



Happisburgh CE VA Primary & Early Years School



Pupil Premium Strategy 2020 - 2021

1. Summary Information					
Academic Year	2020 / 2021	Pupil Premium Budget	£14,795	Date of most recent PP Review	April 2021
Number on role	83	LAC	£ 2,400	Date for next internal review of this strategy	July 2021
		Out of Area PP	£ 6,200		
Pupils eligible for PP	11	Post-LAC	£ 4,690		
		Service Children	£ 310		
		Nursery funding	£ 35		
		Balance brought forward	£ 2,998		
		Total Budget	£31,428		
		Current spend	£15,401		
		Pupil Premium remaining	£16,027		

2. Current Attainment
Data unavailable due to Covid

3. Review of Expenditure 2020 / 2021				
Quality Teaching for All				
Desired Outcome	Chosen Action / Outcome	Estimated impact	Lessons learned	Cost
Provide friendship groups to build self-esteem and support the children in being ready to learn. To support families to improve well-being and attendance.	Employ a Pastoral Support Worker to deliver interventions and friendship groups. Also to maintain contact with parents and support with attendance issues.	Children feel included and are better able to build friendships. This, in turn, supports the academic achievement of the children. Parents are offered support and provided with access to outside agencies. Attendance of children receiving PP improves, giving them greater access to learning opportunities.	Interventions and support groups allow good 'role models' to work alongside children with PP, further building personal and social skills.	Cost of Pastoral Support worker £7681

Targeted Support				
Desired Outcome	Chosen Action / Outcome	Impact	Evaluation	Cost
To support a child in receipt of PP in accessing main-stream education.	Provide full-time 1:1 support	The child attended school full-time, made friends and accessed learning.	Without this support, this child would not have been able to access mainstream.	£5,258
To gain an understanding of the complex needs of individual children in receipt of PP.	Specialist assessment in Speech & Language was administered by an outside agency (Alpha Inclusion)	The needs of the child were fully understood and appropriate interventions were put in place to support SEMH development	Trust between Carer and school was strengthened. The child is settled and communicates well with adults.	£295
To support the academic achievement of a child through enabling greater access to the curriculum through a multi-sensory approach.	Additional learning resources were purchased to support a more kinaesthetic approach to learning.	The child was able to make accelerated progress due to an increase in engagement with learning activities.	How careful selection of concrete apparatus motivates children and builds confidence.	£609
To offer specific intervention to address SEMH needs	Lego therapy	The child was better able to access learning in class due to having SEMH needs addressed.	Therapy offers respite and breaks down barriers.	£900
To ensure the children on PP are ready for learning each morning.	Provide a Breakfast club to insure	Children are in a better place to manage the transition from home to school.	Learning time is not impacted by difficulties caused by transition.	£658
To enable the children to have full access to opportunities received by children not on PP.	To pay for after – school clubs.	The children feel included and have the opportunity to improve their health as well as further developing resilience, team skills, problem solving etc.	This promotes increased attendance in clubs. More could be done next year to promote this.	

4. Barriers to future attainment in 2021 / 2022 (for pupils eligible for PP, including high ability)

In-school barriers

A.	Social and emotional intelligence
	<ul style="list-style-type: none"> • Some children experience emotional and attachment needs at some point in their time at school. They need support and guidance in interacting with peers positively. Anxiety can cause difficulty sleeping and impacts on behaviours at home and in school.. • Some children find it difficult to integrate with peers in a proactive manner and have difficulty with emotional literacy. They are sensitive to change of routines and find that social situations are not always easy to interpret • Some children are very quiet and shy and find it difficult to talk in group situations, therefore not benefitting from discussion. These children

	have low self-esteem causing them to reject learning tasks through fear of failure.
B.	Low ambition
	<ul style="list-style-type: none"> • Children with low self -esteem often express negative comments about themselves. They find it difficult to do their best and receive praise. There is little motivation to read or learn.
C.	Academic achievement
	<ul style="list-style-type: none"> • Some children are slower than their peers in acquiring phonics and progress in reading. • It can be challenging for children to take an interest or active role in discussions at school; in forming opinions or in understanding the opinions of others, resulting in low literacy development. • We have children receiving Pupil Premium who have significant learning difficulties or suffer from medical conditions. Some of these children are making slow progress in all areas. Low ambition is also causing a lack of motivation to improve and close the gaps in learning. • Higher attainers still experience a lack of aspiration.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance
	Attendance figures not available due to Covid
E.	Lack of routine (sleep, food, homework)
	<ul style="list-style-type: none"> • Some children suffer lack of sleep • Low self -esteem results in difficulty completing school work at home and this can cause distress if attempted. • Poor eating habits cause further tiredness.

5. Planned expenditure						
Academic year		2021 / 2022				
Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review implementation?
<p>A. Children are able to talk about their feelings in a controlled way and acknowledge that problems can be solved.</p> <p>Children feel supported and can identify with key adults with whom they feel secure.</p>	Continue to employ a Pastoral Support worker	Having a designated PSW enables the children to build a confidential relationship with someone outside the classroom. Vulnerable pupils are effectively supported in behaviour management so they feel safe and able to access their learning unimpeded.	Attendance and academic data will be analysed to ascertain whether children on PP have full access to their education and are making progress.	£7,507	Jane Egerton	July 2021 December 2021 March 2022
<p>B. Children talk with enthusiasm about their achievements and academic futures</p>	Deliver a rich and varied curriculum and accommodate the interests of all learners.	Children will be inspired to adopt a positive approach towards their learning, will feel involved and will want to come to school.	Additional resources will be bought to enhance the provision. (Starbeck resources) Subject leaders will monitor provision	£1500	Kathryn Jackson	September 2021 January 2022 April 2021
<p>.....</p> <p>Organise an 'ambition' week'</p> <p>.....</p> <p>For each child to understand their talents and develop their interests.</p> <p>.....</p> <p>For staff to develop their understanding of mental health issues in order to provide effective care and support.</p>	<p>.....</p> <p>Develop a 'Smartie' Reward system (purchase rewards) Work and achievements will be shared and celebrated in a weekly assembly.</p> <p>.....</p> <p>.Provide training in understanding mental health issue (Alpha Inclusion)</p>	<p>.....</p> <p>Children will gain an understanding of how working hard can lead to great things.</p> <p>.....</p> <p>'Smarties' identify individual talents in children which a celebrated, building self-esteem and a sense of purpose.</p> <p>.....</p> <p>An informed staff will lead to better provision, meeting the needs of all children.</p>	<p>.....</p> <p>Plan as a staff team, alongside appropriate parents and outside agencies</p> <p>.....</p> <p>Deliver staff training. Include in parent questionnaire. Record achievements in Pupil Passports (see below)</p> <p>.....</p> <p>Employing the services of an accredited training agency.</p>	<p>.....</p> <p>£100</p> <p>.....</p> <p>£350</p>	<p>.....</p> <p>Kathryn Jackson</p> <p>.....</p> <p>Kathryn Jackson</p> <p>.....</p> <p>Charlie Heaps</p>	<p>.....</p> <p>July 2021</p> <p>.....</p> <p>March 2022</p> <p>.....</p> <p>June 2022</p>

C Maths & Reading improves throughout the school.	Staff to visit other professionals to support in the development of their skills in teaching maths.	Staff will see elements of their training put into practice by established practitioners which will improve their own practice.	Visits to other professionals to be time-tabled. Reports written showing actions to be taken as a result of visits.	£200	Kathryn Jackson Staff team	November 2021
	Purchase additional reading materials to enhance the curriculum and encourage reading for pleasure.	Children will have a greater selection of books to read which will support an improvement in reading for comprehension.	Seek advice from the Children's Book Centre to ensure that only high quality books are purchased.	£1000	Charlie Heaps	Termly
	Develop a new system of formative assessment (Curricucolour)	Gaps in learning will be identified and clear programme of support will be initiated to fill these gaps Children will work at a level that is appropriate for their needs.	Lesson observations Governor monitoring	£150	Kathryn Jackson	Termly
D. Attendance	Make attendance policy and procedures clear to parents	To ensure that children are able to reach their potential and make the most of their education they need to be in school regularly	Attendance will be closely monitored and shared with Governors. Poor attendance will be quickly addressed. All actions will be recorded.	Analysis time Included in PSW wages	Jane Egerton	Termly Governors' meetings

Targeted Support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review implementation?
A. Children are given every opportunity to engage in school activities. They feel involved and self – esteem is raised.	To fund afterschool clubs and external visits and trips.	Children will not feel they cannot access extra-curricular activities and will therefore feel less isolated. More opportunity is given to develop social and emotional skills within a low-stakes environment.	Engagement in clubs will be monitored and scaling exercises will be delivered half-termly to monitor well-being. Achievements will be recorded.	£2000 (including residential)	Julia Pagan	Ongoing – add reports to Pupil Passports

<p>B. To enable children in receipt of PP to recognise their achievements</p>	<p>Produce a pupil passport for children in which to record targets and r successes.</p>	<p>Children will have individual time to work with a mentor on the passports. Discussions will take place that celebrate achievements.</p>	<p>Headteacher to conduct PP interviews with children to gather pupil voice.</p>	<p>£1300 mentor time</p>	<p>Deborah Mayhew</p>	<p>Half termly</p>
<p>C. Children receive individualised support that address specific learning needs</p>	<p>Support assistants will be employed to deliver 1:1 intervention.</p>	<p>Children are given the time and opportunity to embed / reinforce learning. It can be most effective when immediately accessed following whole-class teaching so delivered is tailored to the meet the child's neds.</p>	<p>Formative assessment systems (Curricolour) help identify areas of need. Assessment data will show that the gaps in learning are decreased. SENDCo will monitor interventions.</p>	<p>£10,700 TA support</p>	<p>Class teachers SENDCo</p>	<p>Half termly progress checks</p>
<p>E. Children are prepared for school each day and ready to learn when the school day begins.</p>	<p>Offer a Breakfast Club to ensure children start each well prepared for learning.</p>	<p>A breakfast club enables children to spend a calm time before school begins and it ensures they are fed appropriately.</p>	<p>Teaching staff will report that the children are ready for learning at the beginning of the day. Data will show that children are making good progress.</p>	<p>£2000</p>	<p>Julia Pagan</p>	<p>Termly</p>
<p>Planned Expenditure 2021 / 2022</p>	<p>£26,807</p>					