and Language has grown considerably. Pupils are now opened to the service and once targets have been set, they are closed. When a set amount of time has passed, or the children has met the targets, they can be referred back to the service. Evidence of work undertaken towards the targets must be provided (as there is approximately 18 months between initial assessment and receiving a block of targeted therapy). Having our own access to a therapist has meant that we have been able to provide early intervention for children, and support children who do not meet the criteria for NHS SALT threshold.

To further support learning in class, we bought into Speech Link, Infant and Junior Language Link (an assessment tool to identify and support children with mild to moderate SLCN (speech, language and communication needs) and Widgit Online (which creates visual, communication and learning supports).

Wellbeing Focus: In response to growing social and emotional need we have train up specific staff for a more structured Nurture Provision (via ELSA and Thrive training programmes.) This provision was reactive to the growing need, especially following the full reopening of the school after the first lockdown. This included setting up a bespoke Nurture area to assist individual and group support. This provision was well received by both staff and parents/carers with much positive feedback.

We had 46 children attend the provision across the year. 28 fully graduated from the programme with improved involvement and engagement in their learning in class. 10 children partially graduated, with a support system in place if required, for example, an 'Excuse me' card which would give them access to a Nurture Practitioner. The remaining children continued accessing the Nurture provision the following academic year. We bought into Boxall Profile Online, to enable us to assess and plan to meet the SEMH needs across the school, having previously used paper copies of Boxall and interpreting the data ourselves. The online platform provided consistency, offered recommendations to support our planning and interpreted and analysed data automatically.

Attendance: Our FLOs work in partnership with the Attendance Officer to ensure pupils attendance improves. End of Year attendance was 86.52% for our disadvantaged pupils compared to 93.77% for the whole school. This was lower than expected considering the interventions and staffing focus.

Reading and Spelling Focus: Children not able to engage with spellings that met age-related expectations were provided with Read Write Inc Phonics sessions to support their learning needs. This is also supported by Precision Teaching. For a small number of children this intervention did not have the expected impact and is now being supplemented by 'Toe by Toe' an alternative Phonics intervention.

Externally provided programmes

Programme	Provider
Boxall Profile	The Boxall Profile
Speech Link	Speech Link Multimedia Limited
Language Link	Speech Link Multimedia Limited
LASS	GL Ready
Widgit Online	Widgit Online
Toe by Toe	Toe by Toe
Nurture UK	Nurture UK
IDL Literacy	IDL Literacy
Hamish & Milo	Hamish & Milo
Read, Write, Inc.	Ruth Miskin Literacy
Times Tables Rockstars	TT Rockstars
RNIB Bookshare	RNIB
Sumdog	Sumdog

Further information

In order to develop our PP Strategy, we explored a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils and about the socio-economic context of our setting.

We used the EEF's research and guidance to help us develop our strategy and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will implement a robust evaluation framework for the duration of our three-year approach and will continue to review and adjust our plan over time to secure better outcomes for pupils.