

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Great Hockham Primary School and Nursery
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	February 2024 July 2024
Statement authorised by	Lisa Hazard
Pupil premium lead	Claire Fowler
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,715
Recovery premium funding allocation this academic year	£2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£24,745

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention, when considering how best to direct pupil premium funding, is to ensure all our children are given the best opportunity to make good progress and achieve well, irrespective of the challenges they face. Linked to this aim, we are committed to ensuring that all children receive the social and emotional support they need to thrive. We firmly believe that high quality teaching is the most effective way to support children academically, and this belief is substantiated by research. (This approach is not limited to those children designated as Pupil Premium as many other disadvantaged children will be in need of similar levels of support yet, for economic or other reasons, are not classified as Pupil Premium.)

Where the approach of quality first teaching needs to be supplemented by targeted interventions, including pre-teaching, precision teaching or emotional support, we have built a robust programme led by experienced teachers and HLTAs, or by TAs with particular skills. We also have the support of a highly-experienced and effective SENDCo. Beyond this provision, we provide individual tutoring for those children who we have identified as being most in need; this is funded through the National Tutoring Programme.

The principal ways in which we achieve our aims are as follows:

- Robust assessment procedures to identify need early. These include extensive use of Assessment for Learning throughout the curriculum
- Early intervention to address need
- Ensuring work is accessible yet challenging for all pupils
- Regular opportunities for all staff to discuss progress, attainment and ways to support children on both an individual and common needs basis
- Adoption of effective and proven practice of teaching phonics, reading and maths
- Seeking and engaging with high quality CPD
- Rigorous monitoring, moderation and self-evaluation procedures
- A flexible, creative and open-minded approach to supporting children's wider needs

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	A high proportion of our PP cohort have less than the school's target attendance of 96%. The average attendance is also below this figure (94.97%)
2	There is a high level of SEND within the cohort, including 45% with communication needs
3	There is a core of children in the cohort with SEMH challenges
4	There are some challenging family circumstances, beyond economic challenge
5	There is a lack of wider opportunity for a large proportion of the cohort
6	A small but significant number of the cohort have difficulties in regulating their behaviour which impacts on learning as well as on their ability to thrive in social situations

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure all pupils attend school and are punctual	Attendance of disadvantaged pupils is above 96%
To raise the attainment and rates of progress of disadvantaged pupils	Attainment of disadvantaged pupils compares favourably with the attainment of disadvantaged pupils nationally and is broadly in line with the attainment of non-disadvantaged pupils in school
To ensure disadvantaged pupils have part funded access to a range of enrichment activities across the school year	All children have the opportunity to engage with a wide range of extra-curricular activities that enrich their learning experience. These will include, but not necessarily be limited to, trips, holiday clubs and after-school clubs
To ensure all pupils have good wellbeing and know a range of strategies to support positive mental health and to enable them	Provision of effective, bespoke nurture sessions will result in children identifying their well-being in a more positive way. This will be supported by the views of parents.

to regulate their behaviour more effectively	Well-being lessons will provide all children with strategies to support their mental health. Forest School sessions will be provided for all children for whom an extra benefit has been identified

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 18,172

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communication and language interventions	EEF Toolkit: <i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</i> [See also 'Precision teaching' below]	2
CPD for TAs – maths use of manipulatives	EEF Toolkit: <i>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out of class.</i> <i>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployment of teaching assistants.</i>	2
CPD for TAs – precision and responsive teaching	EEF Toolkit: <i>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out of class.</i> <i>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployment of teaching assistants.</i> EEF Toolkit: <i>Individualized instruction can be an effective approach to increasing pupil attainment. It can, however, be a challenging approach to implement, given the increased requirements on the teacher to organise and monitor individual activities.</i>	2

	<p>EEF Toolkit: <i>Feedback</i> Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and some time after learning.</p> <p>As a school, we are committed to precision and responsive teaching. Teachers have received training on the effective use of this approaches and have been able to establish an effective system of implementation. Our next aim is to provide a similar level of training for TAs so that they can better mirror the teacher's approach when working with individual children</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 5,329

Activity	Evidence that supports this approach	Challenge number(s) addressed
	£44.59 x 119 hours	
1:4 support for Maths calculation fluency x 2 groups	<p>EEF Toolkit: One-to-one tuition. One-to-one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches...that deliver instruction...in small groups rather than one to one have smaller positive effects on average, but may be a cost-effective solution to providing support.</p> <p>EEF Toolkit: Small group tuition Small group tuition has an average of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. One to one and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p>	2
1:4 support for Maths number fluency	<p>EEF Toolkit: One-to-one tuition. One-to-one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches...that deliver instruction...in small groups rather than one to one have smaller positive effects on average, but may be a cost-effective solution to providing support.</p> <p>EEF Toolkit: Small group tuition Small group tuition has an average of four months' additional progress over the course</p>	2

	<i>of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. One to one and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</i>	
1:4 support for development of confidence and fluency with place value	<p>EEF Toolkit: One-to-one tuition. One-to-one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches...that deliver instruction...in small groups rather than one to one have smaller positive effects on average, but may be a cost-effective solution to providing support.</p> <p>EEF Toolkit: Small group tuition Small group tuition has an average of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. One to one and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p>	2
Tutoring		
1:3 support with handwriting and presentation x 2 groups	EEF Toolkit: Small group tuition Small group tuition has an average of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. One to one and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.	2
1:4 embedding greater depth maths skills	EEF Toolkit: Small group tuition Small group tuition has an average of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. One to one and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.	2
1:4 securing maths skills x 2 groups	EEF Toolkit: Small group tuition Small group tuition has an average of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. One to one and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of After School Clubs £420		1;4;5
Funding to support families with the cost of school trips £500		
Mini Military family sessions £100 resources	EEF Toolkit: <i>Parental engagement. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps</i> The school currently supports the children of forces families. We will be extending this provision by providing more opportunities for families to engage in their children's learning. We are also ensuring that all families in the school have the opportunity to share their children's learning in school at least once per term.	
Funding of cross-curricular outdoor learning lessons 18 weeks x 2.25 hours x £44.59 = £1806		1,2,3,6
Funding of transition support 5 weeks x 2 hours pw x £19.73 = £197.30 1.5 hours preparation time £26.70		2,3,6

Total budgeted cost: £ 24,745

Part B: Review of outcomes

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

Support for Pupil Premium children in Years 5 and 6 (where there was the greatest academic need) has been highly successful. Children were able to work in small groups for English and maths and, as a result, made excellent progress academically and, in the case of one child, emotionally. Before this intervention and support, this child found accessing learning in an upper key stage two class highly challenging whereas now they can access the same curriculum and work much more independently.

The maths tutoring sessions provided a highly effective level of support for children of all academic abilities, especially regarding progress. For example, one Year 6 child progressed from being pre key stage at the start of the year to accessing the Key Stage 2 curriculum by the end. Another child progressed from below expected to achieving expected, with a scaled score of 104 in his SATs test.

By the end of the summer term, 74% of Pupil Premium children were working at an age-expected level or above in all core subjects. 100% of children were making good or excellent progress in all year groups. This is meeting our target of aiming for attainment of disadvantaged pupils comparing favourably with the attainment of disadvantaged pupils nationally and being broadly in line with the attainment of non-disadvantaged pupils in school.

Sessions to support development of reading also proved effective, with all children making accelerated progress in both their reading age and their comprehension ability. One Year 6 child received this intervention and moved from reading at the age of 4.9 years to 7.2 years over the academic year.

Forest Schools was a very effective programme for addressing the well-being needs for all pupil premium children throughout the year with children reporting how the sessions helped them to relax and develop their teamworking skills. Two Year 5 children who participated in this programme have developed more confidence with their social skills and attendance of one of those children has also increased significantly. We will be repeating and extending this programme during the 2024-2025 cycle,

Nurture sessions helped children with their well-being and with some areas of behaviour management; they were also used to support transition to High School. All Year 6 children developed confidence as they moved through these sessions and

stated that they felt confident in transitioning to High School. We will be repeating this programme during the 2024-2025 cycle.

Support for families to access school trips has been effective: all children have taken part in at least 1 school trip funded through pupil premium during the year. This meets our target for all pupil premium children to have the opportunity to engage with a wide range of extra-curricular activities that enrich their learning experience.

Attendance at After School Clubs or residential trips was less consistent with only 11 of the eligible 19 children participating in a club during the year. One child has been supported to attend breakfast club daily. Other families were offered this opportunity but did not participate. This does not meet our target to engage all pupil premium children in an after school club during the year.

Attendance continued to be a concern for some children during the early part of the year (this was one reason we have encouraged some families to attend breakfast club). The school worked with families to improve attendance and the summer term showed a marked improvement from 90.42% in the Autumn term to 96.80% in the Summer term. This exceeds our success criteria aim of 96%.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Academic support via the tutoring programme Nurture sessions to support behaviour regulation and transition to High School Forces group sessions held throughout the year to provide a shared sense of

	community and engagement with parents
What was the impact of that spending on service pupil premium eligible pupils?	<p>Children benefited from the extra interventions provided</p> <p>Children transitioned to High School with confidence and success</p> <p>Forces parents reported appreciation of the support</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.