

Pupil Premium Plan
September 2021 – August 2022

Context

Number on roll	670							
Number Pupil Premium	204		204 children eligible £274,380					
Year groups across school	Nursery 3	Reception 12	Year 1 21	Year 2 29	Year 3 33	Year 4 35	Year 5 35	Year 6 36

Priorities:

Across all tiers, our priorities at Hovingham are linked to the key drivers which will support accelerated learning.

- Personal development
- Inclusion
- Oracy
- Parental engagement and attendance
- Learning recovery - Impact of lockdown and future lockdowns/bubble closures on learning

Tier 1	Universal: Quality of teaching Includes CPD and resources for all	
Why The most impact on outcomes is great teaching.	How Implementation of a revised teaching model which will: <ul style="list-style-type: none"> • Support metacognition • Embed oracy 	What Continue effective strategies for early reading success. Investment in materials to support this.

<p>Pupils need a framework to scaffold their learning, systems to activate prior learning and strategies to learn through talk.</p> <p>Pupils ability to retain information is not consistent. A systematic process needs to be in place to support.</p> <p>Pupils need to rehearse, practise and refine language. This supports knowledge and understanding.</p> <p>Pupils reading fluency and comprehension is inhibited by limitation in practise and exposure. A love of books and exposure will support progress.</p> <p>Ensure explicit teaching for reading</p> <p>Pupils in EYFS and Year 1 need to be exposed to play opportunities which</p>	<ul style="list-style-type: none"> • Promote challenge • Scaffold EAL learners • Explicit vocabulary teaching • Literacy and maths <p>5A's Aim, Activate, Acquire, Apply, Assess.</p> <p>Design learning time to ensure that there are planned points within each day to provide (little and often) opportunities for revisit and recall basic facts in number, spellings, vocabulary and literacy</p> <p>Use a range of oracy tools effectively to rehearse, practise and refine language. Continue to teach vocabulary explicitly.</p> <p>Secure early reading approach through phonics and reading instruction Provide incentives to read at home. Engage pupils and parents through online story sharing – Year group blogs. Ensure pupils have a range of high quality books to use. Teach a separate daily reading lesson. Revised reading lesson sequence based on reading domains and vocabulary. Adopt letters and sounds phonic approach</p> <p>Communication and language Provision in EYFs and Year 1 should be open-ended. Offering rich experiences through play in order to: Make connections Work collaboratively Practise skills</p>	<p>£3000</p> <p>Online resources to support maths and literacy £500</p> <p>Promote and celebrate reading £2000.00</p> <p>Investment in fiction/non-fiction texts £12,000</p> <p>October 2020 Training Days In house £500 for materials to support delivery Implementation structure and the 'why' behind each stage. Principles of effective instruction Improving metacognition Retrieval practice Developing the bilingual learner through tiered vocab development and experiences. Embedding oracy -Learning to talk and through talk Effective use of concrete and pictorial scaffolds The value of role play to support communication. Creating enabling environments. Outdoor learning</p>
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<p>promote enquiry, interest, exploration and talk.</p> <p>Early reading acquisition is an essential element of closing the gap for pupils.</p>	<p>Develop the characteristics of learning through active learning, problem-solving and critical thinking.</p> <p>Personal development Emotional literacy Cultural diversity/reflecting community Inclusion/ providing an non-stereotypical approach PSHE curriculum Bereavement support</p> <p>Supporting pupils with SEMH and SEND needs</p>	<p>Personal development training RSE Emotional literacy Diversity and inclusion PSHE curriculum £200</p> <p>Developing oracy leaders CPD £800</p> <p>Development of writing £1000 Provision Resources to set up Year 1 provision £5000.00 Resources to enhance provision in EYFS £3000</p>
<p>Health, safety and wellbeing Increase the level of fitness and curiosity through outdoor play</p>	<p>Improved facilities for outdoor play Encourage more active participation in health, fitness and enjoyment Promote health, happiness and wellbeing Bike and pedestrian safety Online safety</p>	<p>Invest in provision/storage and equipment to support outdoor play. £5000</p>
		<p>TOTAL: £33000</p>
<p>Tier 2</p>	<p>Targeted support</p>	
<p>Speech and language To provide a robust system for speech and language intervention across the school;</p>	<p>Coordinated speech and language support across school.</p> <p>Increased capacity to deliver SALT programmes through staff training.</p>	<p>Communication and language lead £15,000.00</p> <p>Chatterbug £5,000.00</p>

enabling early identification response.	Weekly support from a SALT provider.	30% = £6000
Vocabulary development Explicit teaching of Tier 2 vocabulary to support comprehension skills.	Pupils in Year 5 identified as having a deficit in tier 2 vocab. Intervention for 3 targeted groups. Word aware for EYFS and Year 1 Integrated into the curriculum implementation approach	Initial training and development – time given to key members of staff. 3 groups of 6 pupils, 2 x weekly.
Reading Pupils to be confident decoders to support early reading.	Targeted reading and phonic interventions in EYFS and KS1. Small groups and 1-1	Coordinated by team leaders and strategic leader for KS1
Bubble closures Support resources to learn from home during bubble closure and potential lockdowns	Reading books, IT facilities, concrete resources to support maths, stationery etc	£7000 30% = £2100
Catch-up Support for MA and HA to catch-up to their potential.	Catch-up implementation plan in place. Extra staff employed to support catch-up	Teacher to support MA and HA attainers in 5 and Year 6. £35,000.00 30% = £10,500
Intervention/pre teach Capacity to revisit, rehearse and refine to support learning in English, maths and communication. Includes capacity for catch up	Social communication groups Y3 and Y4 Friendship groups Reading groups/1-1 reading Greater learning support within each phase. Supporting with short interventions/additional small group work/ support in provision (EYFS/Y1)	HLTA support x 2 £60,000 30% = £18,000
SEMH support	1-1 support to access learning for pupils identified with high SEMH needs.	Behaviour support specialists working with pupils on a 1-1 £100,000.00

Ensure pupils are supported to keep safe and happy, For some children, behaviour (linked to SEMH needs) is a significant barrier to learning.	Provide an environment which supports wellbeing and can be identified as a safe, calm place. Build the cabin in the woods. Provide a classroom which is set up to provide a safe and comfortable place. (Jigsaw room)	Provide targeted support to individuals and groups of pupils with specific SEMH needs. Cabin costs: £64,750 30% £19,425 Specialist support - £70,000 30% £21,000
Provide bespoke facilities to support pupils with SEND needs.	Provide a safe sensory space Provide a safe physical space.	Alterations to the EYFS building. £30,000 30% £9,000 Resources for sensory and physical spaces £5,000 all for PP
Attendance	Recognised need to provide transport for targeted families within school. A daily bus route will be provided to collect pupils in the morning.	£12000 1 contract hire bus and one hired bus. 2 terms £8000 Will move to 2 x contract hire buses at £5,297 each per year
Identified low income families in need of basic provision support	Provide community boxes for 100 families Fresh and tinned food inc. fruit, veg Resources for activities	SLA Fareshare £1200 Provision top up £17,000
		TOTAL £217,225
Tier 3	Wider strategies: Personal development	
For staff to recognise how to support all aspects of Personal development.	Appointed personal development lead to raise the profile and awareness of personal development. Training and development in pupil safety, RSE, curriculum, outdoor learning, PSED development throughout the school. Development of a safe space to talk – The Studio. Capturing and using pupil voice.	Personal development lead (not class-based) £40,000 30% £12,000 Pupil voice/council Studio costs £2,000

	Developing relationships with parents.	30% £600
Attendance and low parental engagement inhibit learning.	targeted work with families, groups of pupils across school and EYFS/Y1 to develop good habits. Develop and celebrate home reading Develop use of the website/year group blogs	Attendance strategy Parental engagement strategy family support workers £50,000 30% £15,000
		TOTAL £27,600

Total spending linked to plan	
Tier 1	£33,000
Tier 2	£217,225
Tier 3	£27,600
TOTAL	£277,825 Estimated overspend £3000 Regularly reviewed

Please note: there may be adjustments within the year due to current circumstances

Updated April 2021

Number on roll	708							
Number Pupil Premium	276 39%							
Year groups across school	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	11	21	26	37	44	42	40	55

Funding and impact for the final term will be reported at the end of the academic year alongside the pupil premium impact report for the year.

