

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Hevingham Primary School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	12.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	Sept 23
Date on which it will be reviewed	Sept 24
Statement authorised by	Lydia Board
Pupil premium lead	Lydia Board
Governor / Trustee lead	Sue Simmonds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,370.00
Recovery premium funding allocation this academic year	£2,000.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22,370.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of this pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. A one-size fits all approach to pupil premium spending can be ineffective.

We recognise that not all disadvantaged children have the same needs; so targeting this group with a blanket approach to intervention is inappropriate. Therefore, we will endeavour to ensure that targeted intervention meets the needs of each learner or small group. Prioritising teacher development, with the aim of improving teaching and learning in the classroom, is most impactful on the attainment and progress of pupils. Therefore, high quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We appreciate that closing the attainment gap between disadvantaged and non-disadvantaged pupils is a complex and long-term process rather than a quick fix. We accept that sometimes we might not always reap the benefits of the work we do by the end of key Stage 2. Nonetheless, pupils may go on to achieve well or make accelerated progress at a later stage in their education because of the intervention, support and teaching they received earlier in their schooling. They will have also received opportunities that are on par to less disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech and language –</p> <p>Many children attending our schools continue to have poor expressive and receptive language below or well below what is expected for their age. This means that in the early years, they may find it difficult to understand simple instructions or answer simple questions. Some children struggle to communicate their needs verbally – particularly when they first start school. Their poor pronunciation skills impact significantly on their reading and writing ability also and their ability to apply the phonics skills they have learnt. As this is a cluster-wide issue, the cluster is providing some generic training for schools around strategies to support speech and language development (particularly those that are environmental). In EYFS in particular, poor speech and language is a social barrier to learning. Some children come in with very poor communication skills – evidenced by our baseline assessments. Some of our children will only respond to questions with a one word answer, or show a self-centred approach to speech – using the term ‘me’ instead of the pronoun ‘I’, for example. We seek advice from the SALT team and will training our TA’s to use interventions that are recommended. Our TA’s deliver SALT interventions to ensure that children are able to pronounce sounds correctly and are using correct sentence structure etc. Adults in school model responses using names and full sentences to illustrate correct speech. Our phonics lead has structured the teaching of phonics to meet pupil need. Children who need further support at phase one are supported early in the reception year with this level.</p>
2	<p>Fine and gross motor skills-</p> <p>Children enter reception with poor motor skill development – this is evidenced through baseline. Many are unable to hold a pen/pencil/other ‘writing’ implement, correctly. Some children have not had the pre-school skills and experiences for fine motor skill development so this is a barrier to their writing and abilities in other areas, such as art. Last year, due to the increased expectations in the assessments at the end of KS1, we had a firm focus on mark making; offering more opportunities for independent writing in particular looking at higher ability pupils. The class teachers are continually researching different ways to promoting mark making, trying some methods particularly to encourage children to mark make in a range of areas. As a whole school we are continuing our focus on presentation, with children being proud of the work produced.</p>
3	<p>Social skills and confidence-</p> <p>Some of our PP children have limited preschool experiences and find it difficult to mix socially in group work or whole class work. Some find collaborative working, sharing, following instructions etc very difficult.</p>

	<p>We invest in Pastoral Support to teach social skills to certain children, and additional support in our Early Years class. Our induction sessions are very 'parent' focused, enabling us to develop a strong working relationship with parents from the start of their involvement with school. We have strong links with a number of pre-school settings and ensure good communication prior to transfer to ensure we are prepared for any 'issues' that may arise. As well as our introductory session for new parents, the cluster will be running a CPD session for parents to support their role in their child's speech and language development, phonics learning and maths skills. Learning confidence can be low and we have to develop this to enable children to access their learning appropriately. Our baseline data shows that some children struggle to be collaborative. We support this development through the involvement of a Nurture Lead and regular PSHE sessions.</p>
4	<p>Lack of resources or appropriate support at home-</p> <p>Some of the children do not have the resources at home to support their learning so need to be provided with these. In some families, there are few or no reading books to share, lack of mark making materials and basic resources. We ensure that throughout the school provision is made for sharing of books – but particularly with younger children. Parents are invited to come into school and share reading experiences with their children in KS1/Reception. We also support funding out of school clubs/music tuition/swimming etc – to ensure all pupils are equal access to areas they express an interest in or show an aptitude for. Healthy lifestyle emphasis – encourage children to eat a healthy diet – fruit snack provided daily for all pupils. Please note that our PP funding is also used to support children we deem as 'vulnerable'.</p>
5	<p>Lack of cultural experiences-</p> <p>As a primary school in rural Norfolk, some of our children have not had access to a range of cultural experiences so find this area difficult to understand. We have links with an international school in China. We ensure our assemblies promote a multi-faith and multi-culture understanding. We have an SMSC provision map which illustrates how we support cultural development for all pupils, but particularly those who receive PP funding. Our curriculum is based around giving our children a rounded and whole view of the world and the different, diverse cultures that live in it. We support parents with understanding school life by inviting them into school regularly for schools' events, family learning days, assemblies, to read/learn alongside their child. We are part of the Aylsham Co-Operative Trust through whom our parents have access to range of parenting sessions and training; For example: How to help your child read, Why Phonics/Maths is important, Keeping your Child Safe Online, 'Say No, Mean NO' – to name just a few.</p>
6	<p>Lack of extra-curricular activities and experiences-</p> <p>See above – we fund trips to enhance the children's learning for children that are PP or vulnerable. We also support families to allow their children to attend residential trips yearly. If a PP child would like to attend a paid after school club we will then fund that place. More recently, we have been paying for some PP children to have private music lessons during the school day.</p>

7	<p>Parents needing additional support e.g. – housing issues, help with children’s behaviour at home-</p> <p>Our Nurture Lead is a trained DSL and has received training in wellbeing, mental health and bereavement. She is widely known amongst the parents and has worked hard to establish herself as someone who can be trusted. She has been involved with EHAP’s where housing, debt, other home issues have become a barrier to attainment for some children. Some parents of PP children are isolated, or highlight their lack of understanding on how to support their child with behaviour or through traumatic/difficult family difficulties. Some of our children have experienced eviction for example which impacts on their ability to access the learning in school. Cluster PSA to support parents in the home (funded collectively by schools).</p>
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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
<p>Speech and language-</p> <ul style="list-style-type: none"> -for children to communicate their needs effectively -for children to follow simple year 1 and year 2 adult instructions - for children to pronounce sounds correctly -for children to interact socially using speech and language as a vehicle to do so 	<ul style="list-style-type: none"> -EYFS tracker identifies good progress in CLL - Phonics predictions are met at the end of the year - For children to follow simple year 1 and year 2 adult instructions -BPV’s score will improve yearly for certain children <p>All classes to have a TA’s each morning to support pupils key skill development in class. Small group focus for specific children in Reception with a minimum of 2 adults at all time. Adults to model effective communication. Daily phonics sessions for both classes in KS1 and Reception with group support for those requiring further input. The BPV scheme will be used for certain children in school to be assessed to allow teachers to target their teaching and support and for the school to monitor vulnerable children and enrich their experiences through curriculum planning.</p>
<p>Social and emotional development of children across the school-</p> <ul style="list-style-type: none"> -for children to develop good behaviours for learning 	<ul style="list-style-type: none"> -Reduction in behaviour incidents in school - All PP children attend trips - PSHE assessment show children are focused in lessons -SLT monitoring shows high level of pupil engagement in lessons

<ul style="list-style-type: none"> - For children to work collaboratively - For children to follow simple adult instructions - For children to develop strategies to manage the way they feel - For children develop successful relationships and friendships outside of school 	<p>-Curriculum monitoring will show a broad and rich curriculum is being taught</p> <p>Nurture Lead in post and is trained in supporting children’s social and emotional needs/ mental health and well-being, safeguarding, FSP, LAC. Nurture Lead to lead nurture interventions, after cluster approach to Nurture Training. Boxall Profile to be used twice a year for all children. Measure progress Boxall Profile – to be established to measure impact of S & E interventions. Nurture Lead to support. Continue Buddies (friendship support – antibullying approach) and Friendly Faces. Consistent adults in classes to support all aspects of learning. School has TA’s who support quality first teaching, address training needs throughout the year. PSHE sessions supporting social and emotional development. All children to have equal access after school activities. Well-being to be approached through the gardening where children have the chance to garden and talk through issues with a highly skilled TA.</p>
<p>Family support-</p> <ul style="list-style-type: none"> - for parents to see the school as a support network 	<ul style="list-style-type: none"> – available for ‘informal chat’, getting to know you, provide advice. School will start a Facebook page to encourage home and school communication. -High parental engagement in school; happy to share their worries with school, so they can be sorted/supported quickly - High parental involvement in family learning activities -Facebook page up and running Strong trusting relationship between school and families mean that parents freely share information with the school when things are difficult or change at home and actively seek support without judgement. School purchases support from outside agencies who are able to support families through referral. School also active in EHAP/Early Help referral for families who need support.
<p>In class support-</p> <ul style="list-style-type: none"> -For children to learn in small groups, if possible, where needed - for children to feel well supported, happy and safe in all aspects of school 	<ul style="list-style-type: none"> – TA and class teacher provided for SATs period to ensure targets are met,(PP incl), where Year 5 and 6 will be split from January in order to support teaching for both year groups (reviewed annually) -TA’s all trained to level 2 NVQ or above - Children achieve their targets set - SLT monitoring shows planning identifies high quality support - SLT monitoring identifies high quality teaching and learning across the school - KS2 SATs targets met - KS1 SATs targets met

<ul style="list-style-type: none"> - for children to develop strong relationships with adults who support them - For children to achieve their full academic potential – meet targets set – across the school 	<ul style="list-style-type: none"> - Yr1 phonics predictions met -GLD targets met <p>One TA's every morning for each class; ensure their support is planned for by class teacher. This enables a high level of support to be offered to all children, particularly the more vulnerable. Nurture Lead to support if appropriate for children who may be 'struggling'. Intervention adults to support children effectively – to get to know them well to enable high level of support in learning. TA's well trained to level 2 (minimum) NVQ – preferably level 3; school provided FREE NVQ training at either Level 2 or 3 for any support staff who wanted a qualification, to be identified at Performance Management for TA's. KS2 SATs support in place in form of SATs clubs</p>
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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: £ 12,370.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support for classes – group learning and intervention	Children will be supported in class to achieve the best they can in each lesson. Same day interventions will support children not losing out on learning time in the class in other areas of the curriculum that they may excel in.	1,2,3
Purchase of a DfE validate synthetic phonics programme to ensure that children have targeted teaching and support for phonics and reading	Phonics teaching is proven to support early reading – EEF Phonics	1,2,3
Purchase of SALT intervention for younger children	S & L sessions with TA – individual/group as suggested by S & L therapist Teachers plan for TA support or intervention groups – teachers monitor impact/progress Specialist Y6 SATs TA to support Y6 children all year with SATs interventions; specific focus PP EEF- Communication and Language	1,3

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

Budgeted cost: £ 2,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Educational Psychologist or other outside agencies may be required to support individual children's needs	In order to ensure that PP children have the same opportunities as others, areas of SEBD, cognition and learning will be assessed and strategies to support put in place Targeted support will allow barriers to learning to be remove enabling children to make good progress	4
To ensure clear progress steps for children, Accelerated Reader (AR) to be purchased, this will engage all children and allow staff to monitor progress and areas needing further support in class	Programme shown to support progression of reading skills. By allowing pupil to read suitable book, take an online quiz, and get immediate feedback. Children known to respond well to regular feedback and are motivated to make progress with their reading skills. EEF- Accelerated Reader	4

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

Budgeted cost: £ 8,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support	Specific issues will be addressed either in groups or individual. Work will address specific issues ranging from home, learning, well-being, learning styles Full time pastoral TA in post to support children in school and parents – well trained and known to families Children will be happier and more able to sort 'issues' out and not let them affect their learning time.	2,3,4,7
Enhance Activity Involvement	All children are welcome to experience trips as we understand the value that they have on children's education. It will support learning and allow children to experience things that they may not have access to at home. Subsidy for trips – PP Payment for holiday and after school clubs, music tuition - PP	2,7

	PP children will not be excluded from trips etc.	
Using the current DfE guidance on attendance, the school will engage in county training to increase attendance for vulnerable children	Children will be supported to be in school to enable them to complete learning with their classes- EEF -attendance	3, 5,6,7

Total budgeted cost: £ 22,370.00

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 2022 to 2023 academic year.

2022/2023 assessments suggest that our PP children make good progress and in many cases they make accelerated progress. However, our PP children are often below age related attainment and this is an area that we will therefore need to revise our strategies to increase this in the following year.

There continues to be a Covid-19/cost of living impact for our disadvantaged children, as those families continue to need a high level of SEMH and family support from our Nurture Lead. Increased support is needed in the mornings and afternoons in certain classes in order to allow children to be challenged and stretched. Despite having a Nurture Lead, all staff take on responsibility for this area and therefore further training may be needed for staff to feel better equipped. Continued use of Boxall Profiles will support this.

Attendance has continued to hamper consistent teaching and learning for our disadvantage pupils, often they are persistent absentees. School is fully engaged in the new framework to encourage and support families of children that have attendance issues- [DfE- working together to improve school attendance](#) . Poor attendance has created gaps in learning for PP children which then makes it harder for age related expectations to be met. This is being address by attendance panel meetings and incentives for individual children.

We are a small village school with limited diversity, through our curriculum offer we attempt to expose children to many more life experiences than their families may be able to provide, such as residential and trips to London. We find that by thinking more holistically for our disadvantaged children, they are able to develop their own interests eg private music lessons to allow them to become a confident and healthy citizen and succeed in different areas of the curriculum

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
N/A	N/A