

## Pupil Premium Strategy Statement : Hemblington Primary School Overview

Metric	Data
School name	Hemblington Primary School
Pupils in school	146
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	£22,760
Academic year or years covered by statement	2021-2022
Publish date	31/08/21
Review date	31/08/22
Statement authorised by	Tina Jarman
Pupil premium lead	Tina Jarman
Governor lead	Peter Lambl

### 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
Pass the phonic check end of Year1
Meeting expected standard at KS1
Meeting expected standard at KS2
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"> <li>● Language and literacy skills</li> <li>● Mathematical fluency</li> <li>● Behaviours for Learning:</li> <li>● Motivation and engagement</li> <li>● Understanding metacognition.</li> <li>● Self-efficacy (for example self-organisation, motivation, confidence, concentration, aspiration, resilience)</li> <li>● Limited experiences outside of school</li> <li>● Raising aspirations</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensuring staff use evidence-based whole-class teaching interventions</li> <li>• Attendance and vulnerable groups</li> <li>• Impact of COVID-19</li> </ul>
Projected spending	£22,760

#### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Children make good or better progress from their baseline in September 2021.	July 2022
Progress in Writing	Children make good or better progress from their baseline in September 2021.	July 2022
Progress in Mathematics	Children make good or better progress from their baseline in September 2021.	July 2022
Phonics	Children make good or better progress from their baseline in September 2021.	July 2022
Other	Focus on SCARF (Safety, Caring, Achievement, Resilience and Friendship)	July 2022

**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	Quality first teaching with teachers using effective scaffolding in all lessons in order that all children meet expected outcomes in lessons.
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"> <li>• NFER Tests</li> <li>• No More Marking</li> <li>• Phonics Assessment</li> <li>• Dyslexia Screener</li> <li>• Precision teaching</li> <li>• Nuffield Early Language Intervention</li> <li>• Sound Discovery</li> <li>• Nessy</li> <li>• Targeted Reading Support</li> <li>• Maths Mastery</li> </ul>
Priority 3	<p>To develop an effective whole school approach to social and emotional development.</p> <ul style="list-style-type: none"> <li>• Embedding of new PSHE programme of learning SCARF (Safety, Caring, Resilience, Achievement, Friendship).</li> <li>• Wider curriculum opportunities (e.g. learning an instrument)</li> <li>• Additional targeted support for nurture provision.</li> <li>• Restorative approach to behaviour management and implementation of new behaviour policy, building on reward.</li> <li>• STEPS training for all staff</li> <li>• Support from the trust to ensure all staff are working using consistent methods</li> <li>• Opportunities for visits, residentials and team building</li> </ul>

Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Language skills and comprehension skills</li> <li>• Mathematical fluency in arithmetic</li> <li>• Issues with self-efficacy (for example self-organisation, motivation, confidence, concentration, aspiration, resilience)</li> <li>• Attendance and vulnerable groups</li> <li>• Impact of COVID-19</li> </ul>
Projected spending	£17,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Supporting pupils' social, emotional and behavioural needs. <ul style="list-style-type: none"> <li>• Implementation of new behaviour policy to ensure pupils feel poor behaviour and bullying behaviour is addressed</li> <li>• Additional MSAs for lunchtime provision</li> <li>• Embedding of new PSHE programme of learning SCARF (Safety, Caring, Resilience, Achievement, Friendship).</li> <li>• Use of Benjamin Foundation for additional pastoral support.</li> <li>• Use of Premier Sport Wellbeing/Healthy Lifestyles</li> <li>• Subsidised payment for residential visits and other trips.</li> <li>• Mental Health First Aiders trained.</li> <li>• Wellbeing Champion to be appointed.</li> <li>• Pupil surveys to ensure pupils feel listened to and that new stuff is working</li> </ul>
Priority 2	Increasing parental engagement through: <ul style="list-style-type: none"> <li>• More opportunities for parents to come on site - class assemblies, sports day picnic, family bbq etc.</li> <li>• Increasing parental surveys</li> <li>• Signposting and parent information sessions</li> <li>• Use of Google Classroom as a platform for communication as well as learning</li> <li>• Move from fortnightly to weekly newsletters</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Lack of focus and confidence due to poor mental health and wellbeing</li> <li>• Multiple-vulnerable groups and external family factors (including families affected by lockdowns/restrictions due to Covid 19)</li> <li>• Attendance and vulnerable groups</li> </ul>
Projected spending	£5,760

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time constraints for professional development and time to plan, do, review new approaches. High level of part time teaching staff Staff mobility Staff shortages due to continuing covid-19. New staff during year - lack of continuity	Staff meetings with clear focus of improvement Briefings and inductions Cover well-known to the school and children

Targeted support	Interventions moved or cancelled due to staff cover for illness as high levels of covid still present. New children entering school with complex needs Ensuring wider curriculum doesn't have gaps	Staff CPD to upskill TAs in interventions they are new to Online Sound Discovery training. Ensuring skilled practitioners are employed
Wider strategies	Getting people 'on board' after Covid. Lack of motivation. Engagement	Signposting families to sources of early help. Use of MASP and FSP process. Use of additional parental questionnaires to identify where support is needed. Support from DSLs Whole school culture of listening

### Review: last year's aims and outcomes

Aim	Outcome
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>Percentage out of pp children achieving results (e.g. 4 Year 1 pp children so 2 children achieved phonic check - 50%)</p> <p>KS1 children are working pre-key stage and are currently on the SEND register Passed Year 1 Phonic check 50% pass (other 50% attend SRBs)</p> <p>KS2 results No pupil premium children</p> <p>Year 5 currently 33.3% on track for combined expected and 1 child (33.3%) SRB</p> <p>50% of pp on SEND register (3 children at SRBs) 3 new children on pp EAL (all making excellent progress with their acquisition of language)</p> <p>25% on track for expected standard end of key stage</p>
Projected Spend:	<b>Actual Spend £11639.00</b>
Priority 2: To ensure swift and effective targeted support is identified and put in place where needed. <ul style="list-style-type: none"> <li>Effective assessment strategies in place to ensure early identification of need and swift targeted support in place.</li> </ul>	<p>Structured interventions took place including:</p> <ul style="list-style-type: none"> <li>NELI</li> <li>Sound Discovery,</li> <li>Reading Support</li> <li>Nessy</li> <li>Precision teaching</li> <li>EAL</li> <li>Closing the gap writing support for Year 2 from teacher</li> </ul>

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Projected Spend	<b><u>Actual Spend £10694.79</u></b>
<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"> <li>● Supporting pupils' social, emotional and behavioural needs.</li> <li>● Increasing parental engagement</li> </ul>	<p>Behaviour of whole school has steadily improved and any issues around bullying behaviour are dealt with swiftly and pupil voice tells us children feel safe and listened to - they like the new behaviour systems</p> <p>Wider opportunities provided for children who would not have had them (residential, gymnastics, visits, karate, art club)</p> <p>Success in learning instruments</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	<b><u>Actual Spend £3381.58</u></b>  <b><u>Total Spend £25716.33</u></b>