

Number of Pupils and Pupil Premium Grant Received	
Academic Year	2021-2022
Number of pupils on roll (October 2020 census)	199 – excluding Nursery
Number of pupils eligible for pupil premium funding	33
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.

Review of Expenditure 2020/2021				
Academic Year				
Quality of Teaching for All				
Action	Intended Outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons Learned (will this approach be continued)	Cost
1 and 3	HLTA support in reception class 5 mornings a week. Focus on Wellcom and early reading skills to support communication and language.	EYFS outcomes were above national. The number of children reaching exceeding was above.	Continue with approach – high impact	£3701.20
2 and 4	HLTAs to provide Intervention and cover for teachers to provide Intervention in Upper School and KS1	Progress in Year 6 was strong. Outcomes were above national in all areas. Year 5 outcomes need to be a focus for next year (when they are Y6 cohort) KS1 outcomes were above national – focus on Y2 Reading next year.	Continue with approach – high impact	£25,789.06
3	Additional sessions will be run by teaching assistants and phonics lead.	Phonics outcomes improving. Cohort will take Phonics screening in Y2.	Continue with approach – high impact	£2117.74
Targeted support				
Action	Intended Outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons Learned (will this approach be continued)	Cost
2.	LSA support daily for targeted group in basic letter and number skills for KS1 children.	KS1 outcomes were above national	Continue with approach – high impact	£2884
2	Targeted Intervention for disadvantaged pupils in Reading, writing and maths in KS1	KS1 outcomes were above national	Continue with approach – high impact	£798
4	Targeted Intervention for disadvantaged pupils in English in KS2	Interventions were used well to close gaps created during school closures	Continue with approach – high impact	£798
4	1:1 sessions provided for specific named disadvantaged children in English by teachers	Well differentiated lessons and careful management of support staff ensured disadvantaged children had additional support	Continue to focus on use of adults for high impact	£798
Other Approaches				
Action	Intended Outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons Learned (will this approach be continued)	Cost
All	Breakfast Club	Difficult with COVID restrictions to provide breakfast club for. Breakfast club proved for disadvantaged and Key worker families throughout.	Continue with approach	£2550.70
All	Support for Vulnerable disadvantaged pupils in pm socially and emotionally	Learning mentor support time benefited disadvantaged pupils, giving them a space to go to and time to reflect / talk through worries / develop S&E skills	Pastoral lead in place for next year	£2704.30
5.	Tracking of attendance by attendance officer	Attendance carefully monitored but cannot compare during COVID	Continue with approach	£2424
6	Support costs to curriculum areas and	Difficult with COVID restrictions. – made of visitors to school were	Continue with approach	£1000

	educational visits which may include transport costs such as swimming, residential activities and visits for disadvantaged pupils	possible to provide additional experiences. Will use funding next year to support trips, swimming, additional learning experiences		
1-4	High quality reading resources/prizes for incentives	Reading outcomes above national in all year groups/	Continue with approach	£1199

Planned Expenditure					
Academic Year		2021/2022			
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 NELI and early reading skills to support communication and language.	HLTA to provide targeted support for disadvantaged pupils including interventions such as 'NELI 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	ExHT HoS 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	ExHT HoS 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					£ 30,000
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 1 and 2 teacher to plan intervention Pupil Progress meetings Phonic leader drop ins Monitoring of Intervention by SEN Co-ordinator	ExHT HoS 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	ExHT HoS 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	ExHT HoS 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	Class teachers to plan and 1:1 sessions which are monitored by ExHT and HoS through pupil progress meetings	ExHT HoS	Termly
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	ExHT HoS	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 ExHT HoS Well being lead	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	ExHT HoS	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	ExHT HoS 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	ExHT HoS Reading subject lead	Termly
Total Budget Cost					£ 9,107

2021/2022 Academic Impact Data

Rec PPG	GLD	% at ARE 72	% at Higher Standard	% of PPG at ARE	% of PPG at Higher Standard
Year 1 29 PPG 3	Reading	87	31	33	0
	Writing	90	28	33	0
	Maths	90	21	67	0
Year 2 30 PPG 9	Reading	80	33	67	22
	Writing	73	33	56	22
	Maths	80	27	67	22
Year 3 26 PPG 3	Reading	80	32	67	33
	Writing	76	28	67	33
	Maths	84	24	67	33
Year 4 31 PPG 9	Reading	82	29	67	11
	Writing	78	18	44	0
	Maths	79	29	44	0
Year 5 29 PPG 4	Reading	79	31	25	0
	Writing	79	21	25	0
	Maths	79	24	25	0
Year 6 28 PPG 6	Reading	96	46	80	0
	Writing	86	36	40	0
	Maths	93	46	80	0