

Hethersett Woodside Primary & Nursery School

Pupil Premium Statement 2021 - 22



For the Financial Year 2021 - 22 Hethersett Woodside Primary & Nursery School has been allocated £61 800 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 £2 345 for Children who are Looked After.

Summary of the barriers to learning:

Deprivation – 13.7% 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 –

It has been an exceptional year for all children and children have missed Nursery education, which is vital to establishing especially personal and social aspects of learning. We have seen difficulties with attachment for children new to school as well as children's emotional wellbeing. 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. Reading and Writing levels are low for children at the start of Reception however children with Pupil Premium are significantly lower attainment in Reading and Writing compared the group of Reception children.

1. Attendance : planned expenditure: £9000 (including leadership time)
 Following the challenging year, some children and families are struggling to get children to school.

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	<p>Ensure first day calling</p> <p>Meet with parents to offer support</p> <p>Continue to reward 100% attendance each term and highest class attendance</p>	<p>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.</p>	<p>Line management meetings to ensure early identification of children with attendance issues</p> <p>Systematic calling for children who have not attended school</p> <p>Workshops and parent meetings to promote attendance</p>	<p>AJ/SLT & JA</p> <p>AJ/SLT</p> <p>??</p>	<p>On going</p> <p>Termly</p>

2. Literacy Skills: Early reading skills
Planned expenditure: £20120

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	<p>Support from English Hub to implement Nuffield Early Language Intervention (NELI) into school</p> <p>English Lead to observe and support all staff with the teaching & learning of phonics</p> <p>Support from VNET to develop curriculum leadership</p> <p>Investment in library books for Key Sage two.</p>	<p>Attainment levels for reading and writing for 2018-19 are on a downward trend compared to maths. Phonics levels are below national.</p> <p>The attainment levels of reading and writing on entry to Reception are lower than previous years and the levels for children with pupil premium are significantly lower.</p> <p>On entry to Reception children at expected level: Reading: 53% Writing: 48% PP Reading: 33% PP Writing: 22%</p>	<p>First quality teaching in phonics, reading & writing apparent</p> <p>Regular learning walks of phonics across the school.</p> <p>Parent workshops on phonics.</p> <p>New resources ordered</p>	English Lead/SLT SENCo	

3. Maths

Planned expenditure: £2862

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?
<p>For children's progress and attainment in number/maths to be at national average and better</p>	<p>Support from Maths to support teaching of Early Number to foundations for building on.</p> <p>Investment in Power Maths to support Maths teaching throughout school.</p> <p>Resources for Power Maths to support consistency throughout</p>	<p>In 2018-2019, at the end of key stage one, the percentage of children at expected for Maths is below National.</p> <p>The percentage of PP children attaining expected levels in maths is below National and significantly lower than the cohort.</p> <p>A consistent approach throughout the school is needed to support teaching into key stage two</p>	<p>First quality teaching in Maths through improved subject knowledge</p> <p>Regular learning walks of phonics across the school.</p> <p>New resources ordered</p>	<p>Maths Lead/SLT</p>	

4. Social and emotional needs and Sensory Support
 Planned expenditure: £23192 (incl.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?
<p>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.</p>	<p>To employ staff members who can devote time 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.</p> <p>Sensory circuits implemented for children who need this</p> <p>Lunch time support</p>	<p>The work of the highly skilled staff has significantly reduced the number of behavioural incidents in school.</p> <p>The Nurture programme suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> <p>By increasing children's sensory processing skills this enables them to support cognitive development</p>	<p>Progress meetings to ensure early identification of children with behavioural issues.</p> <p>Whole class assessments to identify levels of development</p> <p>Observations of learning and behaviour of pupils through learning walks</p> <p>Regular liaison with external agencies</p> <p>Knowledgeable staff ensure planning is in place to support sensory needs</p>	<p>SLT</p> <p>SENCo</p>	<p>termly</p>

5. Learning beyond the classroom
Planned expenditure: £2170

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

6. Outdoor learning
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?
<p>To encourage children to engage in learning and to develop self-motivation and confidence</p>	<p>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</p>	<p>Outdoor Learning – provides access to learning opportunities to support different learning styles and abilities.</p> <p>Children with raised self-esteem are more resilient and will take risks with learning.</p>	<p>A lead person in school to oversee all nurture interventions.</p> <p>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.</p> <p>Group reviewed termly at progress meetings</p> <p>Time to complete Boxall Profile to assess focus areas of learning and measure progress.</p>	<p>SENCo SC/ML</p> <p>SENCo/class teachers</p>	<p>Termly review to ensure greatest impact.</p> <p>Termly at progress meetings</p>

Total expenditure: £62 844