

Pupil premium Strategy/Self-Evaluation (Primary)

1. Summary information					
School	Hemsby Primary School				
Academic Year	2019-	Total P.P. budget	£61,565	Date of most recent P.P. Review	05/19
Total number of pupils	191	Number of pupils eligible for P.P.	51	Date for next internal review of this strategy	12/19

2. Current attainment		
	<i>Pupils eligible for P.P. (your school)</i>	<i>Pupils not eligible for P.P. (national average)</i>
% achieving expected standard or above in reading, writing & maths	70%	80%
% making expected progress in reading (as measured in the school)	81%	81%
% making expected progress in writing (as measured in the school)	72%	81%
% making expected progress in mathematics (as measured in the school)	86%	80%

3. Barriers to future attainment (for pupils eligible for Pupil Premium funding)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Speech and language are low on entry to pre-school and Reception for children eligible for pupil premium and other children. As a result, many children have poor literacy skills in these year groups.
B.	Behavioural, social and emotional needs of a group of children eligible for pupil premium impacts significantly on their learning as well as the learning of others, which also impacts upon their social engagement with children and adults.
C.	Some children eligible for pupil premium struggle with independence and understanding their emotions and the impact this has on others.
D.	Some children eligible for pupil premium need concept reinforcement with key skills in English, mathematics and other curricular targets for their year group expectations.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
E.	Access to trips and residential.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improve communication skills for pupils eligible for Pupil Premium	Children eligible for Pupil Premium will make rapid progress

B.	Improved social/emotional skills.	Behaviour reports will report resolutions and developed management of behaviour through self-regulation. Children will be able to discuss their feelings, working with school and home to manage emotions better. Boxhall Profile will be purchased to map behavioural progress.
C.	Improved independence and emotional understanding.	Children needing support time in the Nest will be managed back into mainstream class over a short period of transition, evidencing improved independence and emotional stability, leading to more learners having access to this service.
D.	Key skills achieved and gaps plugged. Difference between those eligible for Pupil Premium and those will be closed.	Children will understand learning outcome intentions and will use a range of strategies to meet them, whether with/without adult intervention and support.
E.	All children will access school trips and residentials, enriching their curriculum and life skills opportunities.	Financial support for families will ensure children eligible for Pupil Premium are included on outside school learning opportunities.

5. Review of expenditure

Previous Academic Year

2018/2019

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for P.P, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Developing progress and attainment in writing for all learners	For all children to make accelerated progress	Talk4writing has been successfully implemented across the school. Attainment difference between start and end of year for children eligible for Pupil Premium in Reception; 8 points Y1; 12 points Y2; 13.5 points Y3; 13.1 points Y4; 7.67 points Y5; 6 points Y6; 7 points	Induct new teacher into Talk4writing. Training for 2 colleagues on Talk4writing; Achieving Greater Depth Continue to monitor effectiveness of Talk4writing; consider impact of creative curriculum and make adjustments where necessary to promote accelerated progress	£1,000; training

Manage the 'The Nest' as a support network for children eligible for Pupil Premium to access	Enable children who struggle in the whole class setting to achieve in smaller groups and to access the curriculum	Children eligible for Pupil Premium funding have far less behaviour incidents reports. These children are joining in with whole school lunch and break times, where this was not previously occurring; as a result, peer group relationships are being strengthened Academic progress is improving across reading, writing and mathematics	Purchase Boxhall profile subscription to map smaller steps of progress Continue programme of support in 'The Nest'; continue with rolling programme of support to enable all children needing to access it the opportunity	£35,925; staffing
All learners, including those eligible for Pupil Premium, to grasp key concepts relevant for their year group and to make progress at the rate of their peers	Targeted 1-2-1 and small group work, following main teaching to embed skills by teacher and T/As	Children eligible for Pupil Premium funding are making progress. Next steps in place for learners where accelerated progress is not present.	Training for 2 colleagues on Talk4writing; Achieving Greater Depth P.S.P.s (Personal Support Plans) will be in place for September Targets set from school reports; progress to be tracked ½ termly Pupil Progress meetings to identify strengths and specific next steps for the individual	£8,647 Eklan staff, £11,958; T/A staff

ii. Targeted support

Action	Intended outcome	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
Manage the 'The Nest' as a support network for children eligible for Pupil Premium to access	Enable children who struggle in the whole class setting to achieve in smaller groups and to access the curriculum	Children eligible for Pupil Premium funding have far less behaviour incidents reports. These children are joining in with whole school lunch and break times, where this was not previously occurring; as a result, peer group relationships are being strengthened Academic progress is improving across reading, writing and mathematics	Purchase Boxhall profile subscription to map smaller steps of progress Continue programme of support in 'The Nest'; continue with rolling programme of support to enable all children needing to access it the opportunity	£35,925; staffing
All learners, including those eligible for Pupil Premium, to grasp key concepts relevant for their year group and to make progress at the rate of their peers	Targeted 1-2-1 and small group work, following main teaching to embed skills	Children eligible for Pupil Premium funding are making progress. Next steps in place for learners where accelerated progress is not present.	Training for 2 colleagues on Talk4writing; Achieving Greater Depth P.S.P.s (Personal Support Plans) will be in place for September Targets set from school reports; progress to be tracked ½ termly Pupil Progress meetings to identify strengths and specific next steps for the individual	£8,647 Eklan staff, £11,958; T/A staff

Speech and Language throughout the Early Years (Pre-school to end of Reception)	Elklan trained T/A to do Speech and Language sessions in E.Y.F.S. E.C.A.T. to take place	The gap between children eligible for Pupil Premium funding and those who are not is decreasing; trend needs to continue	Continue. Top up training through the year. Research capacity for 2 colleagues to carry out Elkan.	£11,958; T/A staff
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iii. Other approaches

Action	Intended outcome	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
Access to extracurricular activities – trips and residential.	To continue; Charging Policy; when a child is eligible for the Pupil Premium funding; above £5 day trips/50% residential school can support the children.	Children access activities beyond their normal experience. More children can access residential fieldtrips Increase in confidence and self-esteem of children.	Monitoring of budget through Pupil Premium department code (training needed for new Head Teacher now in post). Review charging policy with governing body every 12 months.	As and when trips are organised

6. Planned expenditure

Academic year

2019/2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Provide newly assigned S.E.N.D.co to a mentor; experienced S.E.N.D.co from another school (supply cover)	Develop further confidence and impact to the support of children on S.E.N.D. register (many of them eligible for Pupil Premium)	Develop skills, experience, confidence in supporting class teachers with strategies and for completing relevant paperwork to provide/apply for support for our children with most need and to reduce the progress and attainment gap with children eligible and those not eligible for Pupil Premium.	Monitor impact through progress and attainment (reported strategies of support from S.E.N.D.co to teachers), reports through Pupil Asset, discussions with class teachers, effective reintegration of children from 'The Nest' to mainstream classrooms	Head Teacher; Jordan Risebrow and S.E.N.D.co; Stuart Purnell	December 2019
Audit resources for English and Mathematics through the school, ensuring children have access to a range of resources to suit their learning strategies	To ensure children eligible for the Pupil Premium funding have access to the needed resources in order to demonstrate their optimum potential	To close the progress and attainment gap between learners who are eligible and not eligible for the Pupil Premium funding.	Monitor impact through progress and attainment (reported strategies of support from S.E.N.D.co to teachers), drop-ins and observations, discussions with children about their learning and self-assessment of progress	Mathematics and English curriculum teams, Head Teacher; Jordan Risebrow	December 2019

Total budgeted cost; £8,000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Educational Psychologist package purchased	To enable children eligible for Pupil Premium to have access to what they need to achieve socially, emotionally, behaviourally and educationally	For all children to achieve their optimum progress and attainment, to close the progress/attainment gap between children eligible and those not eligible for Pupil Premium funding	Effective staffing will be monitored to suit the needs of the children. Monitor impact through progress and attainment (reported strategies of support	S.E.N.D.co; Stuart Purnell	December 2019

Manage the 'The Nest' as a support network for children eligible for Pupil Premium to access	Enable children who struggle in the whole class setting to achieve in smaller groups and to access the curriculum	Develop resilience, self-regulation, relationships with peers and to ensure challenge is pitched to allow all children eligible for Pupil Premium to achieve in-line with their peers	from S.E.N.D.co to teachers), reports through Pupil Asset, discussions with class teachers, effective reintegration of children from 'The Nest' to mainstream classrooms	Head Teacher; Jordan Risebrow, Deputy Head Teacher; Suzanne Winter and S.E.N.D.co; Stuart Purnell	December 2019
Integrate children working in 'The Nest' each morning into mainstream learning, in order to support other children eligible for Pupil Premium to access support for social, emotional and behavioural support in the afternoons	Enable children who struggle in the whole class setting to achieve in smaller groups and to support the management of their own emotions and to develop resilience and self-regulation	Develop resilience, self-regulation, relationships with peers and to ensure challenge is pitched to allow all children eligible for Pupil Premium to achieve in-line with their peers			December 2019
Continue Elkan support for children needing support with speech and language difficulties Research into additional colleague taking the Elkan training	To continue to narrow the gap between children eligible for Pupil Premium funding and those who are not	Develop communication and understanding skills	Monitor impact through progress and attainment, including Boxhall profiles, which will map small steps of progress	S.E.N.D.co; Stuart Purnell	December 2019

Total budgeted cost; £36,985

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Recruit admin colleague	Paperwork, including L.A.C. reviews and pupil premium reports, completed to allow L.A.C. co-ordinator more time to attend meetings, complete assessments and follow up progress	Additional funding applied for and approved from Virtual Schools to support Hemsby Primary School in the administration of paperwork for pupil premium children, including looked after children, children and with special educational needs.	Evidence of impact will be seen from the progress of the children, due to support from L.A.C. leader (support of children and colleagues) from admin colleague leading paperwork side of the role.	Jordan Risebrow; Head teacher	December 2019
Specific children allocated 1-2-1 T/A to support during lunchtimes	Develop social, communication and emotional skills, particularly safe, non-violent interaction with peers	To ensure all learners are included in social activity and that social boundaries and challenges for individual children are broken down to allow the child to maintain positive peer relationships.	Monitor day by day, track progress through Pupil Asset, maintain home/school book to keep carers in the loop, monitor impact of positive behaviour in class and small group work, as well as progress and attainment in academic achievements.	S.E.N.D.co Stuart Purnell	Half termly
1-2-1 specialist T/A colleague recruited to support L.A.C. in Year 3	Support individual with social, emotional, behavioural and educational needs, allowing child access to the curriculum	To ensure all learners are included in social activity and that social boundaries and challenges for individual children are broken down to allow the child to maintain positive peer relationships.	Monitor day by day, track progress through Pupil Asset, maintain home/school book to keep carers in the loop, monitor impact of positive behaviour in class and small group work, as well as progress and attainment in academic achievements.	S.E.N.D.co Stuart Purnell	Half termly

Purchase subscription for Boxhall profile	To assess children social, emotional and behavioural development, and to understand what lies behind this can make all teachers much more confident in their class management.	To ensure all children get targeted specific support through P.S.P. documentation and follow on intervention work, from good quality first teaching	Track progress through half termly assessments and six week Boxhall profile reviews	S.E.N.D.co Stuart Purnell	Half termly
Up to 22 colleagues signed up for 'Mental Health in Children and Young People N.V.Q.'	To understand the signs of children in distress and have a bank of effective strategies to support them	To ensure all children, including those children who are eligible for Pupil Premium funding to be supported socially, emotionally and mentally and to prepare them for learning, as well as develop their resilience of challenging emotional, social and educational challenges.	Each unit (of which there are 5) of the N.V.Q. must be submitted and marked to ascertain learning competency. Head Teacher will monitor impact through behavioural records through Pupil Asset, which should impact positively on progress and attainment	Up to 22 colleagues, led by Jordan Risebrow; Head Teacher	December 2019
Continue to support funding for trips and visits for children eligible for the Pupil Premium funding.	To continue; Charging Policy; when a child is eligible for the Pupil Premium funding; above £5 day trips/50% residential school can support the children.	Children access activities beyond their normal experience. More children can access residential fieldtrips Increase in confidence and self-esteem of children.	Monitoring of budget through Pupil Premium department code (training needed for new Head Teacher now in post). Review charging policy with governing body every 12 months.	Head Teacher; Jordan Risebrow	Annually, as per policy refresh and updates cycle

Total budgeted cost; £30,000