

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
Great Hockham Primary School and Nursery	
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	
Date on which it will be reviewed	February 2022
Statement authorised by	
Pupil premium lead	Natasha Hall
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,275
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13,275

## Part A: Pupil premium strategy plan

### Statement of intent

Pupil Premium funding is designed to address underlying inequalities and challenges faced by pupils who are eligible for or have previously been eligible for free school meals (FSM and Ever 6), Looked after Children (LAC), and those who have parents in the Armed Forces. We monitor outcomes for these pupils in all areas – academically, socially and emotionally, and for attendance. It is our aim that these pupils will be supported to achieve the very best outcomes they can regardless of their starting points.

We aim to support not just individual children but the whole school community as we recognise that all children regardless as to whether they are eligible for pupil premium have extra needs at different times in their school life.

Our spending programme provides academic support, through the purchase of resources, and on-going staff development and training. This staff support can then be directed to those most in need. Where pupils are academically able, we have been able to support 'greater-depth' interventions.

It is our intention that all our pupils have the opportunity to participate in enriching and varied activities. We target those in receipt of pupil premium, recognising that home circumstances and finances may make it harder for them to experience certain activities outside school. For this reason, for example, we provide free and reduced-price participation in clubs, sports camps and musical instrument lessons. We fund swimming and school trips for these pupils too.

Our membership of the Compass Programme, training for staff, weekly nurture sessions and 'time to talk' opportunities support our pupils' social and emotional needs.

We also have a dedicated Forces group 'mini-military' to allow pupils with serving parents to feel a sense of community and to support each other. Our dedicated TA has experience of a serving family member and liaises with our military families to provide them support if they need it.

## Challenges

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

Challenge number	Detail of challenge
1	Several children who are PP have social, emotional and mental health needs. This affected their emotional responses and levels of social and emotional intelligence. Five have accessed regular nurture support.
2	One pupil is on the SEN register, and a further three are on our school Special Care Register.
3	Speech and Language difficulties are evident for some children who are PP at KS1.
4	School data indicates that disadvantaged groups achieve comparatively less well in writing than in other core subjects.

## 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
Reduction in reported anxiety, pupils displaying improved emotional intelligence and resilience.	Pupils engaging in Nurture support will show improved outcomes measured on COMPASS rating scale. (Pupil, parents and staff). Logged behaviour incidents will decrease. Teachers will report positive impact of emotional intelligence and resilience for participating pupils.
Increased opportunities to experience a broad range of experiences beyond the academic. Opportunities to experience the four virtues of a Character Education.	High participation in school trip and clubs. Pupils will have the opportunity to learn an instrument. Participation in Ambassador and Buddy schemes.
Academic outcomes for pupils will be equal to or better than for non-disadvantaged pupils.	Percentage of those in receipt of PP attaining Expected or Greater Depth will be in line with non-disadvantaged groups.

## 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: £3872.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>'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.'<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p> <p>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.'</p>	4 1
<i>Outdoor learning and Forest School opportunities.</i>	EEF research suggests outdoor learning has a positive impact of +4 months on pupil progress.	1 3

### 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
<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
<i>Nurture support – COMPASS provision</i>	The Nurture Approach is grounded in the latest scientific developments in neuro-science. COMPASS uses a	1 2

	developmental model to help us understand how we develop socially and 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.	
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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
<i>Funded places for school clubs, holiday camps, musical instrument lessons and school trips.</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 incomes. This clearly demonstrates the need to make these opportunities available to less advantaged children.	1 3
<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.	

**Total budgeted cost: £14,492.11**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Please see our evaluated 2020-2021 strategy for details of pupil outcomes- which is attached as Appendix A.

### Externally provided programmes

Programme	Provider
None Used	

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service Premium pupils have a discounted rate for clubs that use an external provider, and fully subsidised attendance at other clubs. Mini-Military (forces club) is run regularly during term time. All resources associated with this club are provided.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils and staff report good support and resilience to deal with parental absence.

Please see attached plan for detailed review of previous spend – Appendix A.

## Appendix A

### Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Great Hockham Primary School and Nursery				
<b>Academic Year</b>	2020/2021	<b>Total PP budget</b>	£13,310	<b>Date of most recent PP Review</b>	August 2020
<b>Total number of pupils</b>	98	<b>Number of pupils eligible for PP</b>	9	<b>Date for next internal review of this strategy</b>	February 2021 July 2021

2. Current attainment			
•		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		No KS 1 or 2 data for 2019	%
% making progress in reading		KS2-85.7 %* KS1 100%	%
% making progress in writing		KS2- 85.7%*	%

	KS1 – 50% (1 pupil)	
% making progress in maths	KS2- 85.7%* KS1 – 100%	%
*One pupil started school September 2020 – prior attainment data is currently unavailable		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Several children who are PP have social, emotional and mental health needs. This affected their emotional responses and levels of social and emotional intelligence.
B.	Two pupils are on the SEN register.
• C.	One pupil has physical needs that impact on his time in the classroom.
• D.	Power Maths is currently being embedded, teachers and teaching assistants are developing their confidence for strategies to support all pupil groups.
• E.	Embedding Big Reading, improving the quality of the teaching of reading, and supporting resources is a priority.
• E.	Speech and Language difficulties are evident for some children who are PP at KS1.
External barriers <i>(One pupil has issues which also require action outside school, such as low attendance rates)</i>	



4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>		.
<b>B.</b>	Higher levels of emotional and social intelligence and increased feeling of self-worth across the school	There is an increase in the COMPASS indicators across the school as a result of COMPASS intervention.  Forrest school support for children eligible for PP will show increased
<b>C.</b>	Children will settle quickly into the school day, and show fewer emotional outbursts.	PP children will enter school confidently and disruption to themselves and others will be minimised.
<b>D.</b>	Teaching assistants will work in a targeted way with pupils who are eligible for PP, to provide	Children eligible for PP will make as much progress in maths reading and writing as 'other ' pupils. These will be measured by teacher assessments and by performance on PIRA and White Rose assessments.

5. Planned expenditure	
<b>Academic year</b>	•
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?
Improved progress for all pupils in Maths	Mastery Approach to be delivered through Power Maths Scheme	Evidence from the EEF suggests a mastery approach to learning has an impact of +5 months progress. Maths lead within the school has had extensive training and has the knowledge and skill to drive this forward. There is support from Sapientia Education Trust. (SET)	Investment in Power Maths books, and additional supporting resources (for example Active Learn) Staff training.  Support from SET Maths lead, and additional support and specialist time available to school.  Teachers will participate in Teaching Research Groups, led by SET Maths Lead.  Increased emphasis on Fluency – this has been mapped across Key stage 1 and a daily slot allocated on the timetable	Sandhya Radhamma	Pupil progress review meetings.  Termly White Rose Assessments  JSx1 day  £3176.42  Abx1 day  £3115.05
Improved outcomes for pupils in the Yea1 Phonic Screen, and KS1 SATS results for reading.	Targeted additional reading support for individual pupils. Increased teacher:pupil ratios for phonic teaching.  Emploment of an additional teacher to allow single year group support for Key stage 1 pupils.	Supporting the acquisition of early reading skills will allow pupils to make good progress. This will provide additional support where parents and carers are unable to, to ensure pupils are not disadvantaged. There is extensive research that shows effective phonic teaching can show an impact of +5 months.	Tracking by English lead, and by headteacher. Quality assurance of phonic teaching through learning walks and monitoring, as well as external input through SET Director of Primary Improvement, English, and Early Years leads. Performance measures in phonic and reading assessments (PIRA)	Anna Dobbin	Termly        £2700.00

Enriched learning experiences to increase progress in the foundation subjects.	Outdoor Learning Opportunities to be available to all pupils as a planned enhancement to the school curriculum.	'Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.' <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a>  EEF research suggests outdoor learning has a positive impact of +4 months on pupil progress	Monitoring by Head teacher.  Pupil voice and rating scales.	Rachael Garrod	
<b>Total budgeted cost</b>					£9,896.63
<b>ii. Targeted support</b>					
Children are able to talk about their feelings in a controlled way. They will display improved social and emotional intelligence and a positive sense of self.	COMPASS provision – timetabled nurture sessions  Class teachers will assess whole class against objectives based on COMPASS indicators	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 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.	COMPASS provision monitored and analysed to assess progress.  Pupil voice and parent reporting using rating scales.	Anna Dobbin  Leanne Shiplee	On-going reviews ½ termly, as provision is targeted to pupils currently showing need.  Autumn 1 -2 PP pupils receiving regular support + class slot  £2928.28

All children eligible for PP will be able to take part in extra or enhanced curricular activities.	Financially supporting parents.	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 incomes. This clearly demonstrates the need to make these opportunities available to less advantaged children.	Ensure parents of children eligible for PP are informed of the school being able to contribute to extra-curricular activities. Encourage the take-up of these where the school deems it would be particularly beneficial. Funded places at clubs, funded transition activities when needed, contribution/funding towards school	Headteacher	On-going – parents to be informed.
Mini Military – special club for pupils of those in the military	Nurture support – an opportunity to discuss difficulties, and celebrate elements of having parents in the military. An opportunity to feel special, to raise self esteem, and to learn new skills	A nurture approach aimed to tackle issues highlighted through the research of NSPCC and Enquire  <a href="https://enquire.org.uk/for-professionals/understanding-additional-support-needs-armed-forces-children/">https://enquire.org.uk/for-professionals/understanding-additional-support-needs-armed-forces-children/</a>  such as support for military deployment,	Evidence from Pupil Voice to determine impact of support		£778.66  £150 (resources)
<b>Total budgeted cost</b>					£4,156.94
<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>
Improved attendance for all and specifically for those who have poor prior attendance.	Close monitoring of class attendance. Class awards for attendance. Increased engagement and support for parents. Information for parents regarding their child's attendance	Attendance has an impact on pupil outcomes and attainment.	Support through SET attendance officer - Debbie Gower. Termly meetings with DG to provide support for individuals as needed.	Headteacher	Monthly  Funded through trust

Total budgeted cost				£14,053.57
6. Review of expenditure				
Academic Year 2020-2021		• 2020-2021 – some expenditure affected by Covid-19		
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
Improved progress for all pupils in Maths	Mastery Approach to be delivered through Power Maths Scheme	<p>Success criteria met. All staff have received training to support delivery of a Mastery Approach – this has included Teaching Assistants and has had an impact on the quality of teaching for all pupils.</p> <p>This approach has supported all pupils to receive teaching in single year groups for Maths.</p> <p>PITA throughout the year shows: 4 pupils have made above expected progress, 6 pupils have made just above expected progress 3 pupils have made expected progress. A further 2 pupils have made just below expected progress.</p>	We are committed to the Mastery approach, and continue to use the Power Maths scheme to support our children’s learning. We will continue to use this approach across the school – including to support our EYFS pupils. Our involvement with the Angles Maths Hub and will continue next year as we undertake a year-long Sustaining Mastery programme. Additionally, our EYFS teacher will attend training.	£6291.47

Improved outcomes for pupils in the Year 1 Phonic Screen, and KS1 SATS results for reading.	<p>Targeted additional reading support for individual pupils. Increased teacher: pupil ratios for phonic teaching.</p> <p>Employment of an additional teacher to allow single year group support for Key stage 1 pupils.</p>	<p>Success criteria met. All staff teaching phonics received training and support through the Myland's English Hub. Observations of teaching towards the end of the Summer Term by the Support partner have indicated that the quality of teaching is good.</p> <p>In the Phonic Screen (December 2021) 100% of pupils re-taking the test passed.</p> <p>88% of Year 2 pupils passed. This reversed a three-year downward trend. All pupils in receipt of PP passed this test. Positive impact for all other pupils in the cohort.</p>	<p>Revised phonic teaching will continue. Other strategies to support children – including increased parental involvement will continue.</p> <p>We will also continue to have support from the Myland Hub – though this will be slightly reduced next year.</p>	£2700.00
Enriched learning experiences to increase progress in the foundation subjects.	Outdoor Learning Opportunities to be available to all pupils as a planned enhancement to the school curriculum.	<p>All children in receipt of PP have had the opportunity to work with our outdoor learning lead. Pupil rating scales show that following sessions they feel more confident and resilient. They have also reported high levels of enjoyment, and displayed strong teamwork.</p> <p>Focused support has included participation in the following blocks of sessions:</p> <p>Find My Voice</p> <p>Transition for Secondary</p>	<p>Outdoor learning will continue. Our focus next year will be to support our development of Character Education within School. The outdoor learning programme will particularly support the performance virtues – instrumental in supporting the civic, moral and intellectual virtues. This will include building confidence, determination, motivation, perseverance, resilience and teamwork.</p> <p>We have chosen to do this, as it refines and focuses the skills pupils and staff report are most impacted by their outdoor learning experience.</p>	£905.16
<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>

Children are able to talk about their feelings in a controlled way. They will display improved social and emotional intelligence and a positive sense of self.	COMPASS provision – timetabled nurture sessions  Class teachers will assess whole class against objectives based on COMPASS indicators	Success criteria met. COMPASS tracker was used by class teachers to help to identify those pupils who needed support. Data collected using rating scales completed by staff and pupils, suggests that 71% of those receiving support showed positive progress in at least one area of social and emotional development.  Where this approach had little impact, tracking allowed us to offer alternative approaches.	This year we have increased the length of sessions offered – which has been shown to be more effective.  Nurture support will continue next year.	£2928.28
All children eligible for PP will be able to take part in extra or enhanced curricular activities.	Financially supporting parents.	Success criteria met. Parents report that funding has allowed participation.  81% of those eligible for PP attended a sports or alternative extra-curricular club (craft, sewing, outdoor, lego etc).  33% have (or are booked to attend) a subsidised holiday camp – this figure is slightly higher than the percentage of of Non-PP pupils attending. (29%)	Closure for Spring Term, and the need to keep children in bubbles, slightly reduced expected spend.  This scheme will continue and be extended next year, when Forces families will be offered a discount on musical instrument lessons, and FSM children will be offered free lessons. Two families have already signed up now this offer has been made.	£250
Improved outcomes for pupils in the Year1 Phonic Screen, and KS1 SATS results for reading.	Targeted additional reading support for individual pupils. Increased teacher: pupil ratios for phonic teaching.	Success criteria met. Supporting the acquisition of early reading skills will allow pupils to make good progress. This will provide additional support where parents and carers are unable to, to ensure pupils are not disadvantaged.	100% of PP pupils passed their Phonics screen.  Further data to follow.	£4764.63

Mini Military – special club for pupils of those in the military	Nurture support – an opportunity to discuss difficulties, and celebrate elements of having parents in the military. An opportunity to feel special, to raise self esteem, and to learn new skills	Success criteria met. Pupils report feeling supported and 'special' in this club. Engagement is high. Several pupils' parents have been on long Tours of Duty this year, pupils have had the opportunity to support each other.	<p>This club will continue next academic year. Following feedback from staff and pupils, they will have longer sessions, but meet slightly less frequently, to allow them to complete meaningful activities to support SEMH.</p> <p>Mrs Beatson (TA) will write to Forces families in September giving information about the club, and offering a point of contact.</p>	£778.66
<b>iii. Other approaches</b>				
Improved attendance for all and specifically for those who have poor prior attendance.	Close monitoring of class attendance. Class awards for attendance. Increased engagement and support for parents. Information for parents regarding their child's attendance	<p>Attendance has an impact on pupil outcomes and attainment.</p> <p>Attendance has improved each year for the past three years. Persistent Absence (PA), has decreased each year over this time</p>	<p>Before Covid school closure, attendance had improved slightly, and persistent absence and lates had decreased.</p> <p>Attendance for the current academic year excluding Nursery it is currently 97.42%.</p> <p>From Reception to Year 6 – 89 pupils, only one pupil is PA. They are not in receipt of PP.</p> <p>No PP pupil has PA. Average attendance for PP pupils is in line with other groups at 97.33% (excluding Nursery)</p>	<b>Funded through trust</b>
			<b>TOTAL EXPENDITURE</b>	<b>£18,678.33</b>



