

Pupil premium strategy statement (primary)

1. Summary information					
School	Hoveton St Johns Community Primary and Nursery School				
Academic Year	2023/24	Total PP budget	£ 101605	Date of most recent PP Review	J 19
Total number of pupils At September 2023	220	Number of pupils eligible for PP At September 2023	58	Date for next internal review of this strategy	

2.	3. Current attainment			
KS2 Outcomes	Pupils eligible for PP (your school)			Pupils not eligible for
	2018/19	2021/22	2022/23	2022/23
% achieving expected level or above in reading, writing & maths	75%	NA	NA	30%
Expected attainment in reading	88%	78%	67%	67%
Expected attainment in writing	75%	33%	17%	58%
Expected attainment in maths	88%	67%	50%	67%
Expected progress in reading	1	NA		
Expected progress in writing	-0.8	NA		
Expected progress in maths	0.5	NA		
4.	5. Barriers to future attainment (for pupils eligible for PP)			
	In-school barriers (issues to be addressed in school, such as poor oral language skills)			
A.	Poor communication and language skills and social and emotional development on entry impacting on progress			
B.	Mental health issues and families in need of early intervention and significant support			
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

6. Planned expenditure					
Academic year		2023/23			
Actions and outcomes					
Desired outcome	Chosen action / approach	What is the evidence	How will you ensure it is implemented well?	Staff lead	When will you review
Children will attend school well and families will be supported to achieve this	Attendance team CPOMS monitoring robustly daily HT to have oversight and link with attendance team at LA	Attendance papers and advice around outcomes and academic success	HT has oversight Attendance team monitoring daily through CPOMS HT report to governors half termly will highlight actions and progress	RQ and SS	Half termly

<p>Improve writing out comes for all pupils</p>	<p>Continue to develop T4W across the school. Develop the subject leader and his ability to coach and mentor others to develop quality first teaching in every classroom Provide training to TA's to support their support of writing Provide additional sessions for y 6 pupils to develop their writing Implement a new spelling and handwriting scheme that better supports a consistent approach to this across the school Attend VNET writing course to support</p>	<p>Writing outcomes are very low and need to improve Children don't have strong literacy , they are often weaker writers</p>	<p>SL will monitor through SL time SLT will review data half termly DHT will run progress meetings with pupil specific targets</p>	<p>CP and SB</p>	
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<p>Reading outcomes will be improved for every year group</p>	<p>Little Wandle will be used into KS2 to support the teaching of phonics to decode and read. New books will be bought to develop this Teaching spaces will be resourced to facilitate high quality teaching TA's will be trained to deliver high quality additional phonics into KS2 to replace Rapid phonics intervention Teachers will have phonic training revisited High quality books will be read in every year group Guided reading sessions will build on comprehension skills using high quality texts Non teaching DHT will provide support and may offer specific support for teachers</p>	<p>Phonics outcomes at year one and two have successfully increased however this needs imbedding and also pulling through into KS2.</p>	<p>SL will monitor progress data termly. Progress meetings and discussions will provide feedback. Governors will have data shared through data updates</p>	<p>RQ/SB</p>	
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<p>Ensure opportunities for access to a broad personal development curriculum that challenges and promotes British Values</p>	<p>Map out personal development curriculum and experiences offered Track participation in groups and ensure PP children access and attend Plan and support pupils to attend range of residential Provide planned timetable of experiences that all children have access to including beach trip/theatre experience/swimming etc Buy and use Picture news to share current news with children and revisit in later class assembly to embed learning and any key vocabulary. Display this to promote discussion. Forest school will be available for all children to access to build their social skills and resilience.</p>	<p>Children have often not seen things or been places meaning their access to certain topics is hindered by their knowledge- this should help to make it equitable for all</p>	<p>Displays in school Pupil and parent surveys Governor reports and day visits into school HT reports to governors</p>	<p>RQ</p>	<p>Half termly reports to governors</p>
Total budgeted cost					£

<p>Develop pupils mental health provision to ensure children have the tools to manage situations as they arise.</p> <p>Help families access the right services at the right time</p>	<p>Employ an Inclusion worker full time in school to work with children and families</p> <p>Buy Thrive and maintain THRIVE practitioner licences through professional development</p> <p>Provide training for Inclusion worker so she is able to offer best practise when supporting children and families</p> <p>Access WOW project to enable CBT to be offered to parents to support children with anxiety</p> <p>Buy resources to support play therapy on site</p> <p>Run coffee morning weekly with a swap shop to support the sharing of food and clothes for families and also networking opportunities.</p>	<p>This has been in place and effectively supports children and families often seeing children benefit from the support</p>	<p>Discussion with Inclusion worker</p>	<p>MR</p>	
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Maintain SAL support effectively from Nursery until the need is reduced.	Develop additional staff to deliver WELKOMM Provide SM with time to assess and support the delivery of intervention programmes SENCo to monitor progress and pupils in receipt of intervention Buy any resources required	Worked effectively showing progress quickly Early communication data shows this is a need	Data to be shared with HT/SLT termly	SM	£76040- TA's and Inclusion £ 37504- DHT £756-Jigsaw PSHE £160-Picture news £1000 training £1013-Little Wandle £900 Trips and visits £2440- resources
Total budgeted cost					£119,113

Create safe break out space to ensure children have somewhere safe to access to help them regulate should they need it	Find space in school Decorate and resource suitably Share intent of space with staff and pupils and parents Train TA's to support sensory needs	Growing needs of pupils means a space would be beneficial	Report from SENCo to Govs and SLT	RQ and SM	
Total budgeted cost					£15000

7. Review of expenditure				
Previous Academic Year			2022/23	
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)	

<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>Vocabulary- explicitly identified in class linked to curriculum learning. Knowledge organisers will support children with becoming fluent in using this vocabulary</p>	<p>Picture news is a well planned resource encouraging deeper thinking about the wider world something children are not all being exposed to.</p>	<p>This has been highly effective. This year it has been introduced at the start of the week and then been revisited in class assemblies later in week. It would be better developed now if it was shared on a display in school and a link to British Values was also made explicit.</p>	
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<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>This has supported our work across the Federation in supporting staff and children. Some reflection on roles in school has taken place to ensure consistency for key adults for children to refer to- this model has been maintained but used differently across the Federation from September 23 to support one key adult in school consistently.</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>Phonics outcomes in 23 were above National and the best the school had achieved – impact of phonic programme was considerable but also required significant time and staffing. Staff are now confident with the systems and ways of working and resources are in place. An Online book system may benefit this further with parental access to books from home to develop fluency further. This now needs to be run into KS2 to support reading of those children still unable to decode at the end of Y2.</p>	
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Desired outcome	Chosen action / approach	Estimated impact: Did you meet	Lessons learned (and whether you will continue with this approach)	
Children will be fluent writers	<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>		<p>T4W is embedded and staff are more confident. Work has been completed on genre mapping. Moderation files are complete and being used for regular moderation of writing and professional discussion. More work is required on writing and the school will engage in the VNET writing project in 23/24 to support transcription, spelling and handwriting.</p>	
Accelerate progress for learners in reading and phonics in UKS2	<p>Replace Rapid phonics with Little Wandle Catch Up programme.</p> <p>Buy resources and set up in school</p> <p>Train all staff to deliver interventions</p> <p>Track assessment data for progress of children</p> <p>Engage parents with interventions and support</p>	DFE Reading guidance document	Not completed- it was agreed to maintain Rapid until it was embedded in KS1 to allow for focus on one aspect/ This is now an action.	

<p>Barriers to learning linked to speech and language will be identified quickly and a clear plan of support will be implemented and monitored</p>	<p>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</p>	<p>SAL is a significant barrier to learning of not age appropriate.</p>	<p>In place and working well- to be maintained next year and more staff trained.</p>	
<p>i. Other approaches</p>				

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<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>Children will have access to Forest School sessions to support their whole child development.</p> <p>Exposure to cultural experiences that challenge their thinking and extend their normal experiences.</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>Forest School sessions to build resilience, confidence, communication skills, team work and collaboration.</p> <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>		<p>This works incredibly effectively and has done for several years showing impact on pupils' confidence and attendance.</p> <p>Coffee morning and swap shop did very well and then staffing presented an issue- this will be run by parent volunteers from September 23</p> <p>Forest school sessions run weekly</p> <p>Children benefit from these sessions and report how much they enjoy them</p> <p>Parents feedback positively about them</p> <p>They support attendance at school- children want to attend them!</p> <p>This needs to be mapped out carefully to ensure it is sequential and carefully considered so children do not miss key opportunities.</p>	
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