

# Homefield Church of England Primary School - Pupil Premium Strategy Statement

1. Summary information					
School	Homefield C of E Primary School				
Academic Year	2017-18	Total PP budget	£14,820	Date of most recent PP Review	14.9.17
Total number of pupils	253	Number of pupils eligible for PP	20	Date for next internal review of this strategy	January 2018

2. Current attainment (from 2016-17 data for 19 (became 26 including Nursery) PP pupils – please see additional material for a more comprehensive spending breakdown)		
<i>Whole School Attainment</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) (184 pupils)</i>
% achieving in reading, writing and maths	35% (Year 6 43%/Year 2 N/A)	49% (Year 6 Dis 39%/Year 6 Non-Dis 61%)
% making progress in reading	46%	71% (KS2 NA 71%)
% making progress in writing	42%	57% (KS2 NA 76%)
% making progress in maths	46%	61% (KS2 NA 75%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Gender gaps, with a particular focus on raising attainment of Boys in Reading and Writing. Having poor Phonic knowledge and
<b>B.</b>	Some Pupil Premium children also on the SEND register for learning difficulties.
<b>C.</b>	Children obtaining lower prior attainment in English and Maths and having low aspirations.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Children having a mixture of external domestic problems within their own families whether this be emotional or deprivation.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increase the growth mindset and resilience of pupils.	Children more capable of coping with the demands of their work. Less dependent on our Pastoral team.
<b>B.</b>	Improve the attainment and progress of PP pupils in English and Maths	Percentages of PP children achieving Expected Standard is in line with the same groups nationally and more in line with the non-disadvantaged pupils nationally. School will have diminished the difference. In-School data shows a clear improvement in attainment and progress of PP disadvantaged pupils.
<b>C.</b>	Improve and implement a targeted intervention directly to PP pupils.	All PP pupils to access targeted intervention in order to enhance their attainment and progress.
<b>D.</b>	Improve the aspirations of PP pupils and their families.	More engagement with PP families to the school. Repeat of Generations' Project. Professional personnel visiting school to raise the profile of certain careers and raising aspirations of the children for the future.

5. Planned expenditure					
Academic year	2017-18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the attainment and progress of Pupil Premium children, particularly in Years 2 and 4.	Improve the level of engagement in their learning of PP pupils in order to achieve the higher standard in subjects, with a particular focus on improving attainment and progress for boys in Reading and Writing.	Data shows that girls have been underperforming, particularly at achieving the higher level in subjects (Maths/Reading). Also evident is a gap between our disadvantaged pupils and those non-disadvantaged nationally.	Implement Maths Mastery approach across the school to enhance the depth of pupil knowledge. Implement Let's Think in English to develop the meta-cognitive and deeper thinking skills of the pupils.	BY/KN/All Teaching Staff	January 2018
Introduce more targeted intervention for PP pupils. Introduce more centralised tracking of intervention in English and Maths through introduction of Provision Mapping to tackle low attainment and progress.	SLT to build on the work implemented last year with intervention. Create more targeted intervention for underperforming PP pupils and create a more centralised Provision Map to track progress.	Intervention was restructured last year to be more regular and had a greater impact. This year we are considering a more targeted intervention purely for PP children. We also wish to centralise the targeted intervention on a provision map system to monitor the impact much more greatly.	The impact and tracking of intervention will be more effective and demonstrate pupils making better progress. Intervention delivered in a more effective manner and reviewed regularly.	KN/PS	January 2018
<b>Total budgeted cost</b>					£1000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pastoral Support and SEND Support readily available	Pastoral and SEND Workers have a percentage of their salaries paid for by Pupil Premium.	To continue to ensure Homefield remains a strong nurturing and supportive school and provides pupils and families with much needed support.	Ensure Pastoral working hours are more effectively utilised to support and nurture pupils. Regular toast time and Waveriders group. SEND support enabling stronger grasp of SEND need and implementation of targeted support for	PC/ST	January 2018

Relaunch Generations' Project to enhance school/home links with PP families.	Invite parents in to enhance academic aspirations of PP pupils and improve their attainment in Maths and English using workshops.	Several PP pupils are low-attaining in English and Maths and come from deprived families with lower aspirations than others. We have a desire to raise the connections between home and school for these pupils and generate a larger desire to achieve in school. Provide more-able PP children with desire to continue education beyond 16.	Look into refreshing the elements and duration of the project during the Spring Term, in order to ensure a larger participation than previously. More appealing incentives; fewer workshops; Get professional visitors into promote different careers.	BY/KN	April 2018 (End of Spring Term)
<b>Total budgeted cost</b>					£9,770
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Further Training needs to develop Academic Resilience, Growth Mindset and Let's Think in English and other areas to enhance PP pupils attainment.	Seek further Training from external sources to develop PP pupils. Workshops/Information flyers for parents and other staff. Staff training in LTE. Pupils to receive further resilience sessions in class.	We have seen positive impacts within our pupils after initial implementation of the aforementioned projects and our aim is to continue to refresh, promote and train new staff and new groups of parents to our ethos and culture.	Obtain suitable training – Conduct child-friendly sessions to impart the skills required to be academically resilient. Hold staff training in LTE to embed this across the school in KS1 and KS2. Observe positive impact on children's reasoning, inference and deduction. Hold parental sessions/Send information flyers to inform them as to the ideals behind the projects.	BY/KN/PS/PC	March 2017
Enable PP pupils to access clubs and trips.	Keep a reserve fund available for PP families to ensure pupils can access trips, clubs and/or enrichment sessions as much as non-disadvantaged pupils.	Children who are in receipt of PP will often come from more deprived families where financial constraints are high. As a result, they do not always feel able to attend the more expensive trips, such as residential or trips further afield. This reserve fund will ensure they can access these equally, provided these families do make some contribution.	Number of PP pupils accessing enrichment, breakfast/after-school clubs will increase, as well as the number of pupils accessing class trips. Ensure PP families are aware that there is provision to assist with clubs/trips.	BY	March 2017
<b>Total budgeted cost</b>					£4,050

6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Further develop the Growth Mindset Project and implement Academic Resilience.	Develop the Growth Mindset approach across the whole school by introducing a new character to represent it and to ensure this is rewarded with more emphasis. Implement Academic Resilience across the school. Teach a set of lessons for each class.	Embed Growth Mindset further in all we do at school. Class displays to promote perseverance and the celebration of mistakes. Training given to staff. Stronger profile of Growth Mindset via a new character to represent weekly award established. Children less likely to give up and more inclined to persevere and show more resilience when faced with challenge.	Growth Mindset was well received by the pupils and staff and more positive approaches are regularly seen across the school. Parents seem to be the stakeholder which demonstrate an opposing Fixed Mindset more and this area could benefit from further input. Extend approach to encompass MSAs and other non-teaching staff. KS1 was well above or in line with National Averages, as was EYFS data and Year 1 Phonics Screening. KS2 data showed stronger progress than attainment, but it was still in line with NA. (See School Data for figures)	£2000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Offer all children and families Pastoral support and SEND support.	Pastoral team trained further in attendance, emotional literacy and behaviour. Pastoral team to conduct and host FSP meetings, deal with safeguarding issues and be on hand daily to provide the nurturing arm of the school.	Pastoral Team highly effective in chairing FSP meetings and dealing with the emotional/behavioural issues children have to deal with. Work with other agencies to support children and families. Maintain the nurturing strength of the school. Work with other schools as part of outreach work to develop their nurturing sides.	Pastoral support is vital to ensure our school's nurturing capacity continues as strongly as before. For the future, it is also important to educate the children to become more resilient with the rigours of what life can bring. As a result, children will be less dependent on Pastoral team. This will also become the next phase of the school's Growth Mindset drive.	£10,950
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Offer the Generations' Project to all PP families to raise aspirations and attainment within English and Maths.</p>	<p>Workshops for PP pupils and their families in English and Maths. Offer of £20 per session attended and a trip to Norfolk Children's Book Centre to spend the accrued amount on new reading material for the pupils.</p>	<p>The Generations' Project is a very valuable scheme, and it was well received and helped these pupils achieve better attainment and make better progress.</p>	<p>This year 10 families showed an interest and it was a real success. Feedback was extremely positive and plans are to expand the project. It may be prudent to conduct a survey as to whether future PP families would be interested in attending or to gauge which areas they feel the school could offer to help them.</p>	<p>£2000</p>
<p>Enable PP pupils to access clubs and trips.</p>	<p>Keep a reserve fund available for PP families to ensure pupils can access trips, clubs and/or enrichment sessions as much as non-disadvantaged pupils.</p>	<p>Children who were in receipt of PP can come from more deprived families where financial constraints are high. As a result, they do not always feel able to attend the more expensive trips, such as residential or trips further afield. This reserve fund ensured they could access these equally, provided these families made some contribution.</p>	<p>Number of PP pupils accessing enrichment, breakfast/after-school clubs increased, as well as the number of pupils who accessed class trips. Ensure PP families were aware that there was a provision to assist with clubs/trips. Persistent latecomers were offered breakfast club provision in order to get them into school on time free of charge. Uniform was also purchased from this fund.</p>	<p>£3000</p>

## 7. Additional detail

In this section you can annex or refer to **additional** information which we have used to inform the statement above, such as:  
The review of the 2016-17 School Improvement Plan, SEF document and school progress and attainment data.  
Our full strategy document can be found online at: [www.homefield.norfolk.sch.uk](http://www.homefield.norfolk.sch.uk)