

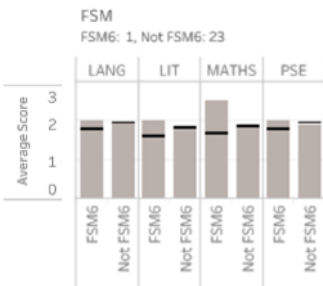
Pupil premium strategy statement (Primary)

School overview

School name	Iceni Academy Hockwold
Pupils in school	109
Proportion of disadvantaged pupils	11 PP children and 12 Forces 19-20 11 PP children and 17 Forces 20-21
Pupil premium allocation this academic year 2019-2020	£19,320
Pupil premium allocation this academic year 2020-2021	£ 32203.60 including Forces children <ul style="list-style-type: none">• Staffing £29173.60 (includes TA and Teaching staff)• Lexia £1030• Curriculum Pot £2000
Academic year or years covered by statement	2019-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Emma Owner - Principal
Pupil premium lead	Alicia Rickards – Assistant Principal
Governor lead	Governor restructuring

Disadvantaged pupils' performance - progress overview for last academic year:

11 children – all children made at least 1 'step' of progress and most have made 2 since September (and with Mastery children – 4 steps)

Measure	Number of PP children	Score
EYFS	1	1 GLD – please see FFT average score chart for 2019-2020 
Phonics Y1	1	1 would not have got it
Reading YR-6	11	4 not EXS; 7 secure (including 2 Mastery)
Writing YR-6	11	5 not EXS; 6 secure (including 2 Mastery)
Maths YR-6	11	6 not EXS; 5 secure (including 2 Mastery)

Disadvantaged pupils' performance – attainment overview for last academic year:

Measure	Score	Measure	Score
Meeting expected standard at KS2	1 out of 2	Met expected standard at KS1	1 out of 2
Achieving high standard at KS2	1	Achieved high standard at KS1	1

2020-21 Executive Summary – 11 children as of Sept 2020

Code: Priority and Child case studies	Of academic concern Y/N and C=COVID loss of learning	Identified Barriers		Teaching Priorities QFT		Targeted Academic Support		Wider Support	
				Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
P1+3		We have identified that 5 children will need help with reading to close the gaps in their learning.	ARE	QFT including evidencing reading in every lesson – not just English. TA in each class to support reading. Daily Word Ninja and weekly Vocab Builder increase vocab.		Targeted reading interventions, – all continued from last year and yet to be able to quantify the effect because of COVID19. Eg. Beat Dyslexia, Sound Discovery, Lexia,		Purchasing new BEAR Project books with reading fluency – this time purchasing will focus on pre-learning for topics. Lexia subscription as part of	Lexia = £1029.97

								Blended Learning	
P4		We have identified that 5 children need help with writing to close the gaps in their learning.	ARE	New Easing into Essays, staff writing in the handwriting of the year group on the board and In books.		TA in all classes Targeted interventions			
P2+5		We have identified 5 children who need help with maths to close the gaps.	ARE	Same Day Interventions, Rising Stars		TA in all classes Targeted interventions		Subscriptions for part of our Blended Learning programme: TTRS and Mathletics.	Lexia only As above
P6		Y1 Phonics for one Y1 child 2019-2020 (for academic year 2020-2021 there are no PP children barriers)	Phonics Y1 Pass retake in Y2			TA in Y1 class Targeted interventions			
P7		For some of our PP/forces children, parental support for	Parents are able to support home learning during	Blended Learning (see Blended		With Blended Learning approach, AfL		Purchasing the technology	

		their home learning during COVID19 has been a barrier to learning, including low parental aspirations and expectations plus low parental literacy and numeracy.	COVID19 isolation or lockdown.	Learning policy) meaning that the teacher is still doing the QFT.		and targeted individualised support are fully available.	to support Teams blended learning in the event of isolating or another lockdown.	
P8		Good mental wellbeing	Good mental wellbeing across the schools.	<p>Praising and zone board during teaching</p> <p>Differentiation and no ceiling to their learning through Paddling Los system</p>		Mental Health Champion time in school	<p>A go-to member of staff.</p> <p>Boxall for whole school mental health check.</p> <p>CMS (Contour Character Management System) to boost confidence, self-esteem and promote</p>	

								self-knowledge.	
Pupil A	N but C	<p>Low self esteem and tricky family circumstances.</p> <p>Some loss of learning during COVID19 lockdown.</p>	<p>Good mental wellbeing and being willing to talk to staff again after blaming us for changes in her life.</p> <p>Gap closed from lockdown learning.</p>	<p>Praising, zone board silver/gold in lessons.</p> <p>QFT based on AfL and QLA – individualised learning.</p>	N/A	Invited to targeted in- and after-school interventions based on diagnostic tests in first week back Sept 2020.	<p>A go-to member of staff if she needs it (not recently).</p> <p>Boxall for whole school mental health check.</p> <p>CMS (Contour Character Management System) to boost confidence, self-esteem and promote self-knowledge.</p>	<p>N/A</p> <p>FOHSA bought it</p> <p>ATT bought it</p>	

								Invited to be Team Point Captain.	N/A
Pupil B	N (Mastery child)	Occasional falling out with other children because of a more mature way of speaking and calling a spade a spade.	Harmony in the friendship group.	NA		NA		Purchase Social Games for older children	£50
Pupil C	Y	A new child to us this September and high probability of low prior attainment.	See P1-5						
Pupil D	Y	Involvement of early help and current custody court case. Acrimonious. Negatively impacted by lockdown mental health wise – recorded on CPOMS	Good, positive mental health supporting Pupil D throughout the process.	Praise/zone board.	N/A	Spellings – see CPOMS regarding why we seek to support with these. Consider Spelling Wasp intervention	N/A £20	Pupil D has a go-to member of staff he is happy to talk to. Mum has established private counsellor. FSP started	

								Contour CMS Boxall.	
Pupil E	Y and C	Low prior attainment, narrow experience of life outside of school and locality, low aspirations and expectations. Suspected Dyslexia.	See P1-5 above						
Pupil F	N	Lives with one parent and doesn't see the other Only spellings are his academic issue	Good mental health and spelling gaps filled to reach ARE	As part of QFT, a personal spelling journal is being kept alongside lessons		Spelling Wasp Precision spellings	£20	A go-to person to speak to if needed	
Pupil G	Y and C	Holidays, low prior attainment, low aspirations/low expectations during lockdown, anxious about SATS	No term time holidays See P1-5	QFT and AfL		Interventions had been in place to help feel less anxious about SATS		Cont. penalties for holiday absence	

Pupil H	Y	Y1 Phonics not passed yet Low prior attainment, narrow experience of life outside of school and locality. Mum has said the elder child's academic needs are greater and has admitted to working with her first	See P1-6	Praise/zone board boost		On Provision Map and receiving targeted interventions		Invite to school clubs BEAR Project pre-learning books	
Pupil I	Y	Low aspirations, low expectations, narrow experience of life outside of school and locality, probable low participation in wider school activities						Invite to school clubs BEAR Project pre-learning	
Pupil J	Y	A new child to us this September and high probability of low prior attainment.	See P1-5						
Pupil K	Unknown	EYFS – only just joined so will be monitored							

Pupils L-N Forces		Dads are currently deployed.	Children are happy and settled in school, learning well, making progress and are able to talk things through with an adult. See P8.						
		Curriculum			£2k				
		Subscriptions			£1029.97				
		Teaching staff and TAs			£29173.60				

Strategy aims for disadvantaged pupils

Measure	Activity	Predicted cost
Priority 1 – providing INSET to raise reading standards	<i>Bespoke for new TAs and those staff identified as needing it: phonics training, reading fluency, BEAR project book purchaset, Lexia</i>	BEAR books £1000 INSET by ARi = 30mins of AP's week Lexia = £1029.97
Priority 2 – ensuring TAs are able to support with in class Maths and interventions	<i>Bespoke for new TAs and those staff identified as needing it: Rising Star interventions</i>	Mathletics = 11% of 109 children's subscription TTRS = 11% of 109 children's subscription
Barriers to learning addressed by priorities above	<i>Children working below ARE will close gaps</i>	Curriculum spend for QFT = £2000
Projected cumulative spending		

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading (Priority 3)	<i>Achieve national average progress scores in KS2 Reading (0)</i>	<i>July 21</i>
Progress in Writing (Priority 4)	<i>Achieve national average progress scores in KS2 Writing (0)</i>	<i>July 21</i>
Progress in Mathematics (Priority 5)	<i>Achieve average KS2 Mathematics progress score for our Family of Schools.</i>	<i>July 21</i>
Phonics (Priority 6)	<i>Achieve national average expected standard in PSC</i>	<i>July 21</i>
Other		

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Measure	Activity	Predicted cost
Priority 1 and 6 – as above	<i>Ensure all relevant staff (including new staff) have received bespoke training to deliver the phonics scheme/reading fluency/BEAR project/Lexia effectively</i>	

Wider strategies for current academic year

Measure	Activity	Predicted cost
Priority 7 and 8 – Pastoral	<i>Pastoral care available from Mental Health Champion as needed and Boxall for all children</i>	
Barriers to learning address by priorities above		
Projected cumulative spending		

Monitoring and Implementation –

Area	Challenge	Mitigating action
Teaching	<i>Ensuring enough time is given over to allow for staff professional development</i>	<i>Use of INSET days and additional cover being provided by senior leaders and Lead Practitioner who is currently training (ARi)</i>
Targeted support	<i>Ensuring enough time for school Principal/AP/Subject Leaders to spend doing bespoke INSET to support small groups of TAs/NQT</i>	<i>Principal/AP/Subject Leaders spend time on INSET days and as needed with TAs/NQT</i>

Wider strategies	<i>Engaging the families facing most challenges, especially due to lockdown and a possible new lockdown/pupils isolation</i>	<i>Use of Blended Learning strategy, Mental Health Champions and Boxall</i>
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Review: last year's aims and outcomes For Icen Hockwold our aims were:

Aim	Cost	Outcome	Evaluative Summary
Where applicable, PP children make accelerated progress to close the gaps in their learning.	£15,820	All children made at least 1 'step' of progress and most have made 2 since September (and with Mastery children – 4 steps).	Diagnostic tests are being done to establish gaps. More time is needed to ascertain the impact of lockdown but children are being invited to in- and after- school interventions to close further gaps made by lockdown.
All children continue to experience a wealth of opportunities to enhance their lives.	£1000 (Due to COVID we spent: Museum trip: £133 PE: £60 Trainers: £20)	Trips were paid for to museums for PP children and intended for 2 children to go on our Kingswood residential. PE kit including fitting trainers purchased for one PP child.	One of the best things we can offer PP children are opportunities that non-disadvantaged children have. Paying for trips, residential, PE kits and things which the children would like to do (like in the past paying for a recorder and book) will continue.
Children are able to access the curriculum through support given for mental health and social issues.	£2500 to provide 1-1 sessions for children to improve their mental health and BOXALL screening. £400 to run Mental Health Awareness Day	2 Mental Health Champions available and DSL/DDSL able to signpost parents to outside agency support for mental health issues.	PP children have access to talk to a mental health champion within school – this will continue as needed.

NB Due to COVID19, the outcomes have not been meaningfully measureable in the latter part of the year. We are doing diagnostic tests to find out gaps in learning from lockdown and putting targeted interventions in during school time and after school.

Cumulative Cost	£18,933
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