

Pupil premium strategy statement

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Pupil premium strategy statement – Great Hockham Primary School and Nursery - Review Document

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3872.48

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review and Impact
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<p><i>Focus to improve writing outcomes. This includes a strategy to reduce TA cover in classes and a programme of CPD for all teachers and TAs to improve pedagogical approaches to teaching and learning.</i></p>	<p>'Using the Pupil Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf)</p> <p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.'</p>	<p>4 1</p>	<p>RO booked for Early Excellence Writing course (5 sessions)- opportunities for writing increased in EYFS and there was more of a focus on teaching writing.</p> <p>7/17 on track in writing at the start of Reception – 12/17 working at the expected level in writing by July 2022, including 60% of the disadvantaged children.</p> <p>JH increased HLTA hours to support providing cover for classes so quality of education when teachers attending CPD was higher, Leading to progress in writing across the school during the summer term from Year 1 – 6 to be 98.7% of children. The one child who did not make sufficient progress has SEND and additional support for supporting them in overcoming their barriers is a priority this term.</p> <p>SET AFL training attended by all teaching staff- so all staff were confident at assessing using different approaches, therefore making more accurate judgements.</p> <p>Year 6 outcomes in writing: 90%</p>
<p><i>Outdoor learning and Forest School opportunities.</i></p>	<p>EEF research suggests outdoor learning has a positive impact of +4 months on pupil progress.</p>	<p>1 3</p>	<p>Outdoor learning Sessions in Autumn Term were for Rabbit Class.</p> <p>10/17 children on track with their Self-regulation at the start of the Autumn term – 15/17 working at the expected level by July 2022.</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9219.63

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review and Impact
<i>Little Wandle and structured Interventions</i>	Staff CPD has been in place to support the delivery of evidence based structured interventions. In house data from 2020, showed a reversal in a three-year downward trend for Phonic Screen results, with 87.5 % of pupils achieving the expected standard. There is extensive research that shows effective phonic teaching can show an impact of +5 months.	3 4	<p>All teaching assistants have received 5 hours of Little Wandle training (paid additional hours) delivered by AD- so they could carry out phonic interventions and lead guided reading.</p> <p>NH support for Rabbit Class one morning per week (Autumn 2) to support teaching phonics to Reception children. 15/17 children working at the expected level with their word reading by July 2022.</p> <p>Decodable books ordered and organised to support the implementation of Little Wandle so children could practice reading the sounds that they had learnt in school to become confident readers.</p> <p>School achieved 92% pass mark in the December 2021 Phonic Screening for Year 2 pupils – maintaining the upward trend.</p> <p>School achieved 91% pass mark in June 2022 Phonic screening for Year 1 pupils - maintaining the upward trend.</p>
<i>Nurture support – COMPASS provision</i>	The Nurture Approach is grounded in the latest scientific developments in neuro-science. COMPASS uses a developmental model to help us understand how we develop socially and	1 2	<p>4 PP pupils had support during the Autumn term and 4 pupils had support in Spring 1. There is some overlap, but these are not all the same pupils.</p> <p>Spring 2 – 8 pupils had support.</p>

	emotionally from birth through to adulthood; it allows school to measure children's behaviour and identify the developmental needs their behaviour is indicating. This in turn allows our trained practitioners to provide targeted appropriate support. Self-regulation and metacognitive skills are shown by the EEF to have a high impact.		<p>Summer 1 – 5 pupils had regular support and their were drop in sessions for other pupils each</p> <p>Summer 2 – 7 pupils had regular support with drop in sessions for other pupils each week.</p> <p>65% of our disadvantaged students, (the ones who required support with SEMH), have received Nurture sessions.</p> <p>These sessions had a positive impact on the children's SEMH so that they were more focused on the learning and able to make progress.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,400

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review and Impact
<i>Funded places for school clubs, holiday camps, musical instrument</i>	Research has shown a positive effect of extra-curricular experience on both education and career outcomes that has positively discriminated in favour of pupils from families with higher	1 3	<p>In place and on-going.</p> <p>100% of pupils (year 1-6) in receipt of PP have participated in an extra-curricular activity this academic year.</p>

<i>lessons and school trips.</i>	incomes. This clearly demonstrates the need to make these opportunities available to less advantaged children.		<p>50% (4/8) children currently having guitar lessons at school are PP.</p> <p>Spring Term – 100% of PP pupils have accessed a club this term.</p> <p>Summer Term – 50% of PP pupils have accessed a club this term.</p> <p>Funding was available for attendance at Easter and Summer Sports Camp- it was taken up by 30% of the PP children.</p>
<i>Mini-Military Club</i>	Pupils and parents report a positive impact from attending this club. Pupils are aware of others in the school with shared experiences. Named TA (with experience of being a Forces Family) is a named point of contact for parents and pupils.		<p>Named staff member contacted all parents of Forces pupils to build a good rapport with these families and be a point of contact so the school would know when a member of the family would be away.</p> <p>Pupils now have fewer, but longer sessions, this allows for more meaningful activities to take place. These have included baking, and a Remembrance Day visit – photos of this were shared with parents.</p> <p>Pupils have continued to attend these sessions. Reception children have been included for Spring and Summer Term. These sessions have a positive impact on all of the children, allowing them to feel a sense of belonging, with other children in the same situation, who also have parents going away on tours of duty, sharing their feelings and giving them a time to talk and discuss any concerns or worries they may have when loved ones are away.</p>