

Pupil premium Strategy/Self-Evaluation (Primary)

1. Summary information					
School	Hemsby Primary School				
Academic Year	2021-2022	Total P.P. budget	£58,016	Date of most recent P.P. Review	September 2021
Total number of pupils	157	Number of pupils eligible for P.P.	36	Date for next internal review of this strategy	September 2022

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 <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. 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 (<i>including issues which also require action outside school, such as low attendance rates</i>)		
	Children's learning has been significantly disrupted due to the Coronavirus pandemic. Children have had very limited or no face to face teaching for half an academic year.	
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	2020-2021
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
Adopt a whole school Maths Mastery approach	Improve progress and attainment in Maths	Maths mastery was adopted throughout the school and Power maths used to teach both in school and remotely. Parent and staff survey showed that there was good engagement	We will continue with the approach and with our focussed work with the Angles maths Hub, with the addition of a new project for Reception and key stage 1	£6000 £1488
Identify whole school topics which address cultural capital	To provide children with lived experiences which equip them for the future and broaden their thinking.	Limited due to lockdown, our whole school focus on the local area was used as a basis for learning in the Autumn Term	Continue to plan for diversity and provide children with wider experiences, especially due to the impact of lockdown.	
To deliver remote learning to children who are self-isolating (subscription costs) Sumdog Times tables Rockstars Night Zookeeper Reading Cloud plus Picture News	For all children to access high quality education through the Coronavirus pandemic	The impact was high as shown by the parental survey on remote learning. Class Dojo and tapestry were used by nearly all pupils to communicate with teachers. Remote learning was delivered during lockdown and for the few children who were self-isolating when school was fully open	Learning can be delivered successfully remotely and will be used in the future for children self-isolating or should there be further school closures.	£772.80 £637 £655 £270 £140

Total budgeted cost
£9962.80

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

Training and delivery of NELI	Early identification of speech and language needs in Nursery and Reception followed by targeted intervention	Training took place in January 2021 for two teaching assistants (Reception and Nursery). The Reception TA delivered the intervention during the Summer Term 2021.	Begin NELI intervention straight away with Reception children in September 2021, provide further NELI support to children in year One who need support from September 2021 Deliver NELI to Nursery pupils from September 2021	£5852 £264
Early Literacy Support intervention	Children have regular support for their social and emotional well being	Regular ELSA sessions happened with children in KS2 when the children were at school. 1:1 and small group work with a TA for the identified children.	.	£5225
Daily Sensi circuits	Children have an active and focussed start to each day	Daily Sensi was run for children in KS2	Sensi circuits enable some children to have a good start to their day.	£8360
Daily support for Dyslexia Gold	Identified children to have support with english	Children accessed Dyslexia Gold when at school	Continue with Dyslexia Gold in September 2021	£6270

TA interventions delivered within bubbles	Children provided with targeted support for academic and social and emotional needs as identified by class teachers	Specific interventions were provided in school bubbles as identified by class teachers when the children were at school.	Nurture did not happen as TAs were with specific bubbles. Interventions were delivered within bubbles which limited what we could do and also where interventions could physically take place.	£32180
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Total budgeted cost: £58151

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
TA to assist with the FSP process and working with parents	Joined up approach between home and school to support children and their parents	.FSPs set up for families who needed them, support continued during lockdown with meetings held virtually.	We will continue to support FSPs – refresher training to be accessed for DSLs	£7296

Accelerated Reader in school and remotely at home	To identify how well children are comprehending their reading Children can access quizzes remotely	Children continued to access Accelerated Reader from home – some not full uptake	Continue with accelerated reader in school on return in September 2021	£2000
TA training £400 plus release time	To improve consistency of approach in English and maths across the school	Some TA training accessed – Lockdown prevented this fully as TAs were teaching in school and teachers doing remote learning	Review TA learning need September 2021	£400 £726

Total budgeted cost £10,422

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?
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Participate in mastering Number in Reception and KS1	Improve progress and attainment in Maths	Maths was identified as an area for development by Ofsted (October 2019)	Staff to attend training and to carry out maths lessons accordingly. Evaluate regularly with staff	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
Introduce and engage with Read Write Inc Phonics in Reception, KS1 and Lower KS2 (Nursery from Suumer)	To improve phonetic knowledge, blending and reading	The school did not have an evidence based single phonic programme in place. This is a Government requirement from Spring 2022	Staff to attend whole school training Lead teacher to work with a link RWI advisor Purchase materials and books Implement and evaluate RWI	Lisa Beales	Half termly
Engage with Power Maths and the Maths Mastery programme	Consistency and progression in mathematics across the school	Continue on the maths Mastery journey to ensure children achieve well in mathematics	Staff to attend whole school training Work with Angles maths Hub Use Power maths across the school	David Brodey	Half Termly

Total budgeted cost; £17862

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?
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Delivery of NELI	Early identification of speech and language needs in Nursery, Reception and yr 1 followed by targeted intervention	Use of an evidence based intervention to identify and address early speech and language needs	Daily NELI sessions for identified Reception and Yr 1 pupils, Nursery in the Summer Term..	Lisa Beales	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
Power Maths Intervention	All children to feel confident to do maths and to make progress	Some children require additional input through pre-teaching and 1;1 and group support	Guidance from class teachers and overseen by the SENCo	Stuart Purnell	Termly
1:1 support for individual children	Children who require additional support to access the curriculum are supported to do so	Some children require additional support to manage their behaviour and access learning	Guidance from class teachers and overseen by the SENCo	Stuart Purnell	Termly

Total budgeted cost; £40,579