**Hethersett Woodside Primary & Nursery School**



**Pupil Premium Statement 2020 - 21**

For the Financial Year 2020 - 21 Hethersett Woodside Primary & Nursery School has been allocated £43 695 Pupil Premium funding. Primary schools receive £1,345 for each child registered as eligible to receive Free School Meals at any point in the last 6 years and they receive £2345 for Children who are Looked After.

**Summary of the barriers to learning:**

**Deprivation** – 12.5% of children are eligible for free school meals (ever 6). The school is situated in the 20% least deprived areas of the country, however areas of Hethersett are in the 50% most deprived areas of the country.

**Start Points** – Assessment on entry to the foundation stage, show some children have poorly developed communication skills, and some children have poor personal, social and emotional development. Attainment is the same as developmental milestones for the majority of children.

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| 1. Planned expenditure: £9000 (including leadership time)   This needs to continue to embed for 2019/20 | | | | | |
| 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? |
| For attendance to be in line with national average or better | Ensure first day calling  Meet with parents to offer support  Continue to reward 100% attendance each term and highest class attendance | To work with parents and carers to improve the punctuality and attendance of children, particularly those from vulnerable groups.  Also support families to promote early engagement with the school and their children’s learning.  We have chosen this approach as we can’t improve outcomes for children if they are not attending school regularly. | Line management meetings to ensure early identification of children with attendance issues  Systematic calling for children who have not attended school  Workshops and parent meetings to promote attendance | AJ & JA  JO | On going  Termly |

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| 1. Planned expenditure: £20 000 + £500 + £2000 (daily Sensory circuits) | | | | | |
| 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? |
| For children with emotional and behavioural difficulties to receive targeted interventions to reduce behavioural incidents and to ensure that they make progress in their learning. | To Continue to have a full-time Thrive Practitioner to develop and support children’s emotional, social and behavioural needs and to support the children through difficult times, e.g. transition or family difficulties.  The Thrive Practitioner develops targeted behavioural interventions for identified students.  Sensory circuits implemented for children who need this | The work of the THRIVE practitioner has significantly reduced the number of behavioural incidents in school.  The Thrive programme suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.  By increasing children’s sensory processing skills this enables them to support cognitive development | Progress meetings to ensure early identification of children with behavioural issues.    Whole class assessments to identify levels of development    Observations of learning and behaviour of pupils through learning walks    Case Studies of pupils    Regular liaison with external agencies  Continued updated training for THRIVE manager    Knowledgeable staff ensure planning is in place to support sensory needs | Thrive Manager  SLT  SENCo | termly |

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| 1. Planned expenditure:£5000 (plus INSET time) | | | | | |
| 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? |
| For children’s progress and attainment in reading, writing and phonics to be at national average and better | Support from English Hub to support teaching of phonics to ensure reading and writing levels are at National.  English Lead to observe and support all staff with the teaching & learning of phonics  Support from Ann Keen (VNET) to support monitor and evaluate English provision  CPD to follow English moderation/evaluation to support each subject lead to carry out full evaluation of subject.  Investment in early reading books that are phonologically decodable. | Attainment levels for reading and writing for 2017-2018 are on a downward trend compared to maths. Phonics levels are below national. The demands of the new curriculum in writing means that we need to invest in high quality first teaching of reading and outstanding interventions will promote this. | First quality teaching in phonics, reading & writing apparent    Regular learning walks of phonics across the school.    Parent workshops on phonics.  New resources ordered | English Lead/SLT  SENCo  English lead/SLT | Summer term 2020  Autumn term 2019 |

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| 1. Planned expenditure:£2600 (plus INSET time) | | | | | |
| 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? |
| For children’s progress and attainment in number/maths to be at national average and better | Support from Maths to support teaching of Early Number to foundations for building on.  Investment in Power Maths to support Maths teaching throughout school.  Increase Early reading materials | Attainment levels for Maths for 2018-2019 are at expected.  PP children  Consistent approach throughout – support teaching within year 4 newly added year groups to the school  Ensuring good quality early reading materials | First quality teaching in Maths through improved subject knowledge    Regular learning walks of phonics across the school.    New resources ordered  New reading materials ordered – support from English Hub | Maths Lead/SLT  English lead/SLT | Summer term 2019 |

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| 1. Planned expenditure: £750 | | | | | |
| 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? |
| To increase opportunities for learning outside the classroom | To pay for Afterschool clubs and facilities that would be otherwise inaccessible  To subsidise schooltrips so all children have equal access.  Vouchers for school uniform | Extended school activities allow children to develop skills beyond the classroom | Parents knowledge of facility  Ensuring information passed to families needing extra support | HT/SLT  JA office | Termly review to ensure greatest impact. |

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| 1. Planned expenditure: £5 500 | | | | | |
| 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? |
| To encourage children to engage in learning and to develop self-motivation and confidence | The use of the outdoor learning environment to encourage and inspire individuals of any age through an approach to outdoor play and learning in a woodland environment | Outdoor Learning – provides access to learning opportunities to support different learning styles and abilities.  Children with raised self-esteem are more resilient and will take risks with learning. | A lead person in school to oversee all nurture interventions.  Time for small groups throughout the school to ensure all children are given similar opportunities but also extra time given to children who may need this.  Group reviewed termly at progress meetings  Time to complete Boxall Profile to assess focus areas of learning and measure progress. | SENCo  SC/ML/HH  SENCo/class teachers | Termly review to ensure greatest impact.  Termly at progress meetings |