

Pupil Premium Strategy Statement – December 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	18% (21 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022&2023
Date this statement was published	Nov 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Emma Owner (Principal)
Pupil premium lead	Alicia Rickards (AP)
Governor / Trustee lead	Alexandra Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,285
Services funding	£2,560
LAC Budget	£9,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Pupil Premium/services & LAC budget for 22/23	£41,485
Total allocated	£40,184.67
Contingency	£1,300.33
Recovery premium funding this academic year	£3045 + 2051.25 carried over = £ 5,096.25
Total Recovery curriculum allocated	£4639.58
Recovery premium Contingency	£456.67
Total National tutoring funding this academic year	£3666.84 + £607.50 carry forward = £4,274,34
Total NTP allocated for the year	£3,713.40
Contingency	£560.94

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	Assessments from November 2022 indicate that 11 pupil premium children need help closing gaps in reading.
2	Assessments from November 2022 indicate that 11 pupil premium children need help closing gaps in writing
3	Assessments from November 2022 indicate that 11 pupil premium children need help closing gaps in SPAG/Phonics
4	Assessments from November 2022 indicate that 10 pupil premium children need help closing gaps in maths
5	Every child enabled to go to at least one extra-curricular club
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 6 identified children will have made 2 steps progress by the end of the year. (E, D, S)
Improved writing results	The 6 identified children will have made 2 steps progress by the end of the year. (E, D, S)
Improved SPAG/Phonics results	The 5 identified children will have made 2 steps progress by the end of the year. (E, D, S)
Improved Maths results	The 5 identified children will have made 2 steps progress by the end of the year. (E, D, S)
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: £18,445.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SLT ensuring that adequate support is provided for children who are entitled to PP funding. £5,679.25</p> <p>TAs supporting children who are PP in class £8106.49</p> <p>TA providing interventions to PP children £4,660.23</p>	<p>EEF Guide to the Pupil Premium – Autumn 2021</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Pupil premium - GOV.UK (www.gov.uk)</p> <p>EEF research states that target TA interventions impacts +5 months on progress.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1-4

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

Budgeted cost: £8,808.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia (£1485)	<p>Education Endowment Foundation (EEF) Lexia Study (2021):</p> <p>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.</p> <p>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</p>	1-4

	<p>results received a high security rating on the EEF padlock scale. In addition, the cost of delivery was reported as 'very low'.</p> <p>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.</p>	
TTRS (£175)	<p>TTRS Case Studies with Pupil Premium children in our academy – December 2021: Enthusiasm for TTRS</p> <ul style="list-style-type: none"> · You get to test yourself on times tables and go against each other – it's really good fun. · You can challenge yourself and it helps you learn. · In Jamming, you can choose the tables you need to work on. · I'm on level 412 and that's the highest you can go. · I love getting coins so then you can change what your character looks like. · 'J has 75,000 coins – he's amazing at it' · 'I do have 75,000 coins and I've spent 45,000 on a new suit for my avatar. · In Jamming, they've added the 13 to 20 times tables like you have, Miss R – it supports what we do in class when we know up 12 times tables. · It is timed, but it isn't stressful because you can choose time options if you're not feeling confident. · I like it because it motivates me. <p>Five out of the seven children passed their MTC at the end of Year 4 in July 2021; it tallies with the most enthusiastic TTRS users.</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
Barrington Stokes (£600)	<p>Barrington Stokes 'Every Child Can be a Reader'. Our books are hi lo (high interest, low ability), meaning the content is appropriate to the age of the reader but the text is edited to suit a lower reading age.</p> <p>Our reading ages (RAs) range from 6 to 8+ and our interest ages (IAs) from 3+ to Teen. When</p>	1-4

	<p>you view any title on our website you will find the RA and IA listed.</p> <p>Teachers and Librarians - Barrington Stoke</p> <p>Our year 6 PP child said 'I like the books because they are interesting to read and I like that they look like my friend's books'.</p> <p>Her Mum said that she has grown in confidence because the books look the same as others in her class.</p> <p>Reading age has increased from 6yrs 5 months to 6 yrs 9 months in 3 months.</p>	
<p>Year 6 SATS revision books (£300)</p>	<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 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</p>	<p>1-4</p>

	<p>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) £2,349.26	<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
40% Remainder of NTP £1,899	<p>NTP Guidance</p> <p>Subsidies: 60% of the tuition cost will be subsidised by DfE, subject to the information set out in Funding and paying for tutoring. Schools are required to meet the remaining cost using other funding sources, including pupil premium or other core school budgets. Tutoring is an effective use of pupil premium and is included in the pupil premium menu of approaches in the guidance for school. (TNP Guidance 2022)</p>	1 – 4
<p>Talk Boost training and resources</p> <p>Early TB £500 TB KS1 £500 Cover & training £1,000</p>	<p>Talk Boost Series – Analysis of Online Tracker Scores Early Talk Boost The following statements are based on scores collected from September 2016 to June 2020. We have before and after scores for 4580 children. After participating in the Early Talk Boost intervention: 1. 65% of children reached expected levels in attention and listening (compared to 19% before), essential foundation skills for early communication and language, as measured by the Speech and Language tracker. 2. 72% of children reached expected levels in understanding words and sentences (compared to 28% before), as measured by the Speech and Language tracker. 3. 62% of children reached expected levels in their speaking skills (compared to 20% before), as measured by the Speech and Language tracker. Following participation in Early Talk Boost we always recommend that children continue to be monitored and receive high quality teaching to ensure they continue to make good progress in their communication skills. Talk Boost KS1 The following statements are based on scores collected between April 2016 and June 2020. We have before and after scores for 6270 children. After 10 weeks of Talk Boost KS1 intervention: 1. 81% of children reached expected levels in their ability to talk in sentences (compared to</p>	1, 2, 3, 7, 8

33% before), as measured by the Speech and Language Tracker. 2. The number of children working at expected levels in using sentences more than doubled, as measured by the Speech and Language Tracker. 3. 85% of children reached expected levels in understanding and using vocabulary (compared with 35% before) as measured by the Speech and Language Tracker. Or another way of saying this is: 4. The number of children reaching expected levels in their ability to understand and use vocabulary more than doubled, skills vital for academic progress, as measured by the Speech and Language UK Tracker. 5. Nearly half the children were at expected levels in their ability to tell someone what has happened. Before Talk Boost KS1 this figure was only 6%, as measured by the Speech and Language UK Tracker. 6. More than three quarters of children (78%) reached expected levels understanding language (compared with 25% before), as measured by the Speech and Language UK Tracker.” 7. Nearly 70% of children were at expected levels in their social interaction skills (compared with 20% before), as measured by the I CAN Tracker. These results illustrate the lasting integrity of Talk Boost KS1. More than 5 years after we first rolled out the programme, children are still making the same amounts of progress as when the programme was first piloted with up to 85% of children moving into the expected range in some areas of language. Following participation in Talk Boost KS1 we always recommend that children continue to be monitored and receive high quality teaching to ensure they continue to make good progress in their communication skills. Talk Boost KS2 The following statements are based on scores collected between September 2016 and June 2020. We have before and after scores for 605 children. After participating in the Talk Boost KS2 programme:

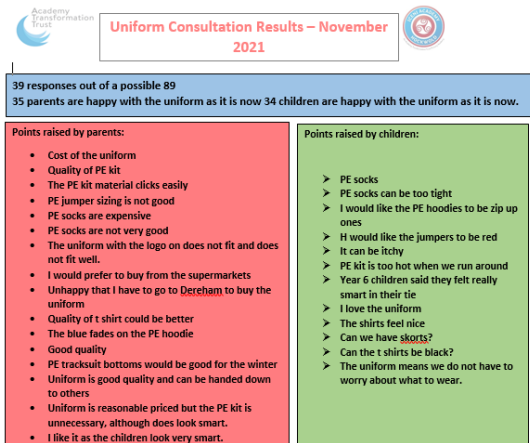
- 66% of children reached expected levels in their ability to listen carefully (compared to 21% before), a vital skill for understanding what is happening in the classroom, as measured by the Speech and Language UK tracker.
- 60% of children were at expected levels in telling stories and explaining what has happened (compared to 22% before) as measured by the Speech and Language UK Tracker.
- Nearly 60% reached expected levels in working with others and having conversations (compared to 20% before), as measured by the Speech and Language UK tracker.

Following participation in Talk Boost KS2 we always recommend that children continue to be monitored and receive high quality teaching to ensure they continue to make good progress in their communication skills.

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

Budgeted cost: £11,930.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting attendance and welcome sessions for services children (STo) £1,482.47	Attendance Interventions Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)	8
SEMH sessions for children who need support by our MH champion (STo) £1,482.47	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	7
Trips (£2,000)	<p>Case studies with Pupil Premium children regarding trips – December 2021</p> <p>Most memorable trips</p> <ul style="list-style-type: none"> • Hunstanton Sea Life Centre in Year 2 • Snettisham Park Farm • Banham Zoo <p>Most memorable visitors</p> <ul style="list-style-type: none"> • Fireman in Year 1 • Dentist nurse from Acorn Class • The theatre man when we acted out The Great Fire of London <p>Comments</p> <ul style="list-style-type: none"> • Every time you go on a trip there's something new to learn. • Say we go to an underwater place, we learn new facts about sharks and fish. • We get new experiences we might not have if we didn't go with school. • Like when we were learning about Rainforests in Year 2, we went to the zoo and we could even hold creatures from the Rainforest. • Trips are about what we're learning about in class normally. <p>What facts can you recall because of the theatre visit?</p> <ul style="list-style-type: none"> • They had leather buckets for water 	6

	<ul style="list-style-type: none"> • Homes were built together and they were made of wood so they got set on fire more • They had to knock down houses to stop the fire spreading to the next one • They didn't have any firemen so they had to rely on team work • They just had to leave their personal belongings behind • The King had to live on the street because his castle burnt down. <p>What do you remember from your Dental Nurse visit?</p> <ul style="list-style-type: none"> • She brought teddy bears in with really manky and yellow teeth. She showed us how to brush their teeth properly for two minutes. 	
Boxall (£162.50)	<p>Nurture UK 'Now You See Us' report 2019 discusses the need for SEMH and how children are affected if it is not identified.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	7
Uniform support (£500)	<p>Parent/Pupil Consultation October 2021</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 skirts? > Can the t shirts be black? > The uniform means we do not have to worry about what to wear. 	7
Subsidising extra-curricular clubs £300	<p>LS: I like being outside and making things with the twigs. It makes me feel happy.</p>	5
Paying for part of a play therapist for children. £7,000	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	7

Recovery Funding £5,096.25

<p>Weekly sessions with a play therapist</p> <p>£4639.58</p>	<p><i>Qualified Therapeutic Play Practitioner with over 200 hours of clinical experience. I hold a Postgraduate Certificate in Therapeutic Play Skills (APAC Academy of Play and Child Psychotherapy) awarded by Play Therapy UK (PTUK). I am also completing the PTUK Filial Play Coaching course at the moment, which enables me to work with families (please see separate information). As a Therapeutic Play Practitioner, I support children and young people aged 5 to 18 years with mild to moderate needs such as living with low self-esteem, anxiety, behavioural problems, anger, and emotional regulation difficulties or struggling with peer and family relationships.</i></p>	<p>7</p>
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NTP

Funding for National Tutoring Programme = £3666.84 + £607.50 carry forward = £4,274,34

After school led tuition by ARi & ECo @ £18 per hour (60% paid by NTP= £10.80) + £6.20 per hour paid by Pupil Premium

	Autumn term	Spring term	Summer Term
ARi	Year 6/5 5 children = £54 x 11 weeks £594	Year 6/5 5 children = £54 x 11 weeks £594	Year 6/5 5 children = £54 x 11 weeks £594
ECo	Year 2/3 4 children = £43.20 x 11 weeks £481.80	Year 2/3 4 children = £43.20 x 11 weeks £481.80	4 children = £43.20 x 11 weeks £481.80
ECo	Year 1 1 child daily SaLT for 15 minutes after school for 36 weeks = £486		
	<p>Total for the year: £3,713.40</p> <p>Contingency £560.94</p>		

Names of children are on a separate sheet to protect confidentiality

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 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend																												
SLT supporting ECT with PP children and our PP lead £6,124.22	ECT successfully completed the first year of teaching with support from SLT on adaptive planning to meet the needs of all learners.	£6,150																												
TA supporting children who are PP in class £9,284.16	TAs supported children on the PP register to assist and support in daily lessons and interventions.	£9,005																												
TA providing interventions to PP children £1,463.81	Data for the children on the PP register:	£1,465																												
	<table border="1"> <thead> <tr> <th>Child</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>EXS</td> <td>EXS-</td> <td>EXS+</td> </tr> <tr> <td>B</td> <td>EXS</td> <td>EXS-</td> <td>EXS+</td> </tr> <tr> <td>C</td> <td>EXS</td> <td>EXS</td> <td>EXS+</td> </tr> <tr> <td>D SEND</td> <td>Made 1 yr progress from EYFS to yr 1 EXS</td> <td>Made 1 yr progress from EYFS to yr 1 EXS</td> <td>EXS- (made 1.5 years progress)</td> </tr> <tr> <td>E</td> <td>Made 2 years progress from EYFS to yr 2 EXS-</td> <td>EXS- (Made 1 year progress)</td> <td>EXS (made 1.5 years progress)</td> </tr> <tr> <td>F SEND</td> <td>Made 6 months progress, EP</td> <td>Made 6 months progress,</td> <td>Made 1 year progress.</td> </tr> </tbody> </table>	Child	R	W	M	A	EXS	EXS-	EXS+	B	EXS	EXS-	EXS+	C	EXS	EXS	EXS+	D SEND	Made 1 yr progress from EYFS to yr 1 EXS	Made 1 yr progress from EYFS to yr 1 EXS	EXS- (made 1.5 years progress)	E	Made 2 years progress from EYFS to yr 2 EXS-	EXS- (Made 1 year progress)	EXS (made 1.5 years progress)	F SEND	Made 6 months progress, EP	Made 6 months progress,	Made 1 year progress.	Total spend: £16,620
Child	R	W	M																											
A	EXS	EXS-	EXS+																											
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		called in for advice)	EP called in for advice)	
	G	EXS	EXS-	EXS (Made accelerated progress)
	H	EXS	EXS	EXS
	I SEND	Made 1 yr progress	Made 8 moths progress, working at EXS-	Made 1.5 years progress EXS-
	J	Made accelerated progress to EXS-	EXS-	EXS-
	K	Made accelerated progress to EXS	Made accelerated progress EXS	EXS
	L	EXS	EXS	GDS
	M SEND	Made 2 years progress EXS-	Made 2 years progress Below KS	Made 2 years progress EXS-
	N	Made 2 years progress EXS-	Made 2 years progress EXS-	EXS-
	O	EXS-	EXS	EXS
	P	GDS	EXS	EXS

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

Activity	Impact of this approach	Actual Spend
Lexia (£1045)	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 15 levels progress.	£1045
Mathletics (£880)	Children on PP register attended after school Mathletics club each week, as well as the chance to use this at home.	£880
Twinkl (£440)	Twinkl is used by teachers to support pre-learning for those on the PP register,	£440

Nessy (£81)	SEMH social based skills and interventions through specific intervention booster packs for year 2.	£81												
TTRS (£132)	Nessy did not provide the results expected due to the children not using it as much as planned. This will not be used again. Used for MTC practise by all children. Added into timetable this year, as MTC results were only 50%. Used in class by all year groups.	£132												
Education City (£585) Actual cost £650		£650												
Barrington Stokes (£85)	Used during Covid to provide adapted work for those on PP and SEND register.	£85												
Year 6 SATS revision books (£95)	Please see data for reading as these books were purchased to support with reading in KS2.	£95												
Biscuit Boosters run by STo & JMe (£2,000)	Purchased for those on PP register. Allowed children to complete at home. TAs provided extra support at the Biscuit Booster sessions for those in year 2. Accelerated progress was seen.	£2,000 Total spend: £5,408												
National Tutoring Programme £2025.	10 children receiving 15 hours of after school led tuition by existing staff. 4 children in year 5/ 6 4 children in 2/ 3 Impact:	£2700.												
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	I SEND	Made 1 yr progress	Made 8 moths progress, working at EXS-
	J	Made accelerated progress to EXS-	EXS-
	M SEND	Made 2 years progress EXS-	Made 2 years progress Below KS
	N	Made 2 years progress EXS-	Made 2 years progress EXS-
	O	EXS-	EXS

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

Activity	Impact of this approach	Actual Spend
Trips (£1,000)	<p>Hautbois – June 2022</p> <p>A: I loved the paddle boards and the rope climbing best.</p> <p>M: It was really good fun and get to spend time with our friends for a few days.</p> <p>O: We jumped off and abseiled – I wasn't sure I would be able to do that, but I did.</p> <p>RSPB</p> <p>A: I loved the sticky plants that I made into a massive ball. We saw herons – they danced - and field mice.</p> <p>O: We even listened to tree sap as it pumps through the trees.</p> <p>MR: We got to use binoculars – we don't have binoculars at home.</p> <p>Hunstanton</p> <p>M: When we went to Hunstanton, it was the first time I'd ever been there. Dad took me there again this summer.</p> <p>A: I usually find crabs and crawfish in the rock pools – little biddy fish.</p> <p>O: It's fun when the tied goes out so there are rockpools.</p>	<p>£253.60</p> <p>Parents wanted to pay for the trips themselves</p> <p>£746.40 was spent on extra catch up type interventions</p>

Pizza Hut

O: I thought it was fun. My favourite bit was making the pizza.

M: The Pizza Day was really good fun and very cheesy. I'd never made a pizza before but now I know it's so easy I do.

Hunstanton

M: That was my first time going to Hunstanton. I went again with my friend because he was off when we went with school. We went to McDonalds in Hunstanton too.

O: I liked about it where we looked in the water. I had never been to Hunstanton before.

Sealife centre

E: My favourite animals were walruses and how they swim under the water. It was my second time at the Sealife place.


K: That was the trip with animals like fish and little crocodiles. We went to the beach. I hadn't been to the beach before.

Brandon Country Park

A: It was very fun. We had bags and we put things in it to make a little pattern. I hadn't been there before.

R: It was lovely of Miss to let us go to the park – we loved it because we got to go there. I'd never been there before but now we go there all the time. I asked Mum if I could go every week.

Uniform support (£200)



Uniform Consultation Results – November 2021

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.

Points raised by parents:	Points raised by children:
<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. 	<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 > H 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.

£188 (Bookbags £140
Water bottles £48)

Boxall (£162.50)	Pupil voice: 'I like listening to music and when we do the activities to blow a balloon up – it gives me time to think about how I am feeling'.	£162.50 Total £1,350.50
OVERALL TOTAL SPENT £23,378.50		
BUDGET: £23,840		
Surplus: £552.50		

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) £2560

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 EYFS class SaLT
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 EYFS

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

