

# Pupil premium strategy statement (primary)

1. Summary information					
School	Hintlesham and Chattisham C of E Primary School (Outcome of spend 2020-21)				
Academic Year		Total PP budget		Date of most recent PP Review	
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	

2. Current attainment		
2020 SATs	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving at expected in reading, writing and maths		
progress in reading (Average of 3 years)		
progress in writing (Average of 3 years)		
progress in maths (Average of 3 years)		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	
B.	
C.	
D.	

4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	
B.	
C.	
D.	

**5. Planned expenditure****Academic year**

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**

<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>

**Total budgeted cost****ii. Targeted support**

<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>

**Total budgeted cost****iii. Other approaches**

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?
<b>Total budgeted cost</b>					

6. Review of expenditure					
Previous Academic Year		2021-22			
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	
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 an increased level of support. Children across the school made progress academically and emotionally. The amounts of progress were variable from child to child especially due to the Covid lockdown.	The amount of progress needs to be tracked more carefully at pupil progress meetings through the year. Only two terms completed again this year due to Covid 19. Continue with this target next year. Continue with this target next year if appropriate to new guidance.	3981	
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	
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 will improve confidence and self-esteem allowing for accelerated progress over time. High quality intervention ensure this happens. Self-esteem will be particularly improved with the use of Numberstacks in Maths for key children both PPG & non-PPG which will have a resulting effect in class where all children benefit.	Numberstacks is adult intensive but has shown significant impact with key children. Phonics interventions have also been particularly effective. Continue to monitor impact regularly at pupil progress meetings especially with regard to writing as results showed less impact after increase in sessions after lockdown return. Only two terms completed due to Covid 19. Continue with this target next year if appropriate to new guidance. 2hr x £15 x 3 x 38	3420	

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	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 if appropriate to new guidance. 1hr x £15 x 5 x 38	2850
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.	This was a whole school approach in September 2020 due to Covid 19 rather than specifically Pupil Premium. It has proven effective as the Year 2 phonics screening in Autumn 2020 was 100%. 0.5hr x £15 x5 x38	1425
<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>
8Raise 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	This needs to be promoted to parents further to ensure take up as no claims were made. Closed for one term due to Covid. Milk was offered as an addition in 2021.	35
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	Most clubs cancelled due to Covid restrictions. Sports club did continue in the Autumn Term and in the Summer Term for individual bubbles. Review use again next year if within new guidance.	48
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.	ELSA sessions have been extremely supportive when used this year. The sessions were also maintained throughout lockdown.	215

<p>Professional services to be procured to support any individual child in need.</p>	<p>SENDCo to procure professional services when needed.</p>	<p>After the Covid lockdown more children will be in need of a variety of professional services to support them.</p>		<p>225</p>
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