

Pupil premium strategy statement (primary)

1. Summary information					
School	Hoveton St Johns Community Primary and Nursery School				
Academic Year	2017/18	Total PP budget	£59400	Date of most recent PP Review	Sep 15
Total number of pupils At July 2018	190	Number of pupils eligible for PP At July 2018	41	Date for next internal review of this strategy	November 2018

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	Available November 2018	
Expected progress in reading		
Expected progress in writing		
Expected progress in maths		
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	
B.	Emerging mental health issues and families in need of early intervention	
C.	Low attainment in maths and slower progress	
D.		
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

B.	Improve communication and early reading skills on entry	
C.	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

Academic year	2017/18
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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

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 outcomes for pupils in maths Close the attainment gap at KS2 and KS1 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 Support from LA with reasoning and problem solving	TW/MC	December 2017 March 2018 June 2018

Accelerate progress for PP children in maths in KS1 and KS2 so progress at end of KS is in line with peers	Maths coaching led by teacher one afternoon per week in KS2	Teacher is MAST trained and able to use assessment data to support specific interventions and over teaching	Teacher conversation and pupil data Progress meetings	DB/MC/RQ	December 2017 March 2018 June 2018
Total budgeted cost					£3000
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?
Improve outcomes for pupils in Maths	First class at Number intervention in KS1 and KS2	Evidence over past three 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.	RA/TW	Termly through SENCo and PP reports.
	TA to lead tailored interventions in Years 5/6 supported and directed by teachers in Years 5/6	Maths expert TA in Year 6 Strong relationships with pupils Solid understanding of maths curriculum and maths pedagogy in KS2	Year 5/6 teacher will monitor impact through termly testing and data reports	MC/DB/RQ /BB	December 2017 March 2018 June 2018

	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 2017
Improve outcomes in speaking and listening and early reading	Small group intervention Phonics interventions Early Reading	Effective outcomes over past two years	SENDCo will review outcomes every term.	JP/RA	Termly
Total budgeted cost					£30,000
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?
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 2018

	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 2018
Total budgeted cost					£25000

6. Review of expenditure				
Previous Academic Year				
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 outcomes for pupils in maths</p> <p>Close the attainment gap at KS2 and KS1 in Maths</p> <p>Accelerate progress for PP children in maths in KS1 and KS2 so progress at end of KS is in line with peers</p>	<p>Maths coaching led by teacher one afternoon per week in KS2</p> <p>Maths coaching for teachers and TA's working with pupils in all Key Stages.</p>	<p>* Maths teaching has been observed to be strong across the school.</p> <p>* KS2 attainment in Maths has improved from 63% at expected levels in 2017 to 80% at expected levels in 2018. An increase of 17%. The National average at expected in 2018 was 76% showing the schools attainment in maths had increased to above National for all pupils.</p> <p>* 40% of pupils achieved Greater Depth in Maths in 2018 compared to 17% in 2017. This was again above National of 23%.</p> <p>* Children in receipt of pupil premium money scored 86% at expected levels in 2018 compared to their peers who scored 77%.</p> <p>* 29% of pupils in receipt of pupil premium achieved working at greater depth in 2018 compared to 17% in 2017. However 44% of non-pupil premium pupils achieved greater depth in 2018 showing a small gap at greater depth. PP children are above the National average for all pupils of 23% at greater depth.</p> <p>* At KS1 maths attainment has increased from 68% at expected in 2017 to 72% in 2018. 44% of children in receipt of pupil premium achieved expected in maths compared to 25% in 2017. There is still a gap between pp and non pp however it is closing. The gap closes as pupils move through the school.</p>	<p>Maths coaching and mentoring has been very successful. We have run maths morning sessions with a teacher and an after school club weekly at both KS1 and KS2 which we believe has supported the improvements.</p> <p>This year we bought Third space learning 1:1 maths online tuition which all PP children in Year 6 accessed. This has been successful.</p> <p>Maths teaching is very strong now and we would continue this support and CPD to maintain it.</p> <p>Maths sessions with parents supported parents helping at home.</p>	<p>£18000</p>
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ii. Targeted support				
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
Improve outcomes for pupils in Maths	Maths interventions led by TA and monitored by SENCo 1 st class@number	See details of maths outcomes at Ks1 and KS2 above. Pupils accessing the intervention have made strong and accelerated progress. Pupils accessing the intervention have gained in maths confidence as measured by participation in intervention and class.	Regular SENCo meetings are essential to review pupils on programme. CPD for TA to refresh and develop any new aspects as courses develop.	£6,000
Improve outcomes in speaking and listening and early reading	Interventions delivered by TA	75% of EYFS pupils in receipt of pupil premium achieved a Good level of development compared to 74% of non-pupil premium pupils. In 2017 there was a significant gap this has been closed.		£6000
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

<p>Improve emotional well-being for all</p>	<p>Implement THRIVE for all pupils and small group intervention/ support.</p> <p>Introduce higher level therapeutic counselling.</p>	<p>All pupils were assessed using THRIVE framework. Parents were all engaged in process and informed. Website links were provided for information.</p> <p>Identified list of pupils have accessed THRIVE support during the year. All pupils have made emotional progress using THRIVE measures, some significant.</p> <p>Pupils enjoy the sessions and staff have reported progress in class.</p> <p>Higher level support of a counsellor has been invaluable</p> <p>This support has enabled families to remain strong</p> <p>Impact is not easily measurable in hard outcomes however progress/attitudes and engagement with school reflect the invaluable work of this provision.</p>	<p>Pupils will be screened at start of year (October) and end by the same teacher to support standardisation.</p> <p>Counsellor will offer family session to support improvements and emotional stability and resilience.</p> <p>Forest school sessions will also support this aspect of development next year.</p>	<p>£30,000</p>

7. Additional detail

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

Maths attainment has significantly improved for both children in receipt of pupil premium and children not in receipt of pupil premium.

Pupils' attaining expected levels in Reading in 2018 was 86% (PP children) compared to 58% in 2017. Attainment of non-pupil premium children at expected level has fallen in 2018 from 78% to 61%.

The school are confident that the strategies they have embedded are working to improve outcomes for children in receipt of pupil premium and close the gap where there is one. This is evidenced with our data. We carefully evaluate all of our interventions and expenditure and plan carefully based on the needs of the co-hort aligned with what we know works well.