

# Pupil Premium Strategy – Hemsby Primary School



1. Summary information					
School	Hemsby Primary School				
Academic Year	2018/19	Total PP budget	£64, 680	Date of most recent PP Review	July 2018
Total number of pupils	187	Number of pupils eligible for PP	49	Date for next internal review of this strategy	Dec 2018

2. Current attainment									
	PP KS2 2017 (Sch)	'Other' National 2017	Year 5 internal data (from starting point)	Year 4 internal data (from starting point)	Year 3 internal data (from starting point)	PP KS1 2017 (Sch)	'Other' National 2016	Year 1 internal data (from starting point)	Year R GLD
% achieving in reading, writing and maths	30%					50%	64%		33%
Good Progress in reading	-2.43	0.33	100%	86%	75%	90%		75%	
Good Progress in writing	- 5.89	0.18	60%	57%	58%	80%		50%	
Good Progress in maths	0.06	0.29	100%	57%	67%	80%		75%	

	PP KS2 2017 (Sch)	'Other' National 2017	Year 5 internal data	Year 4 internal data	Year 3 internal data	PP KS1 2017 (Sch)	'Other' National 2016	Year 1 internal data	Year R GLD
EXS+ in reading	30%		100%	71%	75%	75%	62%	50%	57%
EXS+ in writing	40%		40%	50%	85%	50%	53%	50%	29%
EXS+ in maths	70%		100%	57%	67%	75%	60%	50%	57%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Speech and Language are low on entry to pre-school and Reception for PP and other pupils. This translates in to poor literacy skills.	
<b>B.</b>	Social and emotional needs of some PP groups impacts on attitudes to learning and social skills/interaction with others.	
<b>C.</b>	Independence and understanding emotions impacts on PP wellbeing.	
<b>D.</b>	Understanding of key concepts in Maths and Literacy for PP (and PP/SEN) need instant and consistent re-enforcing.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Access to trips and residential trips.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in EYFS and Key Stages.	Pupils eligible for PP in Pre-school and Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B.</b>	Improved social and emotional skills displayed by PP children and others.	Less behaviour reports logged on Pupil Asset with severity levels low. Improved engagement reported in lessons and outside. Children able to talk about their feelings. Closing the gap on the Boxhall Profile.
<b>C.</b>	Improved independence and emotional literacy.	Children able to make decisions for themselves and function independently. Nurture provision to allow greater access to pupils during the school day and break/lunchtime.
<b>D.</b>	Key concepts are grasped to ensure gaps in knowledge can be plugged. Gaps between PP and others show diminishing difference.	Children's understanding of key objectives is secure leading to increased rates of progress from individual starting points.
<b>E.</b>	Children access day trips and residential trips (those wishing to go away). Increased uptake for PP chn.	All those wishing to go on trips can access these with financial support through the pupil premium.

5. Planned expenditure					
Academic year		2018/19			
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?
D. Increased writing progress and attainment across the school	Talk 4 Writing through the Primary Writing Project from pre-school to reception.	Successful approach nationally – focussing on speaking and learning texts together, modelling and support. Imitation, Invention, Innovation. Must lead to great independence.	Lesson observations, pupil perceptions, learning walks. Pupil progress meetings Data drops three times yearly.	ES	
				<b>Total budgeted cost</b>	£2000 (staff training updates)
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?
D: Key concepts are grasped to ensure gaps in knowledge can be plugged. Gaps between PP and others show diminishing difference.	Targeted 121 support after lessons by TAs to ensure understanding and misconceptions are corrected.	Rates of progress increasing. Many children are coming from a low starting place so meeting national standards by Year 6 are challenging. How can we show small steps of progress?  Excellent use to TA time	SEN PP through Provision mapping Pupil Asset Multi ticking. Monitoring through TA discussion and Pupil Progress Meetings.	ES/SW	

<p>B and C: Chn access high quality support for social/emotional/mental health need.</p> <p>A: Speech and Language throughout the Yearly Years (Pre-school to end Reception)</p>	<p>Chn access the Boxhall Profile. Gaps in pre-school identified and diminished through high quality Nurture practitioners. Dedicated Nurture space. Gaps narrowed through class teacher.</p> <p>Eiklan trained TA to do Speech and Language sessions in EYFS. ECAT to take place</p>	<p>Using Boxhall Profile to identify gaps in child early development. Working in partnership with Nurture For All. Inclusion is a high priority due to the context of the school.</p> <p>Use of ECAT to track progress from baseline to end point. Low entry levels of speech and language is a trend in HPS EYFS. Narrow this gap to have impact on children's Reading and Writing as they move through the school.</p>	<p>Boxhall Profile reviewed termly/ Monitor behaviour records.</p> <p>Data impact from baseline to end of year.</p>	<p>SW</p> <p>ES</p>	
<b>Total budgeted cost</b>					<p>£35925 (Nurture staff) £1000 (training) £150 (Boxhall) £8647 Eklan staff £11958 TAs</p>
<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>
<p>E. Access to extra-curricular activities – trips and residential.</p>	<p>When criteria is met for PP in charging policy – above £5 day trips/50% residential school can support the children.</p>	<p>Children access activities beyond their normal experience. More children can access residential fieldtrips Increase in confidence and self-esteem of children.</p>	<p>Monitoring of budget through PP department code. Review charging policy with governing body.</p>	<p>ES</p>	
<b>Total budgeted cost</b>					<p>£5000</p>

6. Review of expenditure				
Previous Academic Year		2017/18		
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
A. Improved oral language skills in EYFS and the school. Improved progress for all pupils.	<p>Purchase and implement Talk 4 Writing across the school through the Primary Writing Project.</p> <p>Whole school approach from preschool to Year 6.</p> <p>Elklan trained TA to do Speech and Language sessions in EYFS. ECAT to take place</p>	<p>Talk 4 Writing has been successfully implement. Drop ins and observations show it working across the school – pre-school to Year 6.</p> <p>100% of Reception cohort achieved GLD in Speaking</p> <p>ECAT data shows good progress in pre-school and reception.</p> <p>Elklan trained TA attending sessions in pre-school and reception successfully.</p>	<p>Continue with approach – will take time to have an impact at the end of Year 6.</p> <p>High SEN cohort in Year 6 effecting data.</p>	£12,000
ii. Targeted support				
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
D. Key concepts are grasped to ensure gaps in knowledge can be plugged. Gaps between PP and others show diminishing difference.	Targeted 121 support after lessons by TAs to ensure understanding and misconceptions are corrected.	<p>Rates of progress increasing. Many children are coming from a low starting place so meeting national standards by Year 6 are challenging. How can we show small steps of progress?</p> <p>Good use to TA time</p>	Purchase of small step assessment tool.	£30,000

B. Improved social and emotional skills displayed by PP children and others.	Twice weekly small group sessions of Nurture for specific PP and other pupils.	Good impact. For small group of children, a big reduction in behaviour incidents and increased engagement in school eg communication with adults, following the Golden Rules etc	Expansion of Nurture required.	
C. Improved independence and emotional literacy.	Purchase and implementation of PATHs (Promoting Alternative Thinking Strategies) from Year R to 6.	Children are referring to the PATHs language eg doing turtle. Impact from PATHs analysis shows an increase in awareness of the children	Continue with PATHs – potential PATHs model school.	

### 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
D. Increased attendance rates	Office staff monitor and report attendance fortnightly. PSA working with office staff to hold support panels where needed.	<p>Gap:</p> <p>2017/18 PP 94.25, Other 95% Gap = 0.75</p> <p>2016/17 PP 94.9%, Other 95.2% Gap = 0.3</p> <p>2015/16 PP 93.05%, Other 94.25% Gap 1.2</p>	<p>'Hard' approaches have not been successful for the school nor families. Open, honest and supportive approaches have been the most successful.</p> <p>School secretary and PSA working together has been really successful.</p>	£5000