



Pupil premium strategy statement:

1. Summary information					
School	Hopton CEVC Primary School				
Academic Year 2018/2019	April 2019- April 2020	Total PP budget	£17,760	Date of most recent PP Review	April 2019
Total number of pupils	89	Number of pupils eligible for PP	11	Date for next internal review of this strategy	April 2020

2. Current attainment		
2018 published data for Year 2	<i>Pupils eligible for PP (whole school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected or above in reading	50% (2)	65% (National 74%)
% achieving expected or above in writing	50% (2)	65% (National 65%)
% achieving expected or above in maths	50% (2)	53%(National (73%))
2018 published data for Year 6	<i>Pupils eligible for PP (whole school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected or above in reading	0% (3)	87% (National 75%)
% achieving expected or above in writing	0% (3)	73% (National 78%)
% achieving expected or above in maths	0% (3)	73% (National 76%)
Teacher assessment for: 2017-2018 (11 pupils) Whole school	<i>Pupils eligible for PP (whole school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	36% (4)	
% achieving expected standard or above in reading	36% (4)	64%
% achieving expected standard or above in writing	36% (4)	64%
% achieving expected standard or above in maths	36% (4)	60%

3. Barriers to future attainment for pupils eligible for PP		
In-school barriers to be linked to curriculum drivers <i>(issues to be addressed in school)</i>		
A.	Children need to be available for learning. Social, emotional and mental health challenges mean support needs to be offered so children can access the learning.	
B.	Increased challenge and risk within learning.	
C.	Investment in reading.	
External barriers <i>(issues which also require action outside school)</i>		
D.	Attendance	
E.	Parental engagement	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children need to be available for learning. Social, emotional and mental health challenges mean support needs to be offered so children can access learning.	Children retain more friendships Children have less fall-outs Children need less support to resolve friendship issues Children can show self and peers assessment techniques, exploring what 'outstanding learning' looks like. Pastoral care means children have the opportunity to voice any concerns they have
B.	Increased challenge and risk within learning.	Children have a strong sense of self and belonging. Children are confident and independent learners. Children can show self and peers assessment techniques. Children are engaged and inspired by lessons.
C.	Investment in reading.	Children will read more. They will make expected/better than expected progress. Children will show an interest in books and talk enthusiastically about their reading experiences
D.	The attendance of PP children improves	Reduce the number of absentees among pupils eligible for PP EWO involvement will not be needed Support offered to parents struggling to maintain attendance. Attendance for the children is in line with national at 96% Complete case studies for individual children to showcase support.
E.	Increase positive parental engagement	Parents are offered support and guidance both internally and externally where appropriate. Parents work in co-production with staff to ensure needs is met. Workshops and proactive sessions are organised in order to engage parents in a solution focused way.

5. Planned expenditure		
Academic year	2018/2019	
The table below enable schools to demonstrate how they are using the pupil premium to improve the provision for children, linking specifically to the needs of the individual children within this group.		
Behaviour and attitudes Children need to be available for learning.		
<p>Success criteria: Children retain more friendships Children have less fall-outs Children need less support to resolve friendship issues Children can show self and peers assessment techniques, exploring what 'outstanding learning' looks like. Pastoral care means children have the opportunity to voice any concerns they have.</p>		
Desired outcome	Curriculum Driver	Actions to support outcome
<p>Children need to be available for learning.</p> <p>Social, emotional and mental health challenges mean support needs to be offered so children can access the learning.</p>	 <p>I understand that communication is the key to relationships and learning. I am able to use my voice in a manner of complex ways which led me to forge friendships and extend my knowledge. I take pride in voicing my opinions and seek to listen to others in the process. My voice is the most powerful tool I can harness.</p>	<ol style="list-style-type: none"> 1) Finish resourcing the social skills room. (£500) 2) Provide bespoke interventions for children using referrals from class teachers. (£2000) 3) Provide 1:1 support for identified children. (£4200) 4) Provide proactive liaison between parents and school. (£500) 5) Attend and provide training on relevant difficulties across the school. 6) Proactively equip the department with rich resources. (£500)
What is the evidence and rationale for this choice?		
<ul style="list-style-type: none"> • Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work. • PP children with serve and complex SEND needs require sensory spaces to explore early development of key areas of learning. • Other children in the school often require safe and comfortable spaces to explore their feelings. In order for children to progress from their starting points, there must be a consideration as to how they learn. Sensory approaches are often required, as are chunking of activities and more tactile and kinaesthetic approaches. • Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger. • New training from TCC will enable staff to feel confident and empower by the messages they give. 		
How will you ensure it is implemented well?		
<ul style="list-style-type: none"> • Baseline assessments of all children attending interventions will be completed. Impact reviews and feedback forms will be shared with teachers and parents. • A working action plan created by the Pastoral Lead will give guidance to the completion of tasks within time frame. • Monitoring of the interventions will talk place by SENDCo and SEND Governor. • Pupil perceptions surveys will show confident and happy learners. • Tracking of behaviour forms will show fewer incidents. 		
Staff lead: Claire Wright/ Kerrie Jones and Debbie Mills	Review: April 2020	Cost: £7700

6. Planned expenditure

Academic year

2018/2019

The table below enable schools to demonstrate how they are using the pupil premium to improve the provision for children, linking specifically to the needs of the individual children within this group.

Personal Development Increased challenge and risk within learning.

Success criteria:

Children have a strong sense of self and belonging.
Children are confident and independent learners.
Children can show self and peers assessment techniques.
Children are engaged and inspired by lessons.

Desired outcome

Curriculum Driver

Actions to support outcome

Increased challenge and risk within learning.

I take part in unusual and daring activities that take me out of my comfort zone.
I take part in new experiences whether I like them or not! My learning is exhilarating, and I come to school with a sense of excitement. I break away from daily routines to keep myself moving forwards and loving what I do.



- 1) Growth mindset continues to be a strong ethos across the school.
- 2) Planned activities across the school allow the children to take risks.
- 3) Good teaching and learning provide challenge on a daily basis.
- 4) Purchasing of new curriculum resources via Cornerstones allows teachers to deliver a broad and balanced curriculum. (£2000)
- 5) Subject leaders we have increased release time. This will be obtained by specialists external teaching of music, creating further time in the timetable. (£5000)

What is the evidence and rationale for this choice?

- Children are inspired by stories of people who have achieved something even if they once thought they wouldn't.
- Children see the benefit in challenging themselves and learn from their mistakes.
- A refreshed and new approach to the curriculum offers children more chances to apply their skills and knowledge.
- Subject leadership ensures that skills and knowledge are sequenced across year groups and build upon prior knowledge.
- They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy or a University course they will enjoy.

How will you ensure it is implemented well?

- Allocated time given to teachers will allow them to effectively track and monitor the impact of the new curriculum.
- HT will and Governors will evaluate the new Curriculum towards the end of the Autumn term.
- Pupil perceptions will be obtained.
- Books will show the clear application of skills and knowledge across core and foundation subjects
- New assessment tools for curriculum show children's skills progressing.

Staff lead: Claire Wright & subject leaders

Review: April 2020

Cost: £7000

7. Planned expenditure		
Academic year	2018/2019	
The table below enable schools to demonstrate how they are using the pupil premium to improve the provision for children, linking specifically to the needs of the individual children within this group.		
Quality of Education: Intent, implementation and impact. Investment in reading.		
Success criteria: Children have a strong sense of self and belonging. Children are confident and independent learners. Children can show self and peers assessment techniques. Children are engaged and inspired by lessons.		
Desired outcome	Curriculum Driver	Actions to support outcome
PP children's reading comprehension improves in line with non-pp children.	 <p>I am open to new experiences and use them to scaffold my learning. I understand that in order to grow I need to embrace all that is on offer to me. I use experiences to make links and conclusions about life. I share experiences with others and play a important role in discovering and exploring.</p>	<ol style="list-style-type: none"> 1) Teachers will read aloud to the children. 2) Children will be taught reading comprehension once a week in discrete lessons. 3) Opportunities will be created for peer reading across the school. 4) Parents will be encouraged to read with their children during book looks. 5) Workshops from external professionals will be delivered to the children. 6) PP children will be specifically targeted for 1:1 reading throughout the week (£500). 7) World Book Day will be embraced across the school. (£500)
What is the evidence and rationale for this choice?		
<ul style="list-style-type: none"> • New guidance from the DfE reinforces the importance of nurturing an ethos for the love of reading. • Ofsted will want to see: <ul style="list-style-type: none"> - They will consider how well staff know their school's chosen systematic synthetic phonics programme and use assessment and coaching to ensure that children are provided with the small, repeated steps necessary to ensure success. - They will check whether the books children practise reading from, at school and at home, closely match the phonics knowledge they have been taught. - They will also check that the school provides sufficient time each day to teach children to read, so that they can read each book fluently and confidently. - And most importantly, inspectors will look at whether teachers read aloud to their children regularly in a way that shows the joy that can be gained from reading stories, non-fiction, rhymes and poems – to develop children's comprehension and to widen their knowledge, vocabulary and ideas. 		
How will you ensure it is implemented well?		
<ul style="list-style-type: none"> • All actions will be weaved into the school SDP. Both HT and Governors will evaluate the impact. • PP children will be monitored during pupil progress meetings. Children will obtain better than expected progress. • Reading log books will be monitored. All PP children will be heard at least twice a week. 		
Staff lead: Claire Wright & class teachers	Review: April 2020	Cost: £1000

8. Planned expenditure		
Academic year	2018/2019	
The table below enable schools to demonstrate how they are using the pupil premium to improve the provision for children, linking specifically to the needs of the individual children within this group.		
Behaviour and attitudes The attendance of pupil premium children will be in line with non-pupil premium children		
Success criteria: Reduce the number of absentees among pupils eligible for PP EWO involvement will not be needed Support offered to parents struggling to maintain attendance. Attendance for the children is in line with national at 96% Complete case studies for individual children to showcase support and improve attendance.		
Desired outcome	Curriculum Driver	Actions to support outcome
The attendance of pupil premium children will be in line with non-pupil premium children	 <p>I am enthusiastic and passionate about life. I love to ask 'what if...?' and allow my imagination to take me on a journey. I am open to the fact that something may have one answer and take pleasure in exploring the possibilities. My joy in learning new things is infectious and I often take others on my journey.</p>	<ol style="list-style-type: none"> 1) Attendance will be monitored with case studies fashioned for those who are vulnerable. 2) EWO will play an active part in the provision for those children. 3) In Autumn 2019, parents will be fined for taking their children out of school for six or more sessions. 4) A new curriculum will be inspiring for children. 1:1 support will be offered via the pastoral coordinator for vulnerable children and families 5) Lunchtimes sessions will be available for vulnerable children (£1560).
What is the evidence and rationale for this choice? <ul style="list-style-type: none"> • When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. • Exciting activities throughout the term will be fun and the children will want to be part of them. • When children attend school regularly without constant breaks, they make better progress. Prolonged absences created gaps in skills and knowledge. • Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. 		
How will you ensure it is implemented well? <ul style="list-style-type: none"> • Fortnightly analysis of data. • Progression in cases studies. • Increase in attendance from vulnerable children. 		
Staff lead: Claire Wright, Terri Baker and the steering group.	Review: April 2020	Cost: £1560

8. Planned expenditure		
Academic year	2018/2019	
The table below enable schools to demonstrate how they are using the pupil premium to improve the provision for children, linking specifically to the needs of the individual children within this group.		
Leadership and management Increase positive parental engagement		
Success criteria: Parents are offered support and guidance both internally and externally where appropriate. Parents work in co-production with staff to ensure needs is met. Workshops and proactive sessions are organised in order to engage parents in a solution focused way.		
Desired outcome	Curriculum Driver	Actions to support outcome
Increase positive parental engagement More parents will engage holistically in the work of the school	 <p>Playing is a huge part of my human fabric. Being playful within my learning allows me to explore the impossible and pour fun into the process. Socialising and interacting with others is a skill that needs to be developed over time. I am open to solutions and actively seek to get on with everyone.</p>	<ol style="list-style-type: none"> 1) HT offers opportunities for parents to engage with whole school initiatives. 2) Pastoral coordinator organises events for parents to attend. These can be around parenting advise and pedagogy in school. (£500) 3) Parents continue to be welcomed into school for parent share and community events. 4) A clear dialogue and signposting between HT/SENDCo and Pastoral leads mean vulnerable families get the support they need for external agencies quickly.
What is the evidence and rationale for this choice? <ul style="list-style-type: none"> • Parental investment with the school and with their child is essential to consistently move a situation along. • Parents feel valued and part of the decision-making process. Well informed parents support the school ethos and work harmoniously with the staff. • More opportunities for parents to be in school alongside their children will forge stronger relationships with staff, thus breaking down barriers. • School will invest time and resources into supporting families in order to increase the outcomes for children. • External agencies offer layers of support outside the expertise of the school. 		
How will you ensure it is implemented well? <ul style="list-style-type: none"> • Evaluating progress through a SMART Pastoral care Plan for the school. • Fewer children will need support via safeguarding systems. • Parental engagement trackers will be analysed with gaps in engagement reviewed. • Feedback will be sought from parents around events organised by the school. 		
Staff lead: Claire Wright & Debbie Mills	Review: April 2020	Cost: £500