

Pupil premium strategy statement (primary)

School St Johns Hoveton			
Academic Year	2024/25	Total PP budget	£ 91,070
Total number of pupils At September 2024	216	Number of pupils eligible for PP At September 2024	44

1.	2. Current attainment			
KS2 Outcomes	Pupils eligible for PP (your school)			Pupils not eligible for
	2021/22	2022/23	2023/24	2023/24
% achieving expected level or above in reading, writing & maths	NA	NA		
Expected attainment in reading	78%	67%	50%	75%
Expected attainment in writing	33%	17%	17%	58%
Expected attainment in maths	67%	50%	17%	70%
Expected progress in reading	NA			
Expected progress in writing	NA			
Expected progress in maths	NA			
3.	4. 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			
B.	Mental health issues and families in need of early intervention and significant support			
C.	Low attainment in English and Maths compared to their peers			
D.	Breadth of vocabulary and knowledge about topic issues.			
E.	Exposure to experiences that broaden their knowledge and understanding of the world			

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance is challenging due to parental holidays during term time.

5. Planned expenditure					
Academic year		2024/25			
Actions and outcomes					
Desired outcome	Chosen action / approach	What is the evidence	How will you ensure it is implemented well?	Staff lead	When will you review
Children will attend school well and families will be supported to achieve this	Attendance team CPOMS monitoring robustly daily HT to have oversight and link with attendance team at LA	Attendance papers and advice around outcomes and academic success	HT has oversight Attendance team monitoring daily through CPOMS HT report to governors half termly will highlight actions and progress	RQ and SS	Half termly and weekly meetings

<p>Improve writing out comes for all pupils</p>	<p>Work with Emma Adcock external advisor Two English Leads with dedicated release time to implement plans Action plans in place and monitoring schedule in place Specific training linked to independent audit and support Reset period for teaching and securing of foundational knowledge Weekly monitoring of writing in all books Introduction of writing books in KS2 for non-core subjects</p>	<p>Writing outcomes are very low and need to improve Children don't have strong literacy, they are often weaker writers</p>	<p>SL will monitor through SL time SLT will review data half termly AHT will run progress meetings with pupil specific targets SLT will monitor writing in both books and delivery through walk throughs/book looks and lesson observations.</p>	<p>CP and CP And SLT</p>	
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<p>Reading outcomes will be improved for every year group</p>	<p>Little Wandle will be used into KS2 to support the teaching of phonics to decode and read. New books will be bought to develop this Teaching spaces will be resourced to facilitate high quality teaching TA's will be trained to deliver high quality additional phonics into KS2 to replace Rapid phonics intervention Teachers will have phonic training revisited High quality books will be read in every year group. Book lists updated on website and parents signposted to them. Guided reading sessions will build on comprehension skills using high quality texts in Year 5 and 6. Fluency books will be used in Years 3 and 4</p>	<p>Phonics outcomes at year one and two have successfully increased however this needs imbedding and also pulling through into KS2.</p>	<p>SL will monitor progress data termly. Progress meetings and discussions will provide feedback. Governors will have data shared through data updates</p>	<p>RQ/MC/C W/HD</p>	
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<p>Ensure opportunities for access to a broad personal development curriculum that challenges and promotes British Values</p>	<p>Map out personal development curriculum and experiences offered Track participation in groups and ensure PP children access and attend Plan and support pupils to attend range of residentials Provide planned timetable of experiences that all children have access to including beach trip/theatre experience/swimming etc Forest school will be available for all children to access to build their social skills and resilience and it will also be used as a nurture provision for identified pupils.</p>	<p>Children have often not seen things or been places meaning their access to certain topics is hindered by their knowledge- this should help to make it equitable for all</p>	<p>Displays in school Pupil and parent surveys Governor reports and day visits into school HT reports to governors</p>	<p>RQ</p>	<p>Half termly reports to governors Personal Development files</p>
Total budgeted cost					£ 50,000

<p>Develop pupil's mental health provision to ensure children have the tools to manage situations as they arise.</p> <p>Help families access the right services at the right time</p>	<p>Maintain offer on website</p> <p>Ensure the larger team are working together to implement entry and exit data and information shared with parents and that pupil and parent voice is collected</p> <p>Six weekly reviews of caseloads with all team</p> <p>Continue to search for most effective support for families and children and also seek external support when required.</p> <p>Run EHAP's internally</p> <p>Develop spaces in school that are dedicated to this provision</p> <p>Build network with cluster to strengthen reflection</p> <p>Develop community shop/space onsite that local families can access when required for essential things such as uniform/food etc</p> <p>Train pupils to 'work' in shop developing confidence and life skills</p>	<p>This has been in place and effectively supports children and families often seeing children benefit from the support</p>	<p>Discussion with Inclusion worker</p>	<p>MR</p>	
Total budgeted cost					40,000
Total budgeted cost					£90,000

6. Review of expenditure	
Previous Academic Year	2023/24

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)
<p>Children will attend school well and families will be supported to achieve this</p> <p>Improve writing outcomes for all pupils</p>	<p>Attendance team CPOMS monitoring robustly daily HT to have oversight and link with attendance team at LA</p> <p>Continue to develop T4W across the school. Develop the subject leader and his ability to coach and mentor others to develop quality first teaching in every classroom Provide training to TA's to support their support of writing Provide additional sessions for y 6 pupils to develop their writing Implement a new spelling and handwriting scheme that better supports a consistent approach to this across the school Attend VNET writing course to support</p>	<p>Attendance is improving however a significant number of families still take holidays in term time. Pupils who have been late or irregular attenders have worked with outside agencies and pastoral teams and are attending more regularly.</p> <p>All planned actions were implemented but foundational skills remain inconsistent. Outcomes in writing are not strong. An audit and plans to support were completed in June 2024 and have fed into action plans for 24/25 alongside appointing a further English Lead so the role is shared to further support development.</p>	<p>Policy needs to be followed consistently for all families and shared frequently. Rewards and incentives also need to be made available and are being addressed through next years plan.</p>

<p>Reading outcomes will be improved for every year group</p>	<p>Little Wandle will be used into KS2 to support the teaching of phonics to decode and read.</p> <p>New books will be bought to develop this</p> <p>Teaching spaces will be resourced to facilitate high quality teaching</p> <p>TA's will be trained to deliver high quality additional phonics into KS2 to replace Rapid phonics intervention</p> <p>Teachers will have phonic training revisited</p> <p>High quality books will be read in every year group</p> <p>Guided reading sessions will build on comprehension skills using high quality texts</p> <p>Non teaching DHT will provide support and may offer specific support for teachers</p>			
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<p>Ensure opportunities for access to a broad personal development curriculum that challenges and promotes British Values</p>	<p>Map out personal development curriculum and experiences offered</p> <p>Track participation in groups and ensure PP children access and attend</p> <p>Plan and support pupils to attend range of residentials</p> <p>Provide planned timetable of experiences that all children have access to including beach trip/theatre experience/swimming etc</p> <p>Buy and use Picture news to share current news with children and revisit in later class assembly to embed learning and any key vocabulary. Display this to promote discussion.</p> <p>Forest school will be available for all children to access to build their social skills and resilience.</p>	<p>Picture News is used and shared. A personal development curriculum is offered and is increasing. This is mapped out and being further refined as the curriculum is revisited. Pupils had opportunity to access residential/visitors, rich and varied trips and many sporting experiences.</p> <p>A further staff member completed forest school qualification</p>	<p>Finalise trips and visitors as we enter the third year of the planned curriculum.</p> <p>Develop a Green Shoots 'offer' that all children will have access to whist with us.</p>	
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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)
<p>Develop pupils mental health provision to ensure children have the tools to manage situations as they arise.</p> <p>Help families access the right services at the right time</p>	<p>Employ an Inclusion worker full time in school to work with children and families</p> <p>Buy Thrive and maintain THRIVE practitioner licences through professional development</p> <p>Provide training for Inclusion worker so she is able to offer best practise when supporting children and families</p> <p>Access WOW project to enable CBT to be offered to parents to support children with anxiety</p> <p>Buy resources to support play therapy on site</p> <p>Run coffee morning weekly with a swap shop to support the sharing of food and clothes for families and also networking opportunities.</p>	<p>Inclusion worker works full time. She is also supported by another member of staff to support the increasing needs within the community.</p> <p>Inclusion worker has accessed WOW training and has delivered CBT to several families supporting successfully children with anxiety.</p> <p>The school have revamped their inclusion offer and shared this in a more accessible way online.</p> <p>Two new practitioners have been THRIVE trained and Lego therapy is being completed by 6 staff in September 24.</p> <p>Helping hand shelf and clothes are available along with access to local services such as foodbank.</p>	<p>Strengthen and continue to train staff and offer to parents.</p> <p>Build supervision and reflective sessions for all pastoral staff to ensure best practise.</p> <p>Look to strengthen offer to community- further explore funding to run a community shop for all families to access support.</p>

<p>Maintain SAL support effectively from Nursery until the need is reduced.</p>	<p>Develop additional staff to deliver WELKOMM Provide SM with time to assess and support the delivery of intervention programmes SENCo to monitor progress and pupils in receipt of intervention Buy any resources required</p>	<p>SAL interventions run in all classes. SENCO oversees this.</p>		
<p>Create safe break out space to ensure children have somewhere safe to access to help them regulate should they need it</p>	<p>Find space in school Decorate and resource suitably Share intent of space with staff and pupils and parents Train TA's to support sensory needs</p>	<p>Sensory room has been created and installation will take place September 24. Careful work and time was spent selecting best resources to meet needs of pupils both current and future at St Johns.</p>		
<p>i. Other approaches</p>				

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