

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Hintlesham and Chattisham C of E Primary School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£11639	<b>Date of most recent PP Review</b>	Sep 2020
<b>Total number of pupils</b>	87	<b>Number of pupils eligible for PP</b>	6	<b>Date for next internal review of this strategy</b>	July 2021

2. Current attainment		
2020 SATs	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving at expected in reading, writing and maths</b>	No SATs taken	No SATs taken
<b>progress in reading (Average of 3 years)</b>	No SATs taken	No SATs taken
<b>progress in writing (Average of 3 years)</b>	No SATs taken	No SATs taken
<b>progress in maths (Average of 3 years)</b>	No SATs taken	No SATs taken

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Loss of learning and emotional difficulties due to Covid lockdown
<b>B.</b>	Low levels of Reading, writing and maths
<b>C.</b>	Challenge for Higher Ability Pupils
<b>External barriers</b>	
<b>D.</b>	Attendance at wider school events eg clubs

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children to have a greater amount of adult time to support their learning either 1:1 or in small groups within QfT or intervention groups	Children's progress to accelerate to make up lost learning and to lessen gaps
<b>B.</b>	Children to have access to a wider range of appropriate texts (phonically and ability) through adult support in guided reading sessions	Reading progress to accelerate to lessen gaps
<b>C.</b>	Children to learn to develop their independence to facilitate challenge and aspiration in their learning	Pupil and parent survey results indicate high engagement/enjoyment in school life and aspiration levels increased
<b>D.</b>	Increase in attendance of PP children at clubs	Attendance for PP children is in line with non-pp children

5. Planned expenditure					
Academic year	2020 - 21				
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.					
<b>i. Quality of teaching for all</b>					
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?
Accelerated progress to towards end of year expected levels	Higher staffing levels in classes including to ensure more 1:1 or small group work including staffing of KS1 RWI and interventions	Higher staffing levels in classes will allow for more time spent with teaching staff in smaller groups. Also, 1:1 or small group targeted intervention is proven to increase the rate of progress.	Classroom observations, CT record, pupil progress meeting focus, children's progress	CT, HT	Termly pupil progress meetings with half termly informal data checking by HT plus HT drop ins.
<b>Total budgeted cost</b>					6,000
<b>ii. Targeted support</b>					
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?
Targeted interventions to address gaps in learning, lost learning due to Covid lockdown to accelerate progress and to deal with misconceptions	1:1, 1:2 or small group intervention work by CT, HT and TA	Gap filling improves confidence and self-esteem allowing for accelerated progress over time. High quality intervention will ensure this happens,	Monitoring of interventions by CT & HT with a focus in pupil progress meetings	CT, HT	Termly pupil progress meetings with half-termly Informal HT data monitoring
Reading progress to accelerate	High profile 1:1 daily reading	Regular practise in addition to reading at home will improve fluency to allow for greater comprehension leading to improved self-esteem	Monitoring of records by CT	CT	Termly pupil progress meetings with half-termly Informal HT data monitoring
Phonics teaching in small groups via RWI scheme to support individuals.	Small group to ensure more individual time working at a more precise level.	Small group teaching via the RWI scheme used consistently has proven successful with the children here from September 2019.	Monitored by KS1 & EYFS Lead as well as English Lead and HT.	CT, ESL, HT	Four weekly phonics assessments
<b>Total budgeted cost</b>					4,439

<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>
Raise self-esteem by ensuring children have appropriate uniform and curriculum supplies	Budget allocated for uniform and supplies	Children are not made to feel different because of their uniform or lack of equipment	Observations by staff and HT	Admin Staff	Termly
Raise attendance at extra-curricular activities (clubs and trips) by ensuring payment is not a barrier	Budget allocation for extra-curricular activities	Children able to participate in extra-curricular activities equally with peers	Monitoring by HT	Admin staff	Termly
Wellbeing and mental health become less of a barrier to learning	ELSA trained member of staff to deliver support to identified children	Good mental health and positive wellbeing improved to allow the children to access the learning in their classrooms more easily. This also impacted on the learning of other children with less distractions and a greater whole class focus.	Observations by the SENCo and HT.	ELSA staff member & SENCo	Termly
Professional services to be procured to support any individual child in need.	SENCo to procure professional services when needed.	After the Covid lockdown more children will be in need of a variety of professional services to support them.	Monitored by SENCo and HT	SENCo and HT	Termly
<b>Total budgeted cost</b>					1300

<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>		<b>2019-20</b>			
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)		<b>Cost</b>
Accelerated progress towards end of year expected levels	Higher staffing levels in class to ensure more small group work	Children's self-esteem and level of engagement was raised in class through the use of a TA. Children across the school made progress. The amounts of progress were variable from child to child.	The amount of progress needs to be tracked more carefully at pupil progress meetings through the year. New CT's to be more aware of PPG children in class and to monitor their progress. Only two terms completed due to Covid 19. Continue with this target next year.		6000
<b>ii. Targeted support</b>					

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Gaps in learning filled to accelerate progress and to deal with misconceptions	1:1 or 1:2 intervention work by CT, HT and TA	Gaps in learning were filled and misconceptions dealt with as they arose. Children benefitted from this especially in upper KS2.	Roll out the good practise from upper KS2 across the school. Monitor impact regularly at pupil progress meetings. Only two terms completed due to Covid 19. Continue with this target next year.	2392
Reading progress to accelerate	High profile 1:1 daily reading	Reading daily in school in KS1 to an adult fully supported any reading completed at home by parents to further engage the individual children and to support them to progress with their phonic knowledge and application in reading. KS2 reading 1:1 also supported reading completed at home to engage in a love of reading approach	We will continue with this approach across the school to facilitate the love of reading in line with whole school focus. Only two terms completed due to Covid 19. Continue with this target next year.	800
Wellbeing and mental health become less of a barrier to learning	ELSA trained member of staff to deliver support to identified children	Good mental health and positive wellbeing improved to allow the children to access the learning in their classrooms more easily. This also impacted on the learning of other children with less distractions and a greater whole class focus.	This will be a whole school approach in September 2020 due to Covid 19 rather than specifically Pupil Premium.	400
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Raise self-esteem by ensuring children have appropriate uniform	Budget allocated for uniform	Some uniform bought in preparation for September 2019.	This needs to be promoted to parents further to ensure take up. Closed for one term due to Covid.	0
Attendance raised	Attendance monitored daily and calls made if children are not in school before 9:30.	Attendance was high across the school with no PPG children less than 95% attendance	Continue to monitor to ensure attendance remains high amongst non-PPG children (14.4% at less than 95% attendance).	100

Raise attendance at extra-curricular activities by ensuring payment is not a barrier	Budget allocation for extra-curricular activities	Children were able to participate in extra-curricular activities equally with peers.	This needs to be constantly promoted by the Office staff and HT in conversations with the parents to ensure that they make full use of the opportunity. More children will be eligible in September for a wider range of after school clubs when they move into KS1. Only two terms completed due to Covid 19. Continue with this target next year as one of the main foci of Outdoor Learning Club was cancelled due to the Covid 19 pandemic.	48
--	---	--	---	----