

Pupil premium Strategy/Self-Evaluation (Primary)

1. Summary information					
School	Hemsby Primary School				
Academic Year	2020-	Total P.P. budget	£72,925	Date of most recent P.P. Review	September
Total number of pupils	155	Number of pupils eligible for P.P.	41	Date for next internal review of this strategy	September 2021

2. Current attainment		
Due to the Coronavirus pandemic we do not have end of year data for 2020	<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		
% making expected progress in reading (as measured in the school)		
% making expected progress in writing (as measured in the school)		
% making expected progress in mathematics (as measured in the school)		

3. Barriers to future attainment (for pupils eligible for Pupil Premium funding)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

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. This has been further impacted by lockdown.
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.
E.	Lockdown has negatively impacted on children's mental health and well being
F.	Some children did not engage with home learning during lockdown, further widening the gap

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Children who require speech and language intervention will be identified quickly,	Children's speech and language will improve and they will make good
B.	Improved social/emotional skills for all children. Specific interventions are in place for identified children.	Children will access their education without disruption. Reduced exclusions.
C.	Improved independence and emotional understanding. Specific interventions in place for identified children	Children will feel supported
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.	Children will have good mental health which in turn will enable them to access their education successfully	Children are able to discuss their feelings and have strategies to help them to manage their emotions
F.	Children will catch up with missed learning	Gaps in children's learning are identified and content and skills that have been missed are taught and revisited

5. Review of expenditure				
Previous Academic Year		2019/2020		
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

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)	The SENDCo was not linked up with an external mentor however the new headteacher (February half Term) is an experienced SENDCo. The SENDCo successfully bid for additional funding for the Spring Term and has developed a sound understanding of need across the school.	Ensure succession planning is in place. The wider leadership team to have an understanding of how funding works and can be applied for.	
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	This target was not met due to unstable leadership. Maths is a priority for the SIDP 2020-2021	Resources need to be centralised Subject leaders need to have subject budgets	
				Total budgeted cost £8000
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

Educational Psychologist package purchased	To enable children eligible for Pupil Premium to have access to what they need to achieve socially, emotionally,	EPSS provided support for two children	Fully research available resources to ensure we access the highest quality. EPSS resource that was not used to be carried forward to 2020-2021	
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	The Nest provided support up until lockdown, External reports evidenced that this was successful for some children. The staff from The Nest did not attend from March until July due to shielding	Consider how The Nest can be managed post Covid to also ensure quality first teaching and inclusive practise.	
Integrate children working in 'The Nest' each morning into mainstream learning, in order to support	Enable children who struggle in the whole class setting to achieve in smaller groups and	The Nest provided support up until lockdown, External reports evidenced that this was successful for some children. The staff from The Nest did not attend from March until July due to shielding.	Consider how The Nest can be managed post Covid to also ensure quality first teaching and inclusive practise.	
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	Interventions in place until school closures in March, therefore limited impact	Speech and language intervention will continue within bubbles where possible. NELI training for Early Years staff January 2021.	

Total budgeted cost: £36,985

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
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	LAC administrator employed for the Autumn Term whilst the Deputyhead was on secondment.	Having an identified co-ordinator can positively impact the organisation of resources budget allowing	
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	Children supported to be successful at lunchtimes, keeping themselves and others safe.	This is an invaluable resource for those children that struggle during this unstructured time	

<p>1-2-1 specialist T/A colleague recruited to support L.A.C. in Year 3</p>	<p>Support individual with social, emotional, behavioural and educational needs, allowing child access to the curriculum</p>	<p>This provision changed during the year. Two year 3 children were supported part time and spent part time in nurture. One LAC child was supported to return during lockdown.</p>	<p>This was successful where the skills of the supporting adult matched the needs of the child. We need to be aware of a child not becoming too reliant on their 1:1 support</p>	
<p>Purchase subscription for Boxhall profile</p>	<p>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.</p>	<p>Children who attended the Nest were assessed</p>	<p>This would be a useful whole school screening tool if admin time was available</p>	
<p>Up to 22 colleagues signed up for 'Mental Health in Children and Young People N.V.Q.'</p>	<p>To understand the signs of children in distress and have a bank of effective strategies to support them</p>	<p>Staff completed the training</p>	<p>Staff feel more confident and knowledgeable about child mental health</p>	

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.	Trips and residential were fully refunded due to the Coronavirus pandemic.	N/A	
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Total budgeted cost £30,000

6. Planned expenditure

Academic year

2020-2021

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?
Adopt a whole school Maths Mastery approach	Improve progress and attainment in Maths	Maths was identified as an area for development by Ofsted (October 2019)	Join Angle Maths hub to access support and training by joining the mastery readiness programme Monitor pupil/parent/staff and governor views. Monitor pupil	David Brodey	Action plan to be reviewed half termly

Identify whole school topics which address cultural capital	To provide children with lived experiences which equip them for the future and broaden their thinking.	Due to the coronavirus pandemic we will have broad whole school topics each term to unify the school as well as focussing on children's lived experiences in the Hemsby area alongside developing global awareness.	Planning with the whole staff – year group bubbles planning together and monitoring	Sian Harmer Lisa Beales	Termly
To deliver remote learning to children who are self-isolating (subscription costs) Sumdog Times tables rockstars Night Zookeeper	For all children to access high quality education through the Coronavirus pandemic	Resources to support the curriculum that can be accessed by children at home as a supplement to remote and face to face learning	Children will be provided with log in details and use monitored through Class Dojo	Class teachers	Termly

Total budgeted cost; £6000

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?
Training and delivery of NELI	Early identification of speech and language needs in Nursery and Reception followed by targeted intervention	Use of an evidence based intervention to identify and address early speech and language needs	Provide time for training to be accessed by two staff members, overseen by the Early years lead.	Lisa Beales	Summer 2021

Early Literacy Support intervention	Children have regular support for their social and emotional well being	Trained staff support children using an evidence based intervention	Guidance from class teachers overseen by the SENCo	Stuart Purnell	Termly
Daily Sensi circuits	Children have an active and focussed start to each day	Trained staff deliver an evidence based intervention to assist children with transition	Guidance from class teachers and overseen by the SENCo	Stuart Purnell	Termly
Daily support for Dyslexia Gold	Identified children to have support with english	Evidence based intervention to identify children with dyslexic traits and to provide targeted support	Guidance from class teachers and overseen by the SENCo	Stuart Purnell	Termly

TA interventions delivered within bubbles	Children provided with targeted support for academic and social and emotional needs as identified by class teachers	Each class bubble to have staff to support 1:1 and small group activities for curriculum areas and to assist with social and emotional well being	Guidance from classteachers and overseen by the head and SENCo	Sian Harmer	Termly
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Total budgeted cost; £55,283

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?
TA to assist with the FSP process and working with parents	Joined up approach between home and school to support children and their parents	A growing number of families in need due to the pandemic and a point of contact for parents and their children	Overseen by Sian Harmer and Lisa Belaes	Sian Harmer	Termly
Accelerated Reader in school and remotely at home	To identify how well children are comprehending their reading Children can access quizzes remotely	Evidence based online testing for children's comprehension	Monitored by class overview sheets by Jane Annison	Lisa Beales	Termly

TA training £400 plus release time	To improve consistency of approach in English and maths across the school	To provide consistent across year group training for maths and english	Monitoring	Sian Harmer Lisa Beales	Termly
Total budgeted cost; £11,808					