

Pupil premium strategy statement (primary)

1. Summary information					
School	Hoveton St Johns Community Primary and Nursery School				
Academic Year	2022/23	Total PP budget	£ 96560	Date of most recent PP Review	J 19
Total number of pupils At September 2022	220	Number of pupils eligible for PP At September 2022	60	Date for next internal review of this strategy	

2. Current attainment			
KS2 Outcomes	Pupils eligible for PP (your school)		Pupils not eligible for PP In school data
	2018/19	2021/22	2021/22
% achieving expected level or above in reading, writing & maths	75%		
Expected attainment in reading	88%	78%	73%
Expected attainment in writing	75%	33%	59%
Expected attainment in maths	88%	67%	64%
Expected progress in reading	1	NA	
Expected progress in writing	-0.8	NA	
Expected progress in maths	0.5	NA	

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 and significant support/Attendance
C.	Low attainment in English and Maths compared to their peers
D.	Breadth of vocabulary and knowledge about topic issues.
E.	Exposure to experiences that broaden their knowledge and understanding of the world

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lower than national attendance/impact of Covid and Cost of Living crisis impacting on families	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria	
A.	<p>Improve mental health of young people in receipt of PP and ensure early intervention in place for families.</p>	<p>Attendance at least in line with National</p> <p>Identified staff will support attendance to ensure it improves</p> <p>Families supported and engaging well with school. Children will feel safe at home and at school.</p>
B.	<p>Develop Oracy/literacy skills throughout school from EYFS to Y6</p>	<p>Phonics outcomes will be good at end of Year 1.</p> <p>KS1 outcomes in Reading and writing will be at least in line with National for all pupils</p> <p>KS2 outcomes will be good in reading. All children will make good progress in Reading and writing and will be confident readers.</p> <p>SAL needs will be identified quickly and supported effectively. This will be done by trained staff allowing children to make good progress.</p>

5. Planned expenditure					
Academic year		2022/23			
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	How will you ensure it is implemented well?	Staff lead	When will you review
Improve general knowledge of the wider world and vocabulary to support this.	<p>Weekly assemblies that focus on topic issue using key vocabulary and ideas to encourage critical thinking.</p> <p>Vocabulary- explicitly identified in class linked to curriculum learning. Knowledge organisers will support children with becoming fluent in using this vocabulary</p>	Picture news is a well planned resource encouraging deeper thinking about the wider world something children are not all being exposed to.	<p>SLT will lead assemblies weekly to monitor interaction</p> <p>Parents are updated about the focus of the assembly via a weekly newsletter.</p>	All staff	2023

<p>Non-teaching DHT will work with staff to ensure quality first teaching to a high level in all classes consistently</p>	<p>Coaching and mentoring for staff and Teaching assistants. This allows for planned and unplanned support time</p> <p>Quick response to need as required.</p> <p>Support with planning and curriculum design to ensure motivated learners</p>	<p>Strong capacity within the school. Staff work well together but this has been fractured since Covid and more work needs to be done to ensure best practise is shared and embedded consistently for all pupils in all classes.</p>	<p>SLT meetings will review impact and next steps and targeted support linked to learning walks/appraisals/pupil voice.</p>	<p>SB</p>	<p>2023</p>
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<p>Children will be good readers. Phonic outcomes will be excellent for all children and all children will make good progress.</p>	<p>Implement Little Wandle across the whole school All staff complete training Website form a useful resource for parents Parent workshops to support home and also understanding Staff will be well supported by Reading Lead to ensure they are delivering lessons consistently across the school TA's will be supported to ensure they are delivering catch up and keep up effectively Assessment data will be shared regularly with SLT Phonetically decodable books for use with all pupils will be available</p>	<p>DFE Reading guidance document states clearly the need for fidelity to SSP.</p> <p>If children are able to read fluently they can access other areas of the curriculum and it reduces cognitive load when working with new vocabulary and knowledge.</p>	<p>HT working with Reading Lead to ensure implemented. Reading Lead is very experienced and will have time to deliver It is a significant school priority</p>	<p>SH/RQ</p>	<p>2023</p>
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<p>Children will be fluent writers</p>	<p>T4W will be embedded across the school.</p> <p>Staff will continue to be supported to plan and deliver this.</p> <p>SLT will monitor writing</p> <p>Writing standards files have been created to support staff in early identification of need</p> <p>Moderation of writing is planned in staff meetings and happens in Phase teams to support challenge</p>				
Total budgeted cost					£52,700
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review

<p>Accelerate progress for learners in reading and phonics in UKS2</p>	<p>Replace Rapid phonics with Little Wandle Catch Up programme. Buy resources and set up in school Train all staff to deliver interventions Track assessment data for progress of children Engage parents with interventions and support</p>	<p>DFE Reading guidance document</p>	<p>SLT investment in the programme and time for Reading Lead to implement</p>	<p>SH</p>	<p>Autumn 2022</p>
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Barriers to learning linked to speech and language will be identified quickly and a clear plan of support will be implemented and monitored	SAL trained EYFS practitioner will have time to support SAL work in EYFS Early identification using appropriate tool- Welkomm Planned intervention delivered and impact measured	SAL is a significant barrier to learning of not age appropriate.	SENCo will monitor and work closely with EYFS team		
Total budgeted cost				£5,000	
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</p>	<p>Inclusion worker to offer pastoral support for children 1:1 or small group alongside family intervention and support where required.</p> <p>THRIVE- support for all pupils</p> <p>Weekly swap shop/coffee morning to support uniform/links with foodbank and other support services.</p> <p>Half-termly review meetings to monitor impact of support on families and children and ensure support is best placed and making a difference.</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/MR/S M</p>	<p>Termly</p>
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<p>engaged with learning.</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>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</p> <p>They will be better able to negotiate and communicate their wishes and feelings and develop improved relationships with their peers. This will be measured through attendance/outcomes and feedback through wishes and feelings and observations.</p>	<p>Inclusion worker/SM /CH</p>	
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Exposure to cultural experiences that challenge their thinking and extend their normal experiences.	<p>Theatre trip or experience annually</p> <p>Running of the school Fete</p> <p>Opportunities to attend a residential/sports experiences/restaurant etc during their time at school</p> <p>Quality provision of after school clubs that can be attended.</p>	If children have experienced it they can talk about and link learning to it.	When reviewing the curriculum coverage SLT will also consider the wider curriculum and opportunities for all children and ensure access for all		
Total budgeted cost					£42000

6. Review of expenditure				
Previous Academic Year		2021/22		
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>Assemblies took place in classes often due to the constant outbreaks of Covid. Picture news was a useful resource but not used to its full potential. It was shared with parents via the newsletter.</p>	<p>It must be used and shared with all staff to ensure the learning shared can be reviewed and revisited in class- next year it should be planned so that it can be introduced at the start of the week and revisited in class assembly at the end of the week- this should embed learning and allow time to connect knowledge and vocabulary.</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>The significant disruption to staffing constantly meant this DHT was used to fire fight rather than do as planned on occasion. DHT did work with some staff to allow them to work with others and this can be further developed this year.</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>CPD for all TA's</p>	<p>Maths outcomes were not as strong as Reading and better than writing in all year groups. It has been identified as part of SEN review that additional maths specific interventions may need purchasing- this needs to be explored.</p>	<p>More time for the Maths lead to work with staff is required. This has been actioned by moving the maths lead from Y6 and halting his work with Maths Hub for one year. This should allow him more time to work with staff and support/ensure consistency</p>	
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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
Accelerate progress for learners in reading and phonics in UKS2	<p>Rapid reading and rapid phonics CPD for all TA's</p> <p>Rapid Reading and phonics interventions in KS2</p>	Staff were trained well by an existing member of staff. She supported staff with setting up and running interventions. This was mostly very successful and allowed more staff to feel confident delivering this intervention.	Worked well- will just review the intervention in line with DFE reading guidance to show fidelity to Little Wandle and a whole school approach to Phonics.	

<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>KO are in place and all available to staff and children. Vocabulary and key learning was displayed in class but now SLT need to explore how well the learning is being embedded.</p>		
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ii. 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>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>Excellent service that is valued and all staff/parents and pupils value. As the needs grow, we may need to consider if this is enough support for the need in school.</p>	<p>Approach is highly effective but if people become overloaded it can lead to staff feeling un supported- need to maintain close supervision for Inclusion worker and support.</p>	
	<p>Forest School sessions to build resilience, confidence, communication skills, team work and collaboration.</p>	<p>Excellent provision- all children gain confidence and resilience during these sessions.</p>	<p>Ensure staff are supported well enough for it to run smoothly</p>	

7. Additional detail

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

Covid continued to impact on the services provided at the start of the school year especially. We have started 2022/23 school year aware more families and therefore children are in crisis and more support will be necessary to ensure good outcomes for all children.

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