

# Pupil premium strategy statement (primary)

1. Summary information					
School	Hoveton St Johns Community Primary and Nursery School				
Academic Year	2018/19	Total PP budget		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		Date for next internal review of this strategy	January 2019

2. Current attainment			
	Pupils eligible for PP (your school)		Pupils not eligible for PP(national average)
	2017/18	2018/19	
% achieving expected level or above in reading, writing & maths	71%	75%	
Expected attainment in reading	86%	88%	81%
Expected attainment in writing	71%	75%	86%
Expected attainment in maths	86%	88%	86%
Expected progress in reading	-0.81	1	2.2
Expected progress in writing	-4.47	-0.8	0.0
Expected progress in maths	-1.02	0.5	1.4

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
C.	Historical low attainment in maths and slow progress
D.	Writing and Reading attainment at greater depth at the end of KS2 in 2018 was lower than their peers
E.	Progress in Writing is lower than their peers at the end of KS2

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Lower than national attendance	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	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>	Develop Oracy/literacy skills throughout school from EYFS to Y6	Reading and Writing progress will be at least good at all stages of their education  Reading and writing outcomes at expected and greater depth will be in line with their peers nationally.
<b>C.</b>	Maintain 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 and PP children perform at least as well as their peers nationally.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2018/19</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					
<b>i. Quality of teaching for all</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 so outcomes in attainment are at least in line with their peers	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.	MAST trained teacher will lead the CPD based on monitoring/book looks and observations.	TW	Termly SLT meetings
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	MAST trained teacher will share data with SLT half termly at least and track impact. Governors will monitor data half termly through data reports to governors.	TW	Termly SLT meetings
Improve Literacy skills and accelerate progress in Reading and writing	Whole staff CPD led by specialist Literacy Leader. Coaching and personalised support.	Literacy leader is highly qualified. Through careful monitoring she will identify areas for development and regular CPD and coaching will develop staff skills.	Literacy Leader will share data with SLT half termly. SLT will attend CPD.	JS	Termly SLT meetings
<b>Total budgeted cost</b>					£
<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>

<p>Improve outcomes for pupils in maths so outcomes in attainment are at least in line with their peers</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 interventions led by qualified TA monitored by SENCo in first class @ number</p>	<p>TA is first class trained and experienced at leading this intervention. Historical data shows this has significant impact on skill and confidence of pupils.</p>	<p>SENCo will observe and track impact of interventions. RA will then make any appropriate changes to groups of pupils. Time will be allocated for teachers to discuss impact of intervention with TA.</p>	<p>RA/CB</p>	<p>Termly SLT meetings</p>
<p>Improve social and emotional resilience of all PP children within school.</p>	<p>Small group intervention using THRIVE assessments</p>	<p>THRIVE has been used successfully in school for one year. It has shown positive outcomes for the most vulnerable groups of pupils. Staff are well trained to support this.</p>	<p>Careful tracking and monitoring by counsellor and THRIVE practitioner.</p>	<p>RQ/JC</p>	<p>Every six weeks meeting</p>

	Introduce Forest schools sessions for each class in school.	Learning outside the classroom develops the skills we wish to see in our young people to make them resilient learners. We believe this will be very positive in developing relationships that will impact on positive progress.	TA delivering the lessons is forest school trained to level 3. Huge investment in resources and whole staff training. Parents will be engaged through parental sessions. Whole staff are fully supportive of it.	CH/RQ	Regular observations of sessions. Senior leaders will report back to SLT after sessions with their classes. Parental evaluation forms after parent sessions.
Improve outcomes in Reading and writing.	TA will run interventions and additional literacy support 2 mornings a week	Experienced TA will be used to support writing and reading	Discussions with pupils involved and progress through teacher assessments	AR/JS	Termly
Improve outcomes in Reading and writing	TA will run interventions in speaking and listening/rapid reading/rapid writing and rapid phonics	This has been a proven intervention for the school. TA is very experienced running the intervention.	Data will show progress	JP/RA	Termly
<b>Total budgeted cost</b>					£
<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	Maintain THRIVE programme in school with whole class assessments on entry and exit and	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.	Counsellor and THRIVE practitioner will track this group and report to HT half termly with outcomes.	RQ/JC	Meeting every six weeks to review children/targets and groups.
	Maintain access to qualified counsellor for all pupils and families. Develop more holistic family work.	Mental health and well-being is a National problem. Reduced services available locally. Children cannot learn if they do not feel safe.	School counsellor has already been working within this role with excellent results for children and families. This role can be further developed to engage families and to support more staff in supporting children with complex needs.	JC	Meeting every six weeks with RQ
<b>Total budgeted cost</b>					<b>£</b>

<b>6. Review of expenditure</b>	
<b>Previous Academic Year</b>	<b>2018/19</b>
<b>i. Quality of teaching for all</b>	

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria?</b> 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>
<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>Improve Literacy skills and accelerate progress in reading and writing</p>	<p>Maths coaching for teachers and TA's working with pupils in all Key Stages.</p> <p>Whole staff CPD led by specialist Literacy leader. Coaching and personalised support.</p>	<p>88% of disadvantaged pupils met the expected standard at the end of KS2 in Maths. This compared to 86% of non-disadvantaged pupils.</p> <p>25% of disadvantaged pupils were working at greater depth in maths at the end of KS2 compared to 33% of non-disadvantaged pupils.</p> <p>Progress for both PP and Non pp children is above national in maths at the end of KS2 and is improving year on year.</p> <p>There is no gap in attainment at expected in maths now. There is a small gap in GD in maths however it is closing. Progress for both groups is better than national.</p> <p>Progress in Reading is above national at the end of KS2 for both PP (1.0) and Non PP (2.2)</p> <p>Teachers are more confident delivering guided reading across all year groups.</p> <p>Team teaching and coaching has powerful impact on skill and expertise and confidence to work with new resources.</p> <p>KS1 attainment in Reading and writing at expected levels is low and is not improving. The trend across school is for the gap to close as pupils move through Ks1 and KS2.</p>	<p>Maths coaching and CPD led by MAST teacher is very powerful.</p> <p>Look to build further capacity with more staff attending maths CPD.</p>	

<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>
Improve social and emotional resilience of all PP children within school.	Small group intervention using THRIVE assessments  Introduce Forest schools sessions for each class in school.	THRIVE has been very effective in school. Data shows it has a positive impact on children's social and emotional development helping ensure they are ready for learning.  Forest school sessions for each class have been a huge success. Children love them.	A new nurture session as introduced within forest schools to support delivery of THRIVE. This was very successful and will be built upon next year to happen more frequently to benefit more pupils.	
Improve outcomes in Reading and writing.	TA will run interventions and additional literacy support 2 mornings a week  TA will run interventions in speaking and listening/rapid reading/rapid writing and rapid phonics	Progress in Reading is above national at the end of KS2 for both PP (1.0) and Non PP (2.2)  Reading attainment(KS2) at expected was 88% for PP children compared to 86% for non pp children- both above national.  Reading attainment (KS2) at Greater Depth was 50% for PP children compared to 43% no pp children- both significantly above National.  Phonics pass at Year 1 was 67% for PP children and 73% for non-pp children.	Interventions need to be delivered but if they could be offered flexibly rather than removing children at set times it would ensure careful coverage of all lessons. This would mean skilling up more staff to deliver specific interventions and ensuing SLT monitor impact.	



<p>Improve outcomes for pupils in maths so outcomes in attainment are at least in line with their peers</p> <p>Accelerate progress for PP children in maths in KS1 and KS2 so progress at the end of KS2 is in line with their peers.</p>	<p>Maths interventions led by qualified TA monitored by SENCo in first class @ number</p>	<p>88% of disadvantaged pupils met the expected standard at the end of KS2 in Maths. This compared to 86% of non-disadvantaged pupils.</p> <p>25% of disadvantaged pupils were working at greater depth in maths at the end of KS2 compared to 33% of non-disadvantaged pupils.</p> <p>Progress for both PP and Non pp children is above national in maths at the end of KS2 and is improving year on year.</p> <p>There is no gap in attainment at expected in maths now. There is a small gap in GD in maths however it is closing. Progress for both groups is better than national.</p>		
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<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>

<p>Improve emotional well-being for all</p>	<p>Maintain THRIVE programme in school with whole class assessments on entry and exit</p> <p>Maintain access to qualified counsellor for all pupils and families.</p> <p>Develop more holistic family work.</p>	<p>The school achieved very positive outcomes for all pupils at the end of KS2 in 2019. This was a result of all interventions and quality first provision across the school.</p> <p>The role THRIVE and the counsellor play is significant. Children and families feel well supported by the provision and this helps children to focus more clearly on learning.</p>	<p>Continue and look to work with families where resources allow.</p>	

## 7. Additional detail

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