

Pupil Premium Strategy Statement – September 2023

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|------------------------|
| School name | Iceni Academy Hockwold |
| Number of pupils in school | 119 |
| Proportion (%) of pupil premium eligible pupils | 13% (15 children) |
| Academic year/years that our current pupil premium strategy plan covers | 2023 & 2024 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | Jan and April 24 |
| Statement authorised by | Emma Owner (Principal) |
| Pupil premium lead | Emma Owner |
| Governor / Trustee lead | Alexandra Smith |

Funding overview

| Detail | Amount |
|--|-------------------|
| Pupil premium funding allocation this academic year | £18,915.00 |
| Services funding | £2,560 |
| LAC Budget | £9,640 |
| Total Pupil Premium/services & LAC budget for 23/24 | £31,115.00 |
| Total allocated | £30,798.33 |
| Contingency | £316.67 |
| Recovery premium funding this academic year | £3045.00 |
| Total Recovery curriculum allocated | £2,982.47 |
| Recovery premium Contingency | £62.53 |
| Total National tutoring funding this academic year | £1,600 |
| Total NTP allocated for the year | £1,561.70 |
| Contingency | £38.30 |

Part A: Pupil premium strategy plan

Statement of intent

At Icen Primary Academy Hockwold we have high expectations and ambitions for all our pupils, including those eligible for Pupil Premium funding. We will use Pupil Premium funding to ensure all disadvantaged pupils continue to make accelerated progress, working within age related expectations and beyond, and be in line with those children who are not disadvantaged.

We plan to focus on the key challenges preventing our disadvantaged pupils from attaining age related expectations. Our aims will be to use funds for interventions in order that pupil premium children make accelerated progress to close gaps in children's learning.

We will also make sure all children will continue to experience a wealth of opportunities to enhance their lives. Children will be able to access the curriculum through support given for mental health and social issues.

As an academy, we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | We are closing the gap in reading between those who are on the Pupil Premium register and those who are not. |
| 2 | We are closing the gap in writing between those who are on the Pupil Premium register and those who are not. |
| 3 | We are closing the gap in SPAG between those who are on the Pupil Premium register and those who are not. |
| 4 | We are closing the gap in maths between those who are on the Pupil Premium register and those who are not. |
| 5 | Every child enabled to go to at least one extra-curricular club. (All clubs are free for children on the PP register) |
| 6 | Ensuring all children included in school trips by subsidising for those pupil premium children. |
| 7 | Screening SEMH and provide interventions for those who require it |
| 8 | Ensuring good attendance of our services children in EYFS |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|--|
| Improved reading results | The 8 identified children will have made 2 steps progress by the end of the year. (Entering, Developing, Securing) |
| Improved writing results | The 8 identified children will have made 2 steps progress by the end of the year. (Entering, Developing, Securing) |
| Improved SPAG/Phonics results | The 8 identified children will have made 2 steps progress by the end of the year. (Entering, Developing, Securing) |
| Improved Maths results | The 8 identified children will have made 2 steps progress by the end of the year. (Entering, Developing, Securing) |
| Increased attendance at clubs of pp children | All pp children will be attending at least one club |
| Subsidised school trips for pp children | All pp children attending school trips |
| SEMH screening and interventions for those who require it | Positive screening at the next Boxall screening Teacher observations Child involvement in lessons |
| Whole school approach with all staff responsible for pupil premium children | All staff aware of who their pp children are and be able to talk about progress made at pupil progress meetings |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,775.83

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| TAs supporting children who are PP in class £3,386.83+£6,694.50+£6,694.50 | EEF Guide to the Pupil Premium – Autumn 2021 EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net) Pupil premium - GOV.UK (www.gov.uk) | 1-4 |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,560

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------|--|-------------------------------|
| Lexia (£1485) | Education Endowment Foundation (EEF) Lexia Study (2021): Based on the strength of existing studies, Lexia's large user base across England and a strong alignment to their guidance reports on improving literacy, the EEF identified Lexia as a 'promising programme' to investigate. This two-armed randomised control study involved 697 pupils across 57 schools and focused on pupils identified as struggling readers in Year 2. The independent evaluation found that children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. These results received a high security rating on the EEF padlock scale. In addition, the cost of delivery was reported as 'very low'. Regarding implementation, fidelity was high and schools were able to incorporate Lexia into their school routine. Over three-quarters of schools surveyed were satisfied with the access to the online pupil activities, support provided, and the usefulness of the reports. | 1-4 |

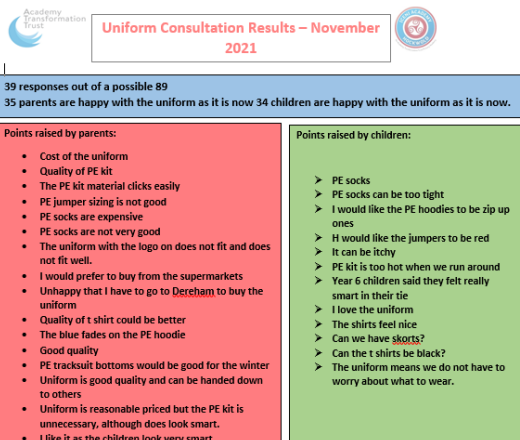
| | | |
|-----------------------------------|---|-----|
| TTRS (£175) | <p>Pupil Voice re TTRS in our academy – Sept 2023:</p> <p>EB: I like how there are loads of different games you can play either on your or against friends in your own school.</p> <p>FG: It's really educational and it teaches you to get quicker with your times table.</p> <p>JB: It's something that progressively gets harder and I think that's good.</p> <p>Interview with Maths Subject Leader regarding TTRS</p> <p>We continue to use TTRS for several reasons, not least because it supports the timed aspect of the MTC for Year 4. In addition, the children are highly motivated by it and it was extremely beneficial to have been subscribed prior to COVID lockdowns. It forms part of our optional weekly homework package for children and it is always ready for our blended learning strategy when children are absent for more than 48 hours.</p> | 1-4 |
| Books such as Dirty Bertie (£150) | <p>Reviews regarding these books:</p> <p>A really nice book for early readers, very good humoured. An easy reading with lots of repetitive language to empower those who lack confidence. Great use of the ordinary with a funny spin, the text is well laid out and the graphics are attractive. I will recommend this book in the future to any child from 3-10 with limited reading confidence or ability.</p> | 1-4 |
| Year 6 SATS revision books (£150) | <p>Edgewood Primary School – Achieve 100 Case Study taken from Rising Stars website. December 2021</p> <p>About Edgewood Primary School: Edgewood Primary School has 300 children on roll with 45 children in Year 6. It is a maintained primary in a former mining town in the Midlands, with broadly typical numbers of pupils eligible for Free School Meals and Pupil Premium funding. One-and-a-half form entry means that children are taught in mixed-age classes throughout KS1/2. How did you use the Achieve 100 revision and practice questions books range with your children? The books have been used to in target-group booster sessions in school and also for supporting homework. As we approach the tests themselves, we're also extending this to use in an after-school revision session, and encouraging children to use them for support at home. How has the Achieve 100 revision range impacted Year 6 National Test revision? The Achieve resources have taken a good deal of work away from teachers in having to prepare the materials and resources – particularly in</p> | 1-4 |

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| | <p>light of the significant changes to expectations for the new tests which would have entailed a lot of work. For students it has enabled them to become familiar with the question types they're likely to meet in the tests and to identify areas of need for further practice. Do you think Achieve 100 has had a positive impact on revising for the new National Tests? Yes, unquestionably Achieve has allowed us to target our teaching to find gaps and close them before the tests. How has the Achieve 100 range impacted on revision lessons? Achieve revision resources have ensured that we focus on the appropriate skills for each of our groups, and has freed up teachers to focus on the teaching and revision practice, rather than having to find or create the materials first. Do your Year 6 children like using the Achieve revision range? The children like the books and have made good use of them. They use them both in school and for homework. I think this also helps parents to see what is expected of the children; the combination of revision and practice books also allows them to support more at home. Do you think the Achieve 100 revision range has helped to equip children with what they need to know and demonstrate in the National Tests? Yes, very good, particularly combined with teaching of the techniques and strategies to tackle problems, and also as a way of spotting gaps in pupils security of understanding.</p> <p>Would you recommend the Achieve 100 range to other schools? Yes, absolutely – as a timesaver for teachers and an excellent resource for revision and practice.</p> | |
| Daily Phonics interventions (Keep Up) £2,000 (staffing) | <p>EEF research states that target TA interventions impacts +5 months on progress.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> | 1 & 2 |
| TA providing interventions to PP children £2,000 | <p>EEF research states that target TA interventions impacts +5 months on progress.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> | 1&2 |
| 50% Remainder of NTP £1,600 | <p>NTP Guidance</p> <p>The National Tutoring Programme (NTP) provides eligible state-funded schools with funding to spend on targeted academic support, delivered by trained and experienced tutors and mentors. Local authorities also receive funding for looked after children (LACs) and children they have placed in independent special schools (ISSs). This is in accordance with section 14 of the Education Act 2002.</p> <p>In academic year 2023 to 2024, schools will receive the NTP grant funding for all 3 routes of tuition: tuition partners, academic mentors and school-led tutoring via this grant.</p> | 1 – 4 |

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| | For the 2023 to 2024 academic year, funding allocations are calculated based on the number of PPG eligible pupils each school has. Mainstream schools receive a minimum of £67.50 per PPG eligible pupil and non-mainstream schools receive a minimum of £176.25. | |
| Phonics books to allow children to take books home for fluency & confidence £2000 | Reading Framework: Using 'decodable' books and texts A systematic phonics programme includes sufficient 'decodable' books or texts, so that children can practise, at school and at home, their increasing knowledge of GPCs and their blending skill in meaningful contexts. This is also necessary for older pupils who have not learnt to decode well enough, that is, pupils who still need to decode, individually, each word they meet in regular texts. 'Decodable' books and other texts make children feel successful from the very beginning. | 1, 2, 3 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,462.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Supporting attendance and welcome sessions for services children (STo) No cost as added in previously | Attendance Interventions Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net) | 8 |
| Trips (£1,000) | Pupil Voice with Pupil Premium children regarding trips – 23/24 | 6 |
| Boxall (£162.50) | Nurture UK 'Now You See Us' report 2019 discusses the need for SEMH and how children are affected if it is not identified. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) | 7 |
| SEMH sessions for children who scored low on Boxall £1,000 | Social and emotional learning EEF (educationendowmentfoundation.org.uk) | 7 |
| Uniform support (£300) | Parent/Pupil Consultation October 2021  <p>39 responses out of a possible 89 35 parents are happy with the uniform as it is now 34 children are happy with the uniform as it is now.</p> <p>Points raised by parents:</p> <ul style="list-style-type: none"> • Cost of the uniform • Quality of PE kit • The PE kit material clicks easily • PE jumper sizing is not good • PE socks are expensive • PE socks are not very good • The uniform with the logo on does not fit and does not fit well. • I would prefer to buy from the supermarkets • Unhappy that I have to go to Dereham to buy the uniform • Quality of t shirt could be better • The blue fades on the PE hoodie • Good quality • PE tracksuit bottoms would be good for the winter • Uniform is good quality and can be handed down to others • Uniform is reasonable priced but the PE kit is unnecessary, although does look smart. • I like it as the children look very smart. <p>Points raised by children:</p> <ul style="list-style-type: none"> > PE socks > PE socks can be too tight > I would like the PE hoodies to be zip up ones > It would like the jumpers to be red > It can be itchy > PE kit is too hot when we run around > Year 6 children said they felt really smart in their tie > I love the uniform > The shirts feel nice > Can we have skorts? > Can the t shirts be black? > The uniform means we do not have to worry about what to wear. | 7 |

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|---|--|---|
| Subsidising extra-curricular clubs £500 Roots and Boots £1 per week | | 5 |
| EP involvement £1,500 | Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 7 |

Recovery Funding £2,982.47

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|---|--|
| Resources for NTP sessions including photocopying, books etc £900 | £330 autumn, £240 spring, £330 summer £900 |
| SEMH sessions for children who need support by our MH champion (STo) £1,482.47 | Social and emotional learning EEF (educationendowmentfoundation.org.uk) |
| Subsidising EP involvement £600 | Behaviour interventions EEF (educationendowmentfoundation.org.uk) |

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Teaching (for example, CPD, recruitment and retention) £18,445.97

| Activity/Challenge | Impact of this approach | Actual Spend |
|---|--|--------------|
| SLT ensuring that adequate support is provided for children who are entitled to PP funding. £5,679.25 | The children have received extra support to help with transitions, adapted work and interventions. | £18,445.97 |
| TAs supporting children who are PP in class £8106.49 | GLD: 81% Phonics Yr1: 69% Yr2: 50% | |
| TA providing interventions to PP children £4,660.23 | KS1 SATS: R 70%, W:53%, M: 70% MTC: 27% KS2 SATS: R57%, W71%, M50%, GAPS: 36%. Comb: 43% | |

Targeted academic support (for example, tutoring, one-to-one support structured interventions) £8,808.26

| Activity | Impact of this approach | Actual Spend |
|----------------------------|--|--------------|
| Lexia | All children including those on PP register were given a Lexia log on to use at home. Recently updated this to use on a tablet via an app. 100% of those on PP used Lexia and have made at least 12 levels progress. | £7,966.60 |
| TTRS | Children on PP register attended after school Athletics/TTRS club each week, as well as the chance to use this at home. | |
| Barrington Stokes | Please see data for reading as these books were purchased to support with reading in KS2 | |
| Year 6 SATS revision books | Purchased for those on PP register. Allowed children to complete at home. | |

| | | |
|--|---|--|
| Daily Phonics interventions (Keep Up) (staffing) | TAs provided extra support at the Biscuit Booster sessions for those in year 2. Accelerated progress was seen. | |
| 40% Remainder of NTP | This allowed teaching staff to lead small groups of intervention after school. Impact is part of the wider assessment evidence seen in part 1. | |
| Talk Boost training and resources £500 | Resources and training to support the younger members of school with their speech and language. This will be beneficial to use as assessment and a scheme of work before referring if needed. | |

Wider strategies (for example, related to attendance, behaviour, wellbeing) £11,930.44

| Activity | Impact of this approach | Actual Spend |
|---|--|--------------|
| Supporting attendance and welcome sessions for services children | After screening with Boxall profile we can tailor the interventions to provide the best support for the children. It has helped the children. Pupil voice: | £11,728.55 |
| SEMH sessions for children who need support by our MH champion | A: I like working on The Invisible String as it helps me miss my mum less than I did before. W all have bits of the string! B: The 60 Minute Mindfulness helps me to think properly. | |
| Trips: | Pupil voice regarding trips: | |
| <ul style="list-style-type: none"> • Oak residential • KS2 Science museum • Elm trip to Hunstanton • Willow Strangers Hall museum • Acorn South Angle Farm • Whole school Colour Run • M&M Theatre company | A: I have never done anything like this; I really pushed myself to try new things and eat new food! B: the museum in London was amazing, I want My mum to take me to one in the summer! C: I hope we get to go on trips again next year. D: The best bit was collecting the eggs! E: Can you believe that the theatre came to Hockwold!! | |
| Boxall | | |

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|---|--|--|
| Uniform support (£500) | Allows us to screen every child and offer support for SEMH concerns. | |
| Subsidising extra-curricular clubs £300 | Bookbags and water bottles provided for all new children to help them settle in. Roots and Boots £1 per week Pupil Voice regarding clubs: | |
| Paying for part of a play therapist/EP for children. £7,000 | A: Roots and Boots in my favourite club. I look forward to it every week. B: We get to play golf and I love it! EP has been able to recommend suggestions for school and home. Also provided diagnosis for a child who has dyslexia. | |

Total Actual Spend for 22/23: £38,141.12

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | SEMH afternoon sessions Half of the cost for Boxall screening Mental Health Awareness resources Resources for year 1 class Sensory tent |
| What was the impact of that spending on service pupil premium eligible pupils? | Early identification of those needing SEMH support SaLT sessions inhouse Extra resources for children in year 1 Children have a safe space to go to when dysregulated. |