

| Number of Pupils and Pupil Premium Grant Received | |
|---|---|
| Academic Year | 2020-2021 |
| Number of pupils on roll (October 2020 census) | 208 – excluding Nursery 248 with Nursery |
| Number of pupils eligible for pupil premium funding | 35 |
| Amount of Pupil Premium Grant received | £44,385 |
| Date of next internal review of this strategy | September 2020 and July 2021 |

| |
|---|
| <p>In school barriers: Underdeveloped speech and language skills on entry, low baseline at entry, poor English skills particularly narrowed vocabulary.</p> <p>External barriers: low attendance especially PPG and SEN (PA), attitudes towards learning. Parental support particularly for reading and encouraging their child in academic work in school. This leads to lack of aspiration in some children. A small number of pupils especially those with SEN and GRT have low attendance.</p> |
| <p>Summary of the main Academic barriers faced by eligible pupils</p> <ol style="list-style-type: none"> 1. The percentage of disadvantaged pupils reaching a GLD in EYFS is lower when compared to others. This is particularly focused around Reading and Writing where disadvantaged children perform less well than non disadvantaged. 2. Attainment in English and maths at KS1 and KS2 for disadvantaged pupils at Expected level is lower than that of others. 3. Attainment in English and maths at KS1 and KS2 for disadvantaged pupils at Greater Depth is lower than that of others. |

| Outcomes | | |
|--|--|--|
| Desired outcomes and how they will be measured | | Success Criteria |
| 1. | To raise the % of disadvantaged children reaching a GLD at the end of EYFS. | The number of pupils reaching a GLD overall is in line with no-disadvantaged. |
| 2. | To raise attainment for disadvantaged pupils in English in KS1 so that these children achieve more in line with their peers. | At the end of KS1 attainment figures for reading, writing show that the number of disadvantaged children reaching ARE is close to others in the school. |
| 3. | Early intervention for pupils with weak speech and language in EYFS or on transferring to the school in other year groups. Provide additional activities to support identified pupils. | Regular monitoring shows that children are making good progress in speaking and listening, reading and phonics. The % of disadvantaged pupils meeting the required standard in phonics is in-line with all pupils (discounting those with SEN) |
| 4. | To raise attainment for disadvantaged pupils particularly in English in KS2 so that these children achieve more in line with their peers. | At the end of KS2 attainment figures for English show that the number of disadvantaged children reaching the expected standard has risen from previous year and is in line with non-disadvantaged (discounting those with SEN) |
| 5. | For the attendance and punctuality of disadvantaged pupils to improve | The attendance rates for disadvantaged children, particularly those spanning other vulnerable groups such as SEN and GRT have improved and are close to others in the school. |
| 6. | Equal access to all areas of the curriculum and activities. | All children in receipt of pupil premium will take part in school visits and will attend at least one after school club or have music lessons. |

| Planned Expenditure | | | | | |
|-----------------------------|--|---|---|---------------------------------------|---------------------------------|
| Academic Year | | 20/21 | | | |
| Quality of Teaching for All | | | | | |
| Desired Outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How we will ensure it is implemented well | Staff Lead | When we will review the action? |
| 1 and 3 | HLTA support in reception class 5 mornings a week. Focus on Wellcom and early reading skills to support communication and language. | HLTA to provide targeted support for disadvantaged pupils including interventions such as 'Wellcom' to close gaps and aid progress of disadvantaged pupils. HLTA to support early reading skills and phonic teaching through setting in Reception | Drop in's by SLT Planning scrutinies pupil Progress meetings to review support Intervention planning monitored by SEND Co-ordinator | HT EYFS lead | Half termly |
| 2 and 4 | HLTAs to provide Intervention and cover for teachers to provide Intervention in Upper School and KS1 | Targeted intervention for is planned by the class teachers. HLTA and teachers are organised to support small groups throughout Mornings to provide Intervention. Disadvantaged children therefore make more progress | Drop in's by SLT Planning scrutinies pupil Progress meetings to review support Intervention planning monitored by SEND Co-ordinator | HT AHT Subject leaders SENco | Termly |
| 3 | Additional sessions will be run by teaching assistants and phonics lead. | Additional support is needed for pupils who begin school with weak speech and language. | Screening half-termly | Phonics leader. | June 2020 |
| Total Budget Cost | | | | | £ 31,608 |
| Targeted Support | | | | | |
| Desired Outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How we will ensure it is implemented well | Staff Lead | When we will review the action? |
| 2. | LSA support daily for targeted group in basic letter and number skills for KS1 children. | LSA to provide phonic intervention for targeted pupils in Year 1/2 particularly for disadvantaged pupils who need to undertake/re-sit phonic screening through setting of pupils into smaller groups | Year 1and 2 teacher to plan intervention Pupil Progress meetings Phonic leader drop ins Monitoring of Intervention by SEN Co-ordinator | HT AHT SENco Subject leaders | Termly |
| 2 | Targeted Intervention for disadvantaged pupils in Reading, writing and maths in KS1 | Targeted pupils are planned intense and specific 6 week interventions which cover key skills that children may be missing and may be barriers to learning. By addressing these through intervention children can continue to make progress in all core areas. | Teachers plan intervention LSAs and teachers deliver intervention at different times of day – evidenced on learning ladders and provision plans Drop in's Scrutiny of interventions Data analysis Tracking of disadvantaged pupils | HT AHT SENco Subject leaders | Termly |
| 4 | Targeted Intervention for disadvantaged pupils in English in KS2 | Targeted pupils are planned intense and specific 6 week interventions which cover key skills that children may be missing and may be barriers to learning. By addressing these through intervention children can continue to make progress in all core areas. | Teachers plan intervention LSAs and teachers deliver intervention at different times of day Drop in's Scrutiny of interventions Data analysis Tracking of disadvantaged pupils | HT AHT SENco Subject leaders | termly |
| 4 | 1:1 sessions provided for specific named disadvantaged children in English by teachers | Through 1:1 sessions disadvantaged children can make further progress through intense targeted support once a week | AHT and SLT plan and deliver 1:1 sessions which are monitored by HT through pupil progress meetings | HT | Termly |
| Total Budget Cost | | | | | £ 5278 |

| Other Approaches | | | | | |
|--------------------------|---|--|---|-----------------------------------|---------------------------------|
| Desired Outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How we will ensure it is implemented well | Staff Lead | When we will review the action? |
| All | Breakfast Club | Children are rested and fed ready to learn, they are supported emotionally so that they can make good progress in their learning. | LSA support through a breakfast club aimed at vulnerable children. Breakfast given as well as reading, social support etc Disadvantaged children supported through free or reduced cost | HT AHT | Termly |
| All | Support for Vulnerable disadvantaged pupils in pm socially and emotionally | Barriers to learning can be addressed so children feel confident and are able to learn in mornings. Address self esteem issues. | Timetable for all vulnerable children to be reviewed half termly Communication between LSA and class teacher specific focus on disadvantaged children who need emotional support | SENco HT learning Mentor | Half Termly |
| 5. | Tracking of attendance by attendance officer | Attendance of PPG children and those with SEND is below target of 95%. If this rises the children will be accessing quality first teaching which will enable better progress and attainment. | Clear tracking systems in place Close tracking of disadvantaged pupils Monthly attendance reviews | HT | Half Termly |
| 6 | Support costs to curriculum areas and educational visits which may include transport costs such as swimming, residential activities and visits for disadvantaged pupils | Disadvantaged pupils have the same access to the curriculum and opportunities as others and benefit from the educational benefits of these | Observations Pupil and parent perceptions | HT Finance lead | Termly |
| 1-4 | High quality reading resources/prizes for incentives | Disadvantaged children have access to high quality resources such as Bug Club/vouchers for reading raffle meaning their engagement with reading is higher and they can make further progress | Class teachers plan and monitor use of Bug Club Pupil and parent perceptions | HT English subject lead | Termly |
| Total Budget Cost | | | | | £ 9,878 |