

Pupil premium strategy statement (primary)

1. Summary information					
School	Hoveton St Johns Community Primary and Nursery School				
Academic Year	2021/22	Total PP budget	£	Date of most recent PP Review	J 19
Total number of pupils At September 2021	220	Number of pupils eligible for PP At September 2021	65	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		2021/22			
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 two years ago and was highly successful with pupils discussing freely global topical events. This has been hugely interrupted due to Lockdown and covid restrictions.	SLT will lead 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 2022

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	SB	Spring 2022
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<p>Maintain excellent progress and outcomes in Maths and ensure number fluency in all pupils since Covid and lockdown</p>	<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> <p>CPD for all TA's</p>	<p>Historical progress shows impact of CPD and support through coaching.</p>	<p>Monitoring by subject lead and SLT</p> <p>Lesson observations/data analysis/outcomes and feedback from staff and pupils.</p>		
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Accelerate progress in Phonics, reading and writing for all	<p>Talk for Writing CPD for all staff</p> <p>Time to monitor and mentor staff to embed this approach for all children</p> <p>Phonics workshops for parents</p> <p>Additional phonic teaching for pupils led by qualified staff</p> <p>Rapid reading and rapid phonics CPD for all TA's</p> <p>Rapid Reading and phonics interventions in KS2</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?

Accelerate progress for learners in reading and phonics in UKS2	Rapid reading and rapid phonics CPD for all TA's Rapid Reading and phonics interventions in KS2	Intervention has proven results in school. Staff are receptive and willing to learn. Covid has left gaps that need to be closed.	Monitoring half termly by SLT and SENDCo	RQ	Spring 2022
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Improve oracy in all ages.	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	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.	Monitor through planning and learning walks and discussion with pupils.	SB	Termly through SLT
Total budgeted cost					£
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?

<p>Improve social and emotional foundations of all learners so they can engage in learning and make progress. Essential support for families to ensure children stay safe and engaged with learning.</p>	<p>Inclusion worker to offer pastoral support for children 1:1 or small group alongside family intervention and support where required. This will run alongside THRIVE for the whole school. Also able to offer drawing therapy and lego therapy.</p>	<p>We have used this model in school for several years with excellent success as evidenced and supported by outcomes and Ofsted.</p>	<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>	<p>RQ/RA</p>	<p>Termly</p>
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Children will have access to Forest School sessions to support their whole child development.	Forest School sessions to build resilience, confidence, communication skills, team work and collaboration.	As above	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.	Inclusion worker/RA/CH	
Total budgeted cost					£

6. Review of expenditure				
Previous Academic Year		2020/21		
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

<p>Improve general knowledge of 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>Assembly online resource is highly effective however it has not been as effective as last year due to online learning and the restrictions of Covid. Children have used the resource in class assemblies however will be more beneficial when can return to whole school discussions. The online element of this resource has however enabled us to adapt it easily.</p>	<p>Continue</p>	
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<p>Non-teaching DHT</p>	<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>DHT was effective in supporting staff with delivery of lessons and support for pupils. This was interrupted by Covid making it challenging with risk assessments and covid bubbles. It is intended the school will maintain this model to offer mentoring and extra time for teachers to work together and support groups of pupils.</p>	<p>Continue</p>	
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<p>Maintain excellent progress and outcomes in Maths and ensure number fluency in all pupils since Covid and lockdown</p>	<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>	<p>Maths lead ran online drop in support sessions weekly for staff which was well supported and staff found useful.</p> <p>TTRS were used for all pupils enabling online maths learning which then adapted quickly to learning at home. TTRS was a huge success and we have seen excellent results in the Y4 2021 tests although only a trial.</p> <p>Maths resources have been replenished to ensure all pupils had access to concrete materials of high quality supporting best lessons possible.</p> <p>Interventions were run by TA's. Precision teaching CPD was delivered by the SENDCO and has been used for targeted pupils.</p>	<p>Having an expert on hand to support staff is invaluable however time for coaching and mentoring should be planned and protected to ensure it is high quality.</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
<p>Children will attain well in KS1 phonics and end of KS1/KS2 reading and writing tests 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>SH delivered CPD to all staff on phonics delivery/planning and resources.</p> <p>Phonic outcomes show an impact from lockdown and school attendance being significantly reduced however all pupils are well engaged and staff are delivering extra quality sessions weekly.</p> <p>Small group phonic groups and extra phonic session with a teacher during lockdown were helpful in keeping children focussed.</p>	<p>Continue</p>	

	<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>			
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<p>Improve oracy in all ages.</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. SAL interventions running through EYFS and KS1</p>	<p>Knowledge organisers after now used well across all classes and have been reviewed as part of the planning cycle. Vocabulary is evident in all classrooms and corridors and it is clearly being expanded.</p> <p>SAL interventions have been running led by a qualified TA in Reception and Nursery- they show good impact and progress.</p>		
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Improve social and emotional foundations of all learners so they can engage in learning and make progress.</p>	<p>Appoint a new Inclusion worker to work with vulnerable pupils and families running intervention and monitoring impact.</p>	<p>Michelle Ratcliffe started working in December 2020. She is now working closely with a large number of children and families offering invaluable support. She has also completed her THRIVE training and drawing therapy training which will only add to the offer we can provide moving forward.</p>	<p>Continue and develop the offer further</p>	
<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>Nurture sessions have only restarted in the summer term due to the covid restrictions around bubbles and staffing. They have proven already an invaluable intervention and children that attend them get so much from the sessions and return to school more focussed with better relationships between them and their peers.</p>	<p>Continue</p>	

7. Additional detail

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

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