

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

| 1. Summary information |   |                                  |     |  |               |
|------------------------|---|----------------------------------|-----|--|---------------|
| School                 | Hoveton St Johns Community Primary and Nursery School |                                  |     |  |               |
| Academic Year          | 2017/18   | Total PP budget                  | TBC | Date of most recent PP Review                  | Sep 15        |
| Total number of pupils |   | Number of pupils eligible for PP |     | Date for next internal review of this strategy | November 2017 |

| 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   |   |   |
| Expected progress in reading  |   |   |
| Expected progress in writing  |   |   |
| Expected progress in maths  |   |   |
| 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.  | Low attainment in maths and slower progress   |   |
| D.  |   |   |
| <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<br>Families supported |

|           |   |  |
|-----------|---|--|
| <b>B.</b> | Improve communication and early reading skills on entry                 |  |
| <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>2017/18</b> |
|----------------------|----------------|

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<br><br>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<br>Regular monitoring of teaching by SLT<br>Support from LA with reasoning and problem solving | TW/MC             | December 2017<br>March 2018<br>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<br>Progress meetings | DB/MC/RQ          | December 2017<br>March 2018<br>June 2018    |
|  |   |   |  |                   |   |
|  |   |   |  |                   |   |
| <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 three years has shown it is effective in accelerating progress for pupils.  | SENCo will monitor impact of interventions using entry and exit data.<br>Maths lead will observe delivery of interventions to ensure quality teaching. | NA/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<br>Strong relationships with pupils<br>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<br>March 2018<br>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 2016                            |
| Improve outcomes in speaking and listening and early reading | Small group intervention<br><br>Phonics interventions<br><br>Early Reading                     | Effective outcomes over past two years   | SENDCo will review outcomes every term.  | JP/RA        | Termly                                   |

|                                      |   |  |   |            | Total budgeted cost                  | £ |
|--------------------------------------|---|--|---|------------|--------------------------------------|---|
| <b>iii. Other approaches</b>         |   |  |   |            |                                      |   |
| 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               |   |

|                            |  |  |  |  |                 |
|----------------------------|--|--|--|--|-----------------|
|                            |  |  |  |  |                 |
| <b>Total budgeted cost</b> |  |  |  |  | <b>£30, 000</b> |

| 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 |
|                                |                          |  |  |      |

|                              |                                 |   |   |             |
|------------------------------|---------------------------------|---|---|-------------|
|                              |                                 |   |   |             |
| <b>ii. Targeted support</b>  |                                 |   |   |             |
| <b>Desired outcome</b>       | <b>Chosen action / approach</b> | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | <b>Lessons learned</b> (and whether you will continue with this approach) | <b>Cost</b> |
|                              |                                 |   |   |             |
|                              |                                 |   |   |             |
| <b>iii. Other approaches</b> |                                 |   |   |             |
| <b>Desired outcome</b>       | <b>Chosen action / approach</b> | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | <b>Lessons learned</b> (and whether you will continue with this approach) | <b>Cost</b> |
|                              |                                 |   |   |             |
|                              |                                 |   |   |             |

## 7. Additional detail

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

DRAFT