



**School Development Priorities 2020/21**

To develop a new **vision** for Headley Park, providing clarity and purpose for the future.

To improve **behaviour** across the school so that behaviour and attitudes are exceptional.

To create a thriving **reading** culture so that every child learns to read regardless of background, needs or ability.

*Safeguarding and promoting the welfare of children is everyone's responsibility*

**1. Summary information**

<b>School</b>	Headley Park Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£83,390	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	453	<b>Number of pupils eligible for PP</b>	62	<b>Date for next internal review of this strategy</b>	

**2. Current attainment**

PP Children KS2 SATs results 2018-19 (no results in 2019-20)	<i>Disadvantaged (your school)</i>	<i>Non-disadvantaged pupils (national average)</i>
% making least the expected standard in reading	<b>64%</b>	73%
% making at least the expected standard in writing	<b>69%</b>	78%
% making at least the expected standard in maths	<b>64%</b>	78%
% making at least the expected standard in grammar, punctuation & spelling	<b>64%</b>	78%

**3. Barriers to future attainment (for pupils eligible for PP)**

**In-school barriers** *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Decoding / reading comprehension / vocabulary
<b>B.</b>	A number of children with PP are also children with SEN.
<b>C.</b>	Pupils eligible for PP do not always have the same wider experiences outside of school to draw on as a foundation for their in-school learning across the curriculum. This is a particular barrier to pupils reading comprehension.

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Average attendance for children with PP was 92.6% in 2018-19 and 91.2% in 2019-20 (below the target of 96% for all children). Punctuality is also a related issue.
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	
Success criteria	
A.	Attainment and achievement of children will be raised.
B.	Focused support plans improve outcomes for most vulnerable pupils with multiple barriers.
C.	Pupils reading ability will have improved and the gap narrowed.
D.	Pastoral support for pupils receiving the pupils premium will be strong.

5. Planned expenditure					
Academic year	2020-21				
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 (CPD, training, support, recruitment, retention)					
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?
Teachers and support staff know how to teach reading effectively	Release time for reading leaders to engage members of staff in training, support and curriculum planning across the school.	Reading ability is a key indicator of future success.	Leadership release time will be guided, core objectives will be added to the reading action plan.	AG/ES	Termly
Teachers will be supported to reflect on and improve their practice	Provide dedicated time out of class for phase leaders to support and develop teaching and	Improving the quality of teaching generally has an impact for all pupils, including those who receive the Pupil Premium.	Regular monitoring through SLT meetings of tasks undertaken.	AG	Termly

	learning across phases.				
Teachers will be supported formally to reflect on and improve their practice	Senior leaders will lead professional development review sessions	Improving the quality of teaching generally has an impact for all pupils.	Training will be provided for senior leaders, HT will model delivery	AG	Termly
<b>Total budgeted cost</b>					30,000
<b>ii. Targeted support (1:1, small group intervention)</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>
Additional time for 1:1 reading in key year groups.	Support staff will be paid additional hours to enable greater 1:1 reading.	Reading ability is a key indicator of future success and more capacity is required to ensure key focus children are supported.	Termly monitoring by phase leaders.	AG/PLs	Every two terms - pupil progress meetings, teachers regular review of benchmarking
Support youngest children at HPPS to overcome language difficulties.	NELI	NELI has been evaluated in Nuffield and EEF trials.	Termly monitoring by NELI lead, increase in PP pupils achievement of GLD.	CB	At the end of each 12-week programme.
Speech and language needs of pupils are well met.	SALT	SALT strategies including the use of a regular therapist are proven to raise outcomes.	Monitoring of SALT interventions through provision mapping tool.	MI	Termly
Targeted children meet ARE.	Year 6 reading, writing and maths additional intervention for targeted children	Small group interventions will enable teaching to focus on gaps that need to be secured in order to build future learning.	Delivered by experienced teachers.	AG/PL3	Termly - reading data
Provision for targeted pupils is well planned and monitored.	Purchase Edukey to ensure robust provision mapping is in place for targeted pupils	Edukey allows for teachers to map and track key interventions and initiatives in place for target pupils.	Training will be delivered to all staff on how to use Edukey effectively.	MI	Once embedded, end of Term 4
<b>Total budgeted cost</b>					30,000

<b>iii. Wider strategies (non-academic, attendance, behaviour, emotional support)</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>
Provide support for specific pastoral and behavioural needs.	Part of AE role to focus on pastoral and emotional support for children.	Targeted children with pupil premium have multiple barriers including pastoral and behaviour.	Behaviour and safeguarding incidents will be monitored on CPOMS.	AE	Termly
Teachers will be aware of a range of strategies that can be used to support specific pupils with SEND.	Non-class based SENDCo to provide support for teachers across the school, including team teaching and observing children.	Targeted children with pupil premium have multiple barriers including SEND.	Pupil progress meetings will focus on targeted pupils, regular review of provision mapping tool Edukey.	MI	Termly
Increased book stock in the school for early reading.	Purchase books.	Reading is a key indicator of future success and for our reading approach to be effective for targeted children, we require the resources.	Early reading leader will select the most appropriate books based on our approach to reading.	AnG	At the end of the year
<b>Total budgeted cost</b>					25,000