

Pupil premium strategy statement (primary)

1. Summary information					
School	Hoveton St Johns Community Primary and Nursery School				
Academic Year	2020/21	Total PP budget	£ 72180	Date of most recent PP Review	J 19
Total number of pupils At September 2020	220	Number of pupils eligible for PP At September 2020	62	Date for next internal review of this strategy	

2. Current attainment			
	Pupils eligible for PP (your school)		Pupils not eligible for PP In school data
	2018/19	2019/20	NA
% achieving expected level or above in reading, writing & maths	75%	NA	
Expected attainment in reading	88%		
Expected attainment in writing	75%		
Expected attainment in maths	88%		
Expected progress in reading	1		
Expected progress in writing	-0.8		
Expected progress in maths	0.5		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor communication and language skills and social and emotional development on entry impacting on progress through school
B.	Emerging mental health issues and families in need of early intervention
C.	Historical low attainment in maths and slow progress
D.	Breadth of vocabulary and knowledge about topic issues.
E.	

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lower than national attendance	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve mental health of young people in receipt of PP and ensure early intervention in place for families.	Attendance at least in line with National Families supported and engaging well with school. Children will feel safe at home and at school.
B.	Develop Oracy/literacy skills throughout school from EYFS to Y6	Phonics outcomes will be good at end of Year 1. KS1 outcomes will improve- the gap will reduce Reading and writing outcomes at expected and greater depth will be in line with their peers nationally. Progress will be good.
C.	Maintain Maths outcomes for all PP pupils. Maintain progress in maths.	Attainment and progress is in line with National at the end of KS1 and KS2 and PP children perform at least as well as their peers nationally.

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					
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 general knowledge of the wider world and vocabulary to support this.	Weekly assemblies that focus on topic issue using key vocabulary and ideas to encourage critical thinking.	Picture news was introduced last year and was highly successful with pupils discussing freely global topical events.	SLT will join virtual assemblies weekly to monitor interaction SLT will pose weekly questions to pupils linked to assembly focus to encourage discussion and debate and challenge thinking further and use of vocabulary	All staff	Spring 2021

Non-teaching DHT	<p>Coaching and mentoring allowing for targeted support for classes and pupils.</p> <p>Quick response to need as required.</p> <p>Support with planning and curriculum design to ensure motivated learners</p>	<p>Excellent proven record of coaching and supporting staff and curriculum design and development.</p> <p>Excellent behaviour management to support pupils finding learning tricky enabling them to settle quickly and refocus on learning.</p>	SLT meetings will review impact and next steps	MC	Spring 2021

Maintain excellent progress and outcomes in Maths and ensure number fluency in all pupils since Covid and lockdown	<p>Maths lead will provide CPD for all staff</p> <p>Additional number sessions daily</p> <p>Maths resources</p> <p>Online tools for parents</p> <p>Intervention for small groups led by experienced TA</p>	Historical progress shows impact of CPD and support through coaching.	<p>Monitoring by subject lead and SLT</p> <p>Lesson observations/data analysis/outcomes and feedback from staff and pupils.</p>		
Total budgeted cost					£36,180
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?

<p>Children will attain well in KS1 phonics and end of KS1/KS2 reading t and writing ests showing improved skill</p>	<p>CPD on guided reading and ongoing coaching will be provided to all staff.</p> <p>CPD and ongoing coaching in Phonics will be provided to all EYFS KS1 and Y3 staff.</p> <p>Additional books will be purchased to allow for every child to read high quality phonetically decodable texts (additional required due to COVID.)</p> <p>Talk for writing PD and support for staff</p>	<p>All models are established but with new staff important to repeat and maintain. GR format has supported pupils well historically offering chance for discreet teaching of skills and practise of others.</p>	<p>Monitoring by SLT</p>	<p>MC</p>	<p>Half termly alongside data outcomes and book and lesson monitoring.</p> <p>CPD will be assessed through staff feedback questionnaires.</p>
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	<p>Additional daily phonic sessions and GR session will be led by experienced and well trained staff alongside targeted interventions.</p> <p>Online parental support for phonics will be provided in place of parent workshops.</p>				
Improve oracy in all ages.	<p>Knowledge organisers for each subject shared and made available for parents and children. Key vocabulary should be displayed in class and corridors and on website. When checked children and staff should know the new vocabulary and be using it. SAL interventions running through EYFS and KS1</p>	<p>This was introduced in September 2020 as part of two year cycle of planning. This must now be embedded with all staff using and applying this through learning.</p>	<p>Monitor through planning and learning walks and discussion with pupils.</p>	MC	Termly through SLT
Total budgeted cost					£15000
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?	Staff lead	When will you review implementation?
Improve social and emotional foundations of all learners so they can engage in learning and make progress.	Appoint a new Inclusion worker to work with vulnerable pupils and families running intervention and monitoring impact.	We have used this model in school for several years with excellent success as evidenced and supported by outcomes and Ofsted.	<p>Monitoring of systems by HT and SENDCo</p> <p>Entrance data using THRIVE or similar and exit data evidencing impact</p> <p>Pupils views collected and families feedback</p>	RQ/RA	Termly

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<p>Children will have access to Forest School sessions to support their whole child development.</p>	<p>Forest School sessions to build resilience, confidence, communication skills, team work and collaboration.</p>	<p>AS above</p>	<p>Children will be more engaged in learning due to time outdoors. They will be able to participate in lessons with improved concentration They will be better able to negotiate and communicate their wishes and feelings and develop improved relationships with their peers. This will be measured thorough attendance/outcomes and feedback through wishes and feelings and observations.</p>	<p>Inclusion worker/RA</p>	
Total budgeted cost					£20000

6. Review of expenditure				
Previous Academic Year		2019/20		
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

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<p>Improve social and emotional foundations of all learners so they can engage in learning and make progress.</p>	<p>Forest school whole school sessions</p> <p>Forest school nurture groups</p> <p>THRIVE- maintain thrive assessment/tracking and whole school approach to well-being.</p> <p>Tiered support for children and families including access to a counsellor.</p>	<p>Forest school successfully ran for all children until national lockdown at which point Reception bubble benefitted from this space daily. All children could be seen to benefit from the outdoor learning environment and behaviour has been consistently excellent across the school including during lockdown.</p> <p>THRIVE has been maintained with groups working on plans and individuals receiving counselling or 1:1 sessions. Data showed prior to lockdown that THRIVE was having a positive impact on outcomes and development. With children coming off the programme.</p> <p>This system has run exceptionally well for families and children with many benefits seen by professional's, families and children in school.</p> <p>During lockdown the support was provided for families through phone calls/emails and visits to ensure children maintained healthy relationships and families felt supported.</p>		
<p>Improve general knowledge about the wider world and vocabulary to support this.</p>	<p>Weekly assemblies that focus on topic issue using key vocabulary and ideas to encourage critical thinking.</p>	<p>Assemblies have been a success using Picture First resource. The resource provided really interesting topical stimuli and was embraced by children. During lockdown this was provided virtually and upon returning to school we are using this as a class resource to support assemblies and discussion.</p>		
<p>ii. Targeted support</p>				

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
Maintain excellent outcomes in Reading at end of KS2. Improve outcomes in writing and reading at end of KS1.	Implement new spelling scheme to supplement existing one. CPD for new literacy lead. Team teaching and coaching Additional TA support to lead personalised interventions CPD for talk for writing	Due to COVID 19 no test results. CPD for talk for writing was completed and successful with staff embracing this method and lots of coaching and mentoring happening between staff and classes with staff sharing resources and expertise. Evidenced in pupils books and excellent written pieces. Strong progress was predicted for end of KS2.	Talk for writing will continue to be used- some new staff in September 2020 so will require revisiting again and to embed. Coaching highly successful with all staff embracing this- ensure this is enabled with Covid.	
Ensure children achieve well in Year 1 phonics test	Phonic workshops with TA and teacher. Small group sessions CPD	No tests until Autumn 2020 due to Covid. Expectation was for better than national outcomes. All parents embraced the weekly sessions in school and this was working very well for their children with progress seen. All staff had CPD	Will need to explore ways to engage parents with phonics and reading whilst socially distancing. Children have lost some phonics knowledge during lockdown and will benefit from extra sessions now they are back in school.	

<p>Maintain excellent outcomes in maths at end of KS2.</p> <p>Ensure improving outcomes in maths at KS1.</p>	<p>CPD both targeted and whole school</p> <p>Team teaching and mentoring /coaching with regular meetings and reviews of planning and outcomes.</p>	<p>No test results due to Covid.</p> <p>Coaching has remained a strong focus and this must be maintained with Covid as its so beneficial to all.</p> <p>Maths CPD has been received from Maths lead internally and also maths resources audited. Predicted outcomes showed maintained string progress in KS2</p>	<p>Maths lead has qualified as professional development lead and is writing pieces of CPD for others to learn from- all this will be shared with own staff in school.</p>	
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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
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<p>Improve oracy at all ages and stages.</p>	<p>TA's to attend SAL CPD</p> <p>EYFS and KS1 staff to use SAL tracker and interventions whilst liaising with SENDCo.</p> <p>Knowledge organisers for each subject shared and made available for parents and children. Key vocabulary should be displayed in class and corridors and on website. When checked children and staff should know the new vocabulary and be using it.</p>	<p>TA's trained and delivering programmes.</p> <p>This is being used effectively with strong progress being seen prior to lockdown.</p> <p>KO embedded for all classes and children. Available on website and displayed in school and shared with children and parents.</p>	<p>Excellent strategy but due to Covid staff with training have been moved into different bubbles. We may need to upskill staff to deliver this and ensure its sustainability.</p> <p>Displays already up in school- school practise now.</p>	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

This year has been exceptional for all pupils with Covid 19 and Lockdown. All strategies were started and invested in and were working very well but some had to be halted during Lockdown. The school counsellor was used to support families during lockdown with emotional support and strategies where needed. Sadly the school counsellor stopped working at ST Johns in August 2020 and we are currently recruiting to ensure this excellent model of pastoral support is maintained.

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