

## Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Hoveton St Johns Community Primary and Nursery School				
Academic Year	2016/17	Total PP budget	TBC	Date of most recent PP Review	Sep 15
Total number of pupils		Number of pupils eligible for PP	49	Date for next internal review of this strategy	Feb 17
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP(national average)</i>	
% achieving expected level or above in reading, writing & maths			50%	53%	
Expected progress in reading			5	TBC	
Expected progress in writing			1.4	TBC	
Expected progress in maths			-5.5	TBC	
3. Barriers to future attainment (for pupils eligible for PP)					
<b>In-school barriers</b> ( <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				
B.	Emerging mental health issues and families in need of early intervention				
C.					
<b>External barriers</b> ( <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	

<b>B.</b>	Improve phonics outcomes for Year 1 and Year 2 PP pupils	Attainment at the end of Year 1 and end of Year 2 is in line with National
<b>C.</b>	Improve Maths outcomes for all PP pupils. Accelerate progress in maths.	Attainment and progress is in line with National at the end of KS1 and KS2

### 5. Planned expenditure

<b>Academic year</b>	<b>2016/17</b>
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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

<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>
Improve outcomes for pupils in maths	Maths coaching for teachers and TA's working with pupils in all Key Stages.	Effective CPD will improve quality first teaching in all classes benefiting all teachers and TA's.	Quality trainer used Regular monitoring of teaching by SLT	RQ/JC	January and April 2017
	Sharing of first class @ number to be used as intervention for additional year 3 pupils.	Effective intervention to be more widely used for specific group.	Teacher conversation and pupil data	JS/JP	January 2017

Improve outcomes in phonics	New assessment and tracking introduced for all pupils CPD and parental engagement	Whole school approach needs to be more robust and allow for quicker identification and intervention.	SL will monitor and train staff. Time will be allowed for this to be done well.	SH	December 2016
	Maintain Rapid phonics and Rapid reading and Rapid writing intervention timetables.	Impact was proven in 2015/16 using entry and exit data	SENCo will monitor entry and exit data and report to SLT. Literacy lead will observe teaching of interventions and offer support if required.	NA/JS/JP/ CB/JA	December 2016
<b>Total budgeted cost</b>					£15,000
<b>ii. Targeted 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>
Improve outcomes for pupils in Maths	First class at Number intervention in KS1 and KS2	Evidence over past two years has shown it is effective in accelerating progress for pupils.	SENCo will monitor impact of interventions using entry and exit data. Maths lead will observe delivery of interventions to ensure quality teaching.	NA/TW	Termly through SENCo and PP reports.

	Small group teaching in Year 6 led by teacher	Additional time to consolidate learning. Quality teaching from experienced teacher in small group will allow greater support and more personalised lesson.	Year 6 teacher will review half termly impact through data.	MC/RQ	December 2016
<b>Total budgeted cost</b>					£15,000
<b>iii. Other approaches</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>
Improve emotional well-being for all	Implement THRIVE in all classes.	THRIVE is a whole school approach to support social and emotional well-being of all pupils. Allows assessment/action planning and impact evaluation. It engages families in the process.	Three THRIVE practitioners in school fully trained will oversee intervention. Action plans will be evaluated and progress measured for classes and individual pupils.	RQ/JC	January and April 2017
	Introduce higher level counselling services	Mental health and well-being is a National problem. Reduced services available locally. Children cannot learn if they do not feel safe.	In school counsellor already working for St John's- develop her role to meet higher and more complex needs of some pupils.	RQ/JC	January and April 2017

<p>Ensure personalised learning programme for every child</p>	<p>Half termly interviews with a member of SLT to review progress/barriers to learning/impact of interventions and any additional support young person would like. To be shared with parents.</p>	<p>Young people have positive relationships with all staff. It has been noted that we must hear the voice of the child and look at each child individually to ensure we are optimising opportunity.</p>	<p>Regular review item at SLT meetings Governors will monitor progress of PP children through teaching and learning reviews from HT. Parents will be asked to feedback on process as will pupils. Data will be shared with governors.</p>	<p>SLT</p>	<p>Half termly from November 2016</p>
<b>Total budgeted cost</b>					<b>£30, 000</b>

6. Review of expenditure				
Previous Academic Year				
<b>i. Quality of teaching for all</b>				
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
<b>ii. Targeted support</b>				
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
<b>iii. Other approaches</b>				
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

## 7. Additional detail

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