



Pupil premium strategy statement:


1. Summary information					
School	Hopton CEVC Primary School				
Academic Year 2021/2022	April 2021 April 2022	Total PP budget	£40210	Date of most recent PP Review	April 2021
Total number of pupils	88	Number of pupils eligible for PP	30	Date for next internal review of this strategy	April 2022


2. Current attainment		
2021/2022 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	No published results due to COVID 19	
% achieving expected or above in writing		
% achieving expected or above in maths		
2020/21 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	No published results due to COVID 19	
% achieving expected or above in writing		
% achieving expected or above in maths		


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. This is particularly prominent in relation the COVID-19 pandemic. Children's well-being and mental health will need to be supported coming out of this exceptional time.
B.	Increased challenge and risk within learning.
C.	Investment in reading
D.	Investment in writing


E.	Children in EYFS need a suitable outside environment which is resourced well to achieve their Early Learning Goals.	
External barriers (issues which also require action outside school)		
F	COVID 19 Pandemic. Disrupted teaching since March 2020, has had an impact on children’s progress.	
G	Financial restrictions reduce opportunities for children and also impact their social and emotional well-being.	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Children need to be available for learning. Transition from COVID-19 will be successfully managed and supportive for the children. Social, emotional and mental health challenges mean support needs to be offered so children can access learning.	Children who struggle in the mainstream environment will have support to manage and regulate their emotions. Children will know how to get help and report back on the success of the help. All children have a smooth transition back from COVID-19 closure, with well-being reports being high.
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.	Investment in writing	Children will be offered rich experiences to aid their creative writing Children will make expected/better than expected progress. Staff will be upskilled to ensure the teaching of writing is good. Children with literacy learning difficulties will be equipped with strategies/ resources to enable them to write (this could be ICT)
E.	Children in EYFS need a suitable outside environment which is resourced well to achieve their Early Learning Goals.	Children will have access to a safe outside area. The area will be sufficiently resourced to compliment the environment Resources will allow children to excel in their Early Learning Goals where appropriate.
F.	COVID 19 Pandemic. Disrupted teaching since March 2020, has had an impact on children’s progress.	The school develops high quality pastoral support through the entire school day Children are shown to be confident, resilient, independent and have a strong sense of character. Children are taught to be responsible and respectful Children are modelled healthy relationships.
G.	Financial restrictions reduce opportunities for children and also impact their social and emotional well-being.	Financial circumstances do not create a barrier to emotional well being Financial circumstances do not create a barrier to learning. Children are not hungry


		All children have the resources they need in school Trips are subsidised
--	--	-----------------------------------------------------------------------------

A: Planned expenditure		
Academic year	2021/2022	
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.		
<div>Behaviour and attitudes</div> <div>Children need to be available for learning.</div>		
<div>Success criteria:</div> <div>Children who struggle in the mainstream environment will have support to manage and regulate their emotions.</div> <div>Children will know how to get help and report back on the success of the help.</div> <div>All children have a smooth transition back from COVID-19 closure, with well-being reports being high.</div>		
Desired outcome	Curriculum Driver	Actions to support outcome
<div>Children need to be available for learning.</div> <div>Social, emotional and mental health challenges mean support needs to be offered so children can access the learning.</div>	<div></div> <div>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.</div>	<div>1) Provide an on-going budget for resources in the KIWI room (£3000)</div> <div>2) Provide enrichment interventions for children using referrals from class teachers. (£4000)</div> <div>3) Provide 1:1 support for identified children. (£6000)</div> <div>4) Continue CPD for all staff in this area (including ELSA training) £2000</div> <div>5) Plan for transition out of COVID -19. To include sessions, experiences and workshops on well-being (£2000)</div>
<div>What is the evidence and rationale for this choice?</div> <div><ul style="list-style-type: none">Children need a safe environment, where connections can be made and coping mechanism in place.PP children with severe and complex SEND needs require sensory spaces to explore early development of key areas of learning, this can be developed in the KIWI room.All children in the school 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.Children are able to self-regulate in order to access the mainstream classroom.Children will need considered support reintegrating back into school after the school closure period. Time will need to be spent on the restoration of well-being.</div>		
<div>How will you ensure it is implemented well?</div> <div><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 frames.Monitoring of the interventions will take place by SENDCo and SEND Governor.Monitoring of wellbeing and behaviour incidents will evidence a smooth transition out of school closure (COVID-19)Pupil perceptions surveys will show confident and happy learners.</div>		
Staff lead: Claire Wright & Michelle Gardner	Review: April 2022	Cost: £ 17,000

B:Planned expenditure		
Academic year	2021/2022	
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.		
<div>Personal Development</div> <div>Increased challenge and risk within learning.</div>		
<div>Success criteria:</div> <div>Children have a strong sense of self and belonging.</div> <div>Children are confident and independent learners.</div> <div>Children can show self and peers assessment techniques.</div> <div>Children are engaged and inspired by lessons.</div>		
Desired outcome	Curriculum Driver	Actions to support outcome
Increased challenge and risk within learning.	<div>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.</div> <div></div>	<div>1) Planned activities across the school allow the children to take risks.</div> <div>2) Good teaching and learning provide challenge on a daily basis.</div> <div>3) Purchasing of new curriculum resources via Cornerstones allows teachers to deliver a broad and balanced curriculum. (£500)</div> <div>4) Subject leaders we have increased release time. This will be obtained by specialists external teaching of music, creating further time in the timetable. (£7000)</div> <div>5) Staff will access further CDP in their subjects.</div>
<div>What is the evidence and rationale for this choice?</div> <div><div>Children are inspired by stories of people who have achieved something even if they once thought they wouldn't.</div><div>Children see the benefit in challenging themselves and learn from their mistakes.</div><div>A refreshed and new approach to the curriculum offers children more chances to apply their skills and knowledge.</div><div>Subject leadership ensures that skills and knowledge are sequenced across year groups and build upon prior knowledge.</div><div>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.</div></div>		
<div>How will you ensure it is implemented well?</div> <div><div>Allocated time given to teachers will allow them to effectively track and monitor the impact of the new curriculum.</div><div>HT will and Governors will evaluate the new Curriculum towards the end of the Autumn term.</div><div>Pupil perceptions will be obtained.</div><div>Books will show the clear application of skills and knowledge across core and foundation subjects</div><div>New assessment tools for curriculum show children's skills progressing.</div></div>		
Staff lead: Claire Wright & subject leaders	Review: April 2022	Cost: £7500

C:Planned expenditure		
Academic year	2021/2022	
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 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		
Desired outcome	Curriculum Driver	Actions to support outcome
PP children’s reading improves in line with non-pp children.	 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 an important role in discovering and exploring.	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) World Book Day will be embraced across the school. (£1000) 7) Redesign & resource the library (£4000) 8) Kindles for the library (£3000) Cost to include, charging stations and protective covers.
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.The current library is uninspiring and lacks appeal both as an environment and with the materials available.		
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.		

<ul style="list-style-type: none">The library transformation will be robustly planned by HT and Kate Jones		
Staff lead: Claire Wright & Kate Jones	Review: April 2022	Cost: £ 8000
D: Planned expenditure		
Academic year	2021/2022	
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.		
<div>Quality of Education: Intent, implementation and impact. Investment in writing</div> <div>Success criteria: Children will be offered rich experiences to aid their creative writing They will make expected/better than expected progress. Staff will be upskilled to ensure the teaching of writing is good. Children with literacy learning difficulties will be equipped with strategies/ resources to enable them to write (this could be ICT)</div>		
Desired outcome	Curriculum Driver	Actions to support outcome
PP children’s writing skills are in line with non-pp children.	<div></div> <p>I understand who I am and the impact my actions have on others. I have an understanding of the world around me, looking to learn about other cultures and beliefs. I am tolerant of others and how they see the world. I have a solid moral compass and strive to lead by example in all areas of life.</p>	<div>1) Teachers will plan for opportunities, experiences and resources to support creative writing.</div> <div>2) Teacher will have access to CPS (Already budgeted for)</div> <div>3) Software and technology will be purchased where necessary to support children with literacy.</div> <div>4) TA training for intervention (moving children on)</div> <div>5) Catch Up CGP Materials to given for every child in school £1000</div>
What is the evidence and rationale for this choice? <ul style="list-style-type: none">Children need experiences and memories to pull ideas to write from. If these are naturally lacking for the child, we need to help create them within the school environment.In order for children to become more confident learner’s barriers to success need to be overcome, this can sometimes be supported with ICTSome children have ides but lack self-confidence written them down due to literacy learning difficulties. Strategies around this can also include supporting ICT.		
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.Writing will be moderated both internally and externally.		
Staff lead: Claire Wright	Review: April 2022	Cost: £1000


E: Planned expenditure		
Academic year	2021/2022	
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.		
<div>Quality of Education: Intent, implementation and impact.</div> <div>Children in EYFS need a suitable outside environment which is resourced well to achieve their Early Learning Goals.</div> <div>Success Criteria:</div> <div><ul style="list-style-type: none">Children will have access to a safe outside areaThe area will be sufficiently resourced to compliment the environmentResources will allow children to excel in their Early Learning Goals where appropriate.</div>		
Desired outcome	Curriculum Driver	Actions to support outcome
PP children’s in EYFS make accelerated progress from their starting point, with the aspiration to gain a GLD.	<div></div> <div>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 an important role in discovering and exploring.</div>	<div>1) EYFS teacher will provide resources with compliment the new outside area. (£2000)</div> <div>2) All learning will be planned around opportunities in both the inside and outside environment.</div>
<div>What is the evidence and rationale for this choice?</div> <div><ul style="list-style-type: none">The outdoor space has recently been redesigned in order to offer the children greater opportunities in the environment.The children require a correctly resourced space for them to expand their learning to the maximum.An increased investment in the area will allow those children who learn better outside to achieve their ELG’s.</div>		
<div>How will you ensure it is implemented well?</div> <div><ul style="list-style-type: none">Plans for the resourcing of the area will be discussed with HT to ensure maximum potential is achieved.EYFS lead will plan weekly for enriching opportunities for children to use the outdoor area.Children’s achievements will be discussed termly with the HT to ensure they are making good progress.</div>		


- Daily tracking of the children will be used via Tapestry where children's progress can be monitored.

Staff lead: Claire Wright & Mr McDonald

Review: April 2022

Cost: £ 2000

F: Planned expenditure		
Academic year	2021/2022	
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.		
<div>Personal Development</div> <div>COVID 19 Pandemic. Disrupted teaching since March 2020, has had an impact on children’s wellbeing & learning.</div> <div>Success criteria: The school develops high quality pastoral support through the entire school day Children are shown to be confident, resilient, independent and have a strong sense of character. Children are taught to be responsible and respectful Children are modelled healthy relationships.</div>		
Desired outcome	Curriculum Driver	Actions to support outcome
Children will have more meaningful experiences at playtime enabling them to transition smoothly back into class and forge good relationships with peers and adults.	<div></div> <div>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.</div>	<div>1) MDSA team to produce and implement a robust lunchtime play plan. This will require a high level of planning and resourcing to ensure the offer remains consistent. (£2000)</div> <div>2) Reflection/ area for SEND created outside UKS2 classroom. (£2000)</div> <div>3) Forrest school training for Mrs Kate Jones. Extend the outside learning offer across the school. (£1000)</div>
<div>What is the evidence and rationale for this choice?</div> <div><ul style="list-style-type: none">The new Ofsted framework asks us to carefully consider a child personal development in terms of their holistic journey. They will available for mainstream classrooms if transitions are smooth and they understand the importance of positive relationships.Recent TBRI training undertaken by all TA’s and some teachers demonstrated the importance of modelling relationships, to gain trust and enable children to apply the skill taught to their open relationshipsChildren need opportunities to learn in different environments to suit their own cognitive style. More opportunities outside will allow children to self-regulate more effectively inside.</div>		
<div>How will you ensure it is implemented well?</div> <div><ul style="list-style-type: none">Working closely with the MSDA team and monitoring the pastoral outside plan.Linking the outcomes directly to TA performance managementSeeking pupil perceptions on the new ‘lunchtime’ play provision.Monitoring behaviour incidents during and directly after play transitions.</div>		
Staff lead: Claire Wright & Debbie Mills		Review: April 2022
		Cost: £7000

G: Planned expenditure		
Academic year	2021/2022	
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.		
<div>Personal Development</div> <div>Financial restrictions reduce opportunities for children and also impact their social and emotional well-being.</div> <div>Success criteria: Financial circumstances do not create a barrier to emotional well being Financial circumstances do not create a barrier to learning. Children are not hungry All children have the resources they need in school Trips are subsidised</div>		
Desired outcome	Curriculum Driver	Actions to support outcome
All children will have equal opportunities. Their well-being will not be effect by financial restrictions.	<div></div> <div>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.</div>	1) Staff to be aware of the allocated budget to ensure children are able to access funds across the school year should they need it.
<div>What is the evidence and rationale for this choice?</div> <div><ul style="list-style-type: none">Some children can miss out on school opportunities due to financial circumstances. They then do not share the same experiences as their peers. This can mean they have limited first hand involvement with events that could help them in their learning.Children can sometimes miss out on breakfast. This can make them less available for learning. All children will have the opportunity to eat if this has been missed at home.Children will have the correct uniform and resources to prevent any impact on emotional well-being.</div>		
<div>How will you ensure it is implemented well?</div> <div><ul style="list-style-type: none">All children will access opportunities at school. This can be monitored through attendance.Pupil surveys will evidence happy and cared for children.</div>		
Staff lead: Claire Wright & Debbie Mills	Review: April 2022	Cost: £2000