

Pupil premium strategy statement (primary)

1. Summary information					
School	Hoveton St Johns Community Primary and Nursery School				
Academic Year	2019/20	Total PP budget	£63,320	Date of most recent PP Review	J 19
Total number of pupils At September 2019	202	Number of pupils eligible for PP At September 2019	45	Date for next internal review of this strategy	

2. Current attainment			
	Pupils eligible for PP (your school)		Pupils not eligible for PP In school data
	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.	Breadth of vocabulary and knowledge about topic issues.
E.	

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 and engaging well with school. Children will feel safe at home and at school.
B.	Develop Oracy/literacy skills throughout school from EYFS to Y6	Phonics outcomes will be good at end of Year 1. KS1 outcomes will improve- the gap will reduce Reading and writing outcomes at expected and greater depth will be in line with their peers nationally. Progress will be good.
C.	Maintain Maths outcomes for all PP pupils. Maintain 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.

5. Planned expenditure					
Academic year	2019/20				
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 social and emotional foundations of all learners so they can engage in learning and make progress.	Forest school whole school sessions Forest school nurture groups	Children show excellent engagement and report enjoying the sessions and enjoying learning in the environment.	Staff will be trained well. SLT will monitor through observations School have committed to budget and resource Counsellor responsible for overseeing target groups through THRIVE assessments and staff observations of pupils.	JC/CH	
	THRIVE- maintain thrive assessment/tracking and whole school approach to well-being.	THRIVE is a well-tested programme that is based on neuroscience.	Trained professionals delivering and monitoring interventions.	JC/RQ	

	Tiered support for children and families including access to a counsellor.	Green paper recommends mental health lead in school Data shows targeted support when required and early intervention improves behaviours for learning, engagement and attendance	SLT monitor Pupil voice collected Family feedback	JC/RQ/RA	
Improve general knowledge about the wider world and vocabulary to support this.	Weekly assemblies that focus on topic issue using key vocabulary and ideas to encourage critical thinking.	Evidence shows children require vocabulary for higher and embedded learning	HT and DHT to oversee- all staff to share the resource. Children to be spoken to termly about impact of resource on the knowledge of wider world. Parents survey about impact on learning at home and use of home resource weekly.	RQ	
Total budgeted cost					£30,000
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?

<p>Maintain excellent outcomes in Reading at end of KS2. Improve outcomes in writing and reading at end of KS1.</p>	<p>Implement new spelling scheme to supplement existing one.</p> <p>CPD for new literacy lead.</p> <p>Team teaching and coaching</p> <p>Additional TA support to lead personalised interventions</p> <p>CPD for talk for writing</p>	<p>Spelling remains a weakness across the school for all pupils.</p> <p>Coaching culture ensures trust and professional challenge.</p> <p>Talk for writing has supported excellent outcomes in KS2- it has equipped children with vocabulary to build stories.</p>	<p>Literacy lead will oversee implementation of new spelling scheme.</p> <p>SLT will work with new literacy lead to ensure well supported in role</p>	<p>SH/MC/RQ /JVK</p>	
<p>Ensure children achieve well in Year 1 phonics test</p>	<p>Phonic workshops with TA and teacher.</p> <p>Small group sessions</p> <p>CPD</p>	<p>Parental engagement supports improved outcomes.</p>	<p>Phonics tracker.</p> <p>Attendance at workshops and progress of pupils.</p>	<p>SH</p>	

Maintain excellent outcomes in maths at end of KS2.	CPD both targeted and whole school	If staff are well trained and equipped to teach and feel supported they will deliver consistently good or better lessons.	SLT member will lead maths and monitoring	TW	
Ensure improving outcomes in maths at KS1.	Team teaching and mentoring /coaching with regular meetings and reviews of planning and outcomes.		Staff will identify CPD needs and maths lead will support through coaching. SLT will monitor.		
Total budgeted cost					£20,000
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 oracy at all ages and stages.	TA's to attend SAL CPD EYFS and KS1 staff to use SAL tracker and interventions whilst liaising with SENDCo.	Early literacy skills will help close the vocabulary gap as soon as possible.	SENDCo will monitor training of staff/delivery of interventions and tracking of progress, offering support when required.	MC	

	<p>Knowledge organisers for each subject shared and made available for parents and children. Key vocabulary should be displayed in class and corridors and on website. When checked children and staff should know the new vocabulary and be using it.</p>	<p>Knowledge organisers will help children revise and embed vocabulary and knowledge. KO will also provide parents with a tool for supporting their children at home.</p>	<p>Monitoring of curriculum. Outcomes in reading tests. Writing moderation will show extended use of vocabulary linked to topics.</p>		
Total budgeted cost					£13, 320

6. Review of expenditure	
Previous Academic Year	2018/19

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>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 for teachers and TA's working with pupils in all Key Stages.</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>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>	
<p>Improve Literacy skills and accelerate progress in reading and writing</p>	<p>Whole staff CPD led by specialist Literacy leader. Coaching and personalised support.</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 is not improving. The trend across school is for the gap to close as pupils move through Ks1 and KS2.</p>		
<p>ii. Targeted support</p>				

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 social and emotional resilience of all PP children within school.	<p>Small group intervention using THRIVE assessments</p> <p>Introduce Forest schools sessions for each class in school.</p>	<p>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.</p> <p>Forest school sessions for each class have been a huge success. Children love them.</p>	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.	<p>TA will run interventions and additional literacy support 2 mornings a week</p> <p>TA will run interventions in speaking and listening/rapid reading/rapid writing and rapid phonics</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>Reading attainment(KS2) at expected was 88% for PP children compared to 86% for non pp children- both above national.</p> <p>Reading attainment (KS2) at Greater Depth was 50% for PP children compared to 43% no pp children- both significantly above National.</p> <p>Phonics pass at Year 1 was 67% for PP children and 73% for non-pp children.</p>	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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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
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<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.