

Pupil Premium Strategy Statement : Hemblington Primary School Overview

Metric	Data
School name	Hemblington Primary School
Pupils in school	154
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£22,140
Academic year or years covered by statement	2020-2021
Publish date	31/08/21
Review date	31/08/22
Statement authorised by	Kendra Collier
Pupil premium lead	Kendra Collier
Governor lead	Paul Tacon

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	National tests cancelled due to COVID-19
Writing	
Maths	

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	National tests cancelled due to COVID-19
Achieving high standard at KS2	

Measure	Activity
Priority 1	To provide consistent, high quality teaching for all, including the most disadvantaged pupils across the school, ensuring children make good or better progress from their baseline.
Priority 2	To ensure swift and effective targeted support is identified and put in place where needed.
Priority 3	To ensure wider strategies are in place to support pupils' social, emotional and behavioural needs.
Barriers to learning these priorities address	<ul style="list-style-type: none"> ● Language and literacy skills ● Mathematical fluency ● Behaviours for Learning: ● Motivation and engagement ● Understanding metacognition. ● Self-efficacy (for example self-organisation, motivation, confidence, concentration, aspiration, resilience) ● Limited experiences outside of school ● Raising aspirations ● Ensuring staff use evidence-based whole-class teaching interventions ● Attendance and vulnerable groups ● Impact of COVID-19

Projected spending	£22,140
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Children make good or better progress from their baseline in September 2020.	July 2021
Progress in Writing	Children make good or better progress from their baseline in September 2020.	July 2021
Progress in Mathematics	Children make good or better progress from their baseline in September 2020.	July 2021
Phonics	Children make good or better progress from their baseline in September 2020.	July 2021
Other	Focus on SCARF (Safety, Caring, Achievement, Resilience and Friendship)	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at the end of Year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Effective mapping of knowledge and skills across all subjects.</p> <ul style="list-style-type: none"> • Subject lead training and support and time given to develop.
Priority 2	<p>Effective assessment strategies in place to ensure early identification of need and swift targeted support in place.</p> <ul style="list-style-type: none"> • NFER Tests • No More Marking • Phonics Assessment • Dyslexia Screener • Nuffield Early Language Intervention • Sound Discovery • Nessy • Targeted Reading Support • Maths Mastery
Priority 3	<p>To develop an effective whole school approach to social and emotional development.</p> <ul style="list-style-type: none"> • Implementation of new PSHE programme of learning SCARF (Safety, Caring, Resilience, Achievement, Friendship). • Additional targeted support for nurture provision. • Restorative approach to behaviour management. • STEPS training for all staff
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Language skills and comprehension skills • Mathematical fluency in arithmetic • Issues with self-efficacy (for example self-organisation, motivation, confidence, concentration, aspiration, resilience) • Attendance and vulnerable groups • Impact of COVID-19
Projected spending	£15,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Supporting pupils' social, emotional and behavioural needs.</p> <ul style="list-style-type: none"> • Additional MSAs for lunchtime provision • Implementation of new PSHE programme of learning SCARF (Safety, Caring, Resilience, Achievement, Friendship). • Use of Benjamin Foundation for additional pastoral support. • Use of Premier Sport Wellbeing/Healthy Lifestyles Sessions across the school • Subsidised payment for residential visits and other trips. • Mental Health First Aiders trained. • Wellbeing Champion appointed.
Priority 2	<p>Increasing parental engagement through:</p> <ul style="list-style-type: none"> • Online parent forums, including the Tea at Two events and Meet Me In The Marquee. • Increasing parental surveys • Signposting and parent information sessions • Use of Google Classroom as a platform for communication as well as learning • Move from fortnightly to weekly newsletters
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of focus and confidence due to poor mental health and wellbeing • Multiple-vulnerable groups and external family factors (including families affected by lockdowns/restrictions due to Covid 19) • Attendance and vulnerable groups
Projected spending	£7, 140

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Time constraints for professional development and time to plan, do, review new approaches.</p> <p>High level of part time teaching staff</p> <p>Staff mobility (including those affected by restrictions due to Covid 19).</p> <p>School closures and staff shortages due to COVID-19.</p>	<p>Additional time given to teaching staff to support implementation.</p> <p>Blended Learning Staff CPD including: GoogleClassrooms, Oak Academy</p> <p>Adapting working arrangements for staff who needed to work from home.</p> <p>Training for remote learning and home working including use of G Suite, Drive, Google Meets.</p>
Targeted support	<p>Usual school interventions affected by restrictions to staff movement between 'bubbles' due to Covid 19 risk assessment.</p> <p>Support staff isolating or shielding impacting on support.</p>	<p>Staff CPD to upskill TAs in interventions they are new to, so that these can still take place in 'bubbles'.</p> <p>Online Sound Discovery training.</p> <p>A toolkit of training for TAs to undertake if needed to isolate or shield.</p>
Wider strategies	<p>Impact of Covid 19 and restrictions on families' wellbeing.</p>	<p>Signposting families to sources of early help. Use of MASP and FSP process.</p> <p>Use of additional parental questionnaires to identify where support is needed.</p> <p>Regular online parent forum-Tea at Two.</p>

		Additional wellbeing support in place with x3 Mental Health First Aiders and Wellbeing Champion in place.
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Review: last year's aims and outcomes

Aim	Outcome
<p>Priority 1: To provide consistent, high quality teaching for all, including the most disadvantaged pupils across the school, ensuring children make good or better progress from their baseline.</p>	<p>The majority of disadvantaged pupils made good or better progress from their September baseline.</p> <p>EYFS, KS1 & KS2 national tests were suspended in 2020-2021 due to the disruption caused by COVID-19 and school closures.</p> <p>During national school closures, high quality teaching continued online supported by an effective system of online training and monitoring in place.</p> <p>Children returned to school and settled back quickly to routines, expectations and learning.</p>
<p>Projected Spend:</p>	<p>Actual Spend Total: £5000 Staffing and Training costs £5000</p>
<p>Priority 2: To ensure swift and effective targeted support is identified and put in place where needed.</p> <ul style="list-style-type: none"> ● Effective assessment strategies in place to ensure early identification of need and swift targeted support in place. 	<p>Prior to national school closures structured interventions took place including:</p> <ul style="list-style-type: none"> ● NELI ● Sound Discovery, ● Reading Support ● Nessy <p>During closures, the school ensured provision of tools to support academic learning at home/school,</p> <ul style="list-style-type: none"> ● Access to devices ● Targeted online support ● NTP ● Speech to text tools <p>CPD was also given in GoogleClassrooms and G Suite, so that teachers and support staff could continue to provide online learning for pupils during the national school closures.</p>
<p>Projected Spend</p>	<p>Actual Spend Total: £10000 NFER £859 Intervention/Support Staff, Training and Additional Costs £9,141</p>
<p>Priority 3: To ensure wider strategies are in place to support pupils' social, emotional and behavioural needs.</p> <ul style="list-style-type: none"> ● Supporting pupils' social, emotional and behavioural needs. ● Increasing parental engagement 	<p>Children are now more able to manage their emotions, self regulate and the majority are motivated to engage in and improve their learning.</p> <p>The SCARF programme is supporting pupils to learn how to be safe, cared for, resilient, able to maintain friendships and achieve.</p>

	<p>Additional support is given to children with additional needs in relation to SEMH (Social, Emotional, Mental Health) through the Benjamin Foundation, Mental Health First Aiders and the Wellbeing Champion.</p> <p>Parents feel that communication within the school has improved and engagement is high.</p>
Projected Spend	<p><u>Actual Spend Total: £7, 140</u></p> <p>Benjamin Foundation £1,680</p> <p>SCARF £355</p> <p>Subsidised Trips £350</p> <p>Additional MSA support £ 780</p> <p>Teacher/Support Staff & Additional Costs £3975</p>