

Hornsea Burton PP strategy review
2021-2022

Total number of pupils on roll	65	% Disadvantaged pupils	52%
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How much money did we have this year to address the identified barriers to learning?

Eligible Pupils		Funding Based on Eligibility	
Number of FSM Pupils	32	Pupil Premium allocation this academic year	£40,970
Number of FSM6 Pupils	0	Recovery Premium allocation this academic year	£3,190
Number of LAC Pupils	0	Carried forward PP budget from previous academic year	£4,908
Number of PLAC Pupils	0	<u>Total</u> Pupil Premium Budget this academic year	£48,878
Number of Service Pupils	0	Total Service Premium allocation this academic year	£310

Review: Did we achieve what we set out to achieve last year?

What did outcomes for disadvantaged pupils look like last year?

Y2 had 2 children who were disadvantaged out of 6 (33%)

Y6 had 4 children who were disadvantaged out of 6 (67%)

	Reading (progress score)	Writing (progress score)	Maths (progress score)	% Expected Standard RWM
Y2	(1 BLW and other WT)	(50% received expectation)	(Both WT, just missed Exp)	0%
Y6	+0.28	+6.83	+0.45	50%

Barrier	What did we say success would look like this year?	July review	Areas to focus on next year
Awareness of strategies to address disadvantage	Training to enable staff to provide specific teaching of strategies for reading: prediction; inference; deduction; words in context etc.	Training of specific teaching of strategies for reading; Little Wandle purchased to develop early reading and training for 6 weeks -TAs paid	Continue to embed new reading spine.

	<p>Timetabled session for daily 30 minute teaching of reading skills; Training on schemes in place e.g. Maths No Problem so staff are confident to jump off and use different strategies to ensure understanding;</p> <p>SEND consultant advice implemented within the classroom and monitored to ensure positive impact within the classroom to improve learning;</p> <p>Strategies in place to develop nurturing classrooms and specific teaching of emotional and social skills</p>	<p>to attend training after school 1hr x6 sessions for 8 staff as well as teachers;</p> <p>Timetabled reading session for daily 30 mins;</p> <p>Resources purchased to supplement teaching of reading and writing.</p> <p>SEND consultant advice implemented & monitored;</p> <p>Pupil Progress meetings to ensure appropriate strategies being used;</p> <p>Further training in Maths No Problem and use of maths journals to explicitly teach maths;</p> <p>Model reading, writing and maths skills, think out loud, guided and independent practice, clear language, visual representations; use manipulatives and representatives;</p> <p>Resources purchased to implement programme</p> <p>Resources purchased to supplement teaching;</p> <p>Strategies in place to develop nurturing classrooms & specific teaching of emotional and social skills; Resources purchased</p>	<p>Continue to embed new writing sequence of learning</p> <p>Continue SEND consultant advice implemented & monitored</p> <p>Continue Pupil Progress meetings to ensure appropriate strategies being used</p> <p>Maths No Problem has not been successful so will be replaced by White Rose Maths in September 2022. This will include a training day on the first INSET and followed up with monitoring by the co-ordinator.</p> <p>Embed current strategies</p> <p>Develop nurture room</p>
<p>Limitations in basic skills inhibits learning</p>	<p>Social and emotional skills taught in class where appropriate or through ELSA provision to enable all children to access learning.</p> <p>Effective phonic programme in place with training and monitored;</p> <p>Children have access to books and are reading for enjoyment;</p> <p>Specific teaching of the basic skills resulting in improved comprehension of the text;</p> <p>Children have a sound understanding of the 4 operations -PIXL data will reflect this improvement;</p>	<p>TA carries out ELSA sessions 3 x 30 minute sessions weekly and other sessions as needed;</p> <p>Effective phonic programme in place with training and monitored;</p> <p>Improved reading materials;</p> <p>Children are encouraged to read for enjoyment; New library books and classroom books ordered to encourage love of reading;</p> <p>reading corners set up; Story class books purchased (see reading spine);</p> <p>Specific teaching of the basic skills;</p> <p>Improved comprehension;</p>	<p>Embed new programme</p> <p>Continue to develop reading for pleasure and children to be able to talk about books and make links</p> <p>Rather than writing weeks, these were completed at the end of a 3-week writing sequence of learning. Writing weeks will be introduced in next year.</p> <p>NFER tests to replace PiXL as very costly</p>

	<p>application of maths skills improved alongside children's ability to reason in maths;</p> <p>PIXL analysis identifies gaps in learning and staff teach to children's needs;</p> <p>Intervention groups will be specific and appropriate, based on PIXL analysis;</p> <p>Increased exciting and creative opportunities to write allows effective practice resulting in improved outcomes;</p>	<p>Increased exciting and creative opportunities to apply phonic skills in writing through writing weeks;</p> <p>PIXL strategies and analysis continued and monitored;</p> <p>Specific teaching of the 4 operations as identified in PIXL data;</p> <p>Teaching strategies to apply and reason in maths;</p> <p>PIXL analysis identifies gaps in learning and staff teach to children's needs;</p> <p>Intervention groups will be specific and appropriate, based on PIXL analysis;</p> <p>Pupil Progress meetings to ensure appropriate strategies being used;</p> <p>Social and emotional skills taught in class;</p> <p>Appropriate ELSA provision;</p>	<p>Continue to target specific identified areas in gaps for learning.</p> <p>New intervention groups set up and monitored.</p> <p>Continue ELSA and set times each week for planned programmes.</p>
<p>Pupils not school ready on entry</p> <p>Limited exposure to and acquisition of language</p>	<p>Children are taught a wider range of vocabulary using resources such as 'Storytellers word of the Day' (Mrs Wordsmith) and are able to use it in their speaking and writing;</p> <p>Speech and Language interventions in place;</p> <p>Story sacs set up with books and activities to do together and puppets for role play to encourage parents to talk and interact with their child;</p> <p>Parent helpers to hear readers, using people in the community, e.g. Granparents, volunteers, Secondary students, ex-pupils etc.</p> <p>Daily story time to expose children to a wider range of vocabulary</p>	<p>Purchase Vocabulary resources and reading materials with appropriate vocabulary exposure; Progression maps are upgraded in all subjects to include specific vocabulary -supply paid to cover time.</p> <p>Children are taught a wider range of vocabulary using resources such as 'Storytellers word of the Day' (Mrs Wordsmith)</p> <p>Speech and Language interventions in place;</p> <p>Story sacs set up with books and activities to do together and puppets for role play to encourage parents to talk and interact with their child;</p> <p>Community helpers trained on questioning and discussion around reading;</p> <p>Daily story time to expose children to a wider range of vocabulary</p>	<p>Vocabulary resources to be purchased for whole school</p> <p>Children are taught a wider range of vocabulary using resources such as 'Storytellers word of the Day' (Mrs Wordsmith)</p> <p>Story sacs for younger children set up with books and activities to do together and puppets for role play to encourage parents to talk and interact with their child;</p> <p>Covid prevented Community helpers as we had a Covid outbreak in the Spring term. HSLC work experience and 6th formers did come in to help with this for part of the year when possible. This will be started next year.</p>

	<p>Outdoor learning and active learning provision used effectively;</p>	<p>Library upgrade and reading materials purchased to improve breadth and diversity; reading corners set up in each class Outdoor learning and active learning training and resources purchased; Provision used effectively;</p>	<p>Continue with daily story time to enhance vocabulary and comprehension skills.</p>
<p>Lack of experiences affect curriculum access</p>	<p>Wider opportunities carried out to increase their experiences: forest school; music opportunities; art and sculpture opportunities; concerts planned; liaison with Secondary school to provide additional experiences using their staff expertise; Involvement in community projects; Increased educational visits to widen experiences and increase visitors to school to bring experiences to children e.g. dance workshops; art workshops; theatre groups; historians; STEM opportunities (Covid restrictions permitted); Develop outdoor learning and active learning provision Children develop the skills to be able to cooperate and play together</p>	<p>Wider opportunities carried out to increase their experiences: forest school; music opportunities; art and sculpture opportunities; concerts planned; liaison with Secondary school to provide additional experiences using their staff expertise; Involvement in community projects; Increased educational visits to widen experiences and increase visitors to school to bring experiences to children e.g., dance workshops; art workshops; theatre groups; historians; STEM opportunities (Covid restrictions permitted); Picture News online resources Charanga Online music service Extended HLTA cover to deliver quality French lessons Develop outdoor learning and active learning provision Children develop the skills to be able to cooperate and play together; ELSA sessions to develop social skills.</p>	<p>Covid prevented some trips in the first 2 terms but where possible we arranged wider opportunities whether in person or virtually. It is hoped this will continue next year. Member of staff trained to be a forest school leader and a beach leader. Art and music opportunities further developed. Continued community projects Increased educational visits to widen experiences and increase visitors to school to bring experiences to children e.g., dance workshops; art workshops; theatre groups; historians; STEM opportunities. Continue with Picture News online resources but change the Charanga Online music to Kapow scheme as this gives a more varied approach and we can link this into wider opportunities through the music service.</p>