



SUMMARY INFORMATION					
PUPIL PREMIUM LEADERSHIP INFORMATION 2021-2022					
Pupil Premium Lead	Rosalyn Wilby	Governor Lead	Hettie Beetham		
CURRENT PUPIL INFORMATION 2021-2022					
Total number of pupils:	188	Total pupil premium budget:	£18,830 + £4,690 Post LAC + £3,858 2020/21 monies + £2,175 RPF	Date of most recent PP Review:	
Number of pupils eligible for pupil premium:	16	Amount of pupil premium received per child:	£1,345 + £2,345 Post LAC	Publish Date:	Dec 2021
Proportion of disadvantaged pupils:	7.9%	Date for next internal review of this strategy:	July 2022	Statement authorised by:	??

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	5	31.25%
Girls	11	68.75%
SEN support	3	18.75%
EHC plan	0	0%
EAL	2	12.5%

Assessment data for previous 3 years *

* No individual school or national attainment data is available for the 2019-20 or 2020-21 academic years, due to the Coronavirus pandemic.

EYFS DATA 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving Good level of development (GLD)	0%	79%	77%	57%	74%	72%
% meeting EXP or exceeded in Reading	0%	86%	83%	62%	79%	77%
% meeting EXP or exceeded in Writing	0%	79%	77%	58%	76%	74%
% meeting EXP or exceeded in Maths (Number)	0%	79%	77%	66%	82%	80%
EYFS DATA 2017-18						
% achieving Good level of development (GLD)	na	67%	67%	57%	74%	72%

% meeting EXP or exceeded in Reading	na	77%	77%	62%	79%	77%
% meeting EXP or exceeded in Writing	na	77%	77%	59%	76%	74%
% meeting EXP or exceeded in Maths (Number)	na	82%	80%	66%	82%	80%
EYFS DATA 2016-17						
% achieving Good level of development (GLD)	50%	73%	70%	56%	73%	71%
% meeting EXP or exceeded in Reading	50%	77%	73%	63%	79%	77%
% meeting EXP or exceeded in Writing	50%	77%	73%	58%	76%	73%
% meeting EXP or exceeded in Number	50%	81%	77%	66%	81%	79%

PHONICS 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% of pupils passing Phonics Screening Check	0%	100%	93%	71%	84%	82%
PHONICS 2017-18						
% of pupils passing Phonics Screening Check	100%	93%	93%	70%	84%	82%
PHONICS 2016-17						
% of pupils passing Phonics Screening Check	na	83%	83%	68%	83%	81%

KSI ATTAINMENT 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
% achieving expected standard or above in	0%	78%	78%	50%	69%	65%

reading, writing and maths						
% meeting expected standard or above in reading	0%	93%	86%	62%	78%	75%
% meeting expected standard or above in writing	0%	81%	76%	55%	73%	69%
% meeting expected standard or above in maths	0%	96%	90%	62%	79%	76%
KSI ATTAINMENT 2017-18						
% achieving expected standard or above in reading, writing and maths	0%	53%	52%	51%	69%	65%
% meeting expected standard or above in reading	na	78%	78%	60%	78%	75%
% meeting expected standard or above in writing	na	78%	78%	53%	73%	70%
% meeting expected standard or above in maths	na	81%	81%	61%	79%	76%
KSI ATTAINMENT 2016-17						
% achieving expected standard or above in reading, writing and maths	50%	75%	73%	50%	68%	64%
% meeting expected standard or above in reading	0%	80%	77%	61%	78%	76%
% meeting expected standard or above in writing	0%	57%	55%	52%	71%	68%
% meeting expected standard or above in maths	100%	77%	77%	60%	78%	75%

KS2 Data 2018-19						
	Pupils eligible for PP	Pupils not eligible for PP	All pupils	National PP	National non-PP	National All pupils
Ks2 Attainment RWM combined	60%	83.8%	74%	51%	71%	65%
Progress score in reading	0.94	1.72	1.59	-0.62	0.32	0.03
Progress score in writing	-2.52	-0.19	-0.58	-0.50	0.27	0.03
Progress score in maths	4.04	1.70	2.11	-0.71	0.37	0.03
KS2 DATA 2017-18						
Ks2 Attainment RWM combined	100%	96%	97%	51%	70%	64%
Progress score in reading	5.97	3.23	3.52	-0.60	0.30	0.03
Progress score in writing	3.09	0.50	0.78	-0.40	0.20	0.03
Progress score in maths	6.78	3.62	3.96	-0.60	0.30	0.03
KS2 DATA 2016-17						
Ks2 Attainment RWM combined	100%	96%	97%	48%	67%	61%
Progress score in reading	5.33	5.20	5.21	-0.70	0.30	0.00
Progress score in writing	1.54	1.59	1.58	-0.40	0.20	0.00

KS2 Data 2018-19

Progress score in maths	6.54	4.52	4.72	-0.60	0.30	0.00
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ATTENDANCE DATA

	% Attendance of pupils eligible for the PP	% Attendance for All pupils	National % Attendance for All pupils
2020-21 *	98.04%	98.45%	na
2019-20 *	94.07%	95%	na
2018-19	93.71%	96.39%	96%

* The pandemic has affected attendance figures in school in 2019-20 and 2020-21. There is no national attendance data available for the 2019-20 academic year.

BARRIERS TO FURTHER ATTAINMENT

In-School Barriers (such as poor literacy skills)

A	Written language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows progress in subsequent years.
B	High ability pupils who are eligible for PP are making less progress than other high ability pupils across KS1, due to consistency in approach to pedagogy across key stages. This prevents sustained high achievement in KS2.
C	Writing skills in pupils eligible for PP are lower than other pupils. This is impacted year on year.

External Barriers (such as poor attendance)

D	PP children have less access to music and sports provision, trips, enriched curriculum, IT and Kidzone club. PP resources will address this by funding this provision for PP children.
E	Attendance rates for pupils eligible for PP are below the national rate. This reduces their school hours and causes them to fall behind on average.

Desired Outcomes/Aim		
	Outcome/Aim	Success Criteria
A	Improve written language for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B	Higher rates of progression across KS2 for high attaining pupils eligible for PP. Measure by achieving in depth targets.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across KS2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices.
C	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves to being in line with other pupils and the national rate.
D	Pupils eligible for PP across the school have increased access to a wider and enriched curriculum.	Pupils eligible for PP across the school have increased access to a wider and enriched curriculum.
E	Improve writing skills for those eligible for PP so that they are making the expected progress.	Pupils eligible for PP will improve writing skills so that they are making at least the expected progress compared to national figures.

3 YEAR PUPIL PREMIUM STRATEGY

TEACHING PRIORITIES (Quality First Teaching, Teaching support, curriculum subject design)

Member of staff responsible:					
Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
1.Improved written language skills in Reception	Implemented ongoing to embed	Introduction of T4W across the school for a consistently high pedagogical approach and strategies.	Termly Reviewed Sept 21	£225.08	80% of reception class to achieve ELG
2. Improved progress for high attaining pupils including greater depth in writing.	Implemented ongoing to embed	We will achieve this by improving teacher subject knowledge through a comprehensive CPD offer and also by having consistent pedagogical content strategies in place e.g. Talk for Reading, My Book Blog,Talk for Writing, Big Maths/Power Maths.	Termly Reviewed Sept 21	Power Maths £3374.68 My Book Blog £480 Total: £3854.68	% of pupils achieving greater depth will be inline with national figures.
3. Improve writing skills for those eligible for PP so that they are making the expected progress.	Implemented ongoing to embed	Introduction of T4W across the school for a consistently high pedagogical approach and strategies.	Termly Reviewed Sept 21	£225.08	% of pupils achieving expected or higher within writing will be more in line with national figures.

TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
1.Improved written language skills in reception.	Implemented ongoing to embed	Small group provision for children in reception.	Termly Reviewed Sept 21	£421.75	80% of reception children will achieve ELGs
2.Improved progress for high attaining pupils.	Implemented ongoing to embed	Weekly small group sessions in maths, literacy, for high attaining pupils with experienced teacher in addition to standard lessons.	Termly Reviewed Sept 21	£3866.50	% of pupils achieving greater depth will be in line with national figures.
3. Improve writing skills for those eligible for PP so that they are making the expected progress.	Implemented ongoing to embed	Weekly small group sessions.	Termly Reviewed Sept 21	£3866.50	% of pupils achieving expected or higher within writing will be more in line with national figures.

WIDER STRATEGIES (Wider curricular, Cultural capital, PSHE, Mental Health, extra-curricular)

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Costings	Success measure
1.Support PP children through a range of extra activities.	No	Support school trips, music provision, Kidzone (as necessary) sports clubs, Lamda. Technology allocation.	Summer term Reviewed Sept 21	£4278	PP children will have greater access to a wider curriculum. Therefore inspiring and raising the aspirations of PP children.

PUPIL PREMIUM ACTION PLAN: 2020/21

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
1	For improved language skills for all children in EYFS.	Talk for Writing	Its an engaging programme, devised by Pie Corbett and supported by Julia Strong, that has building language skills at the heart of it. Its based on the way children learn, imitating and using	Talk for writing process evident within the EYFS setting and through out the rest of the school. Lesson observations.		

			modelled language.			
2	Improved progress for high attaining pupils.	Consistent pedagogical strategies across the school including Talk for Writing, Talk for Reading, Big Maths and Power Maths.	A consistent teaching and learning approach across the school will ensure continuity of learning. Children will be able to build on their learning year on year.	Evidence of programmes used in planning. Lesson observations. Learning walks. Book scrutiny.		
TOTAL estimated budgeted cost?			£4079.76	Amount spent?	£4079.76	Fund? Recovery

TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
1	Improved written skills for reception children.	Early identification of needs from baseline data for small group provision for targeted support.	EEF Toolkit suggest that improving interaction and developing vocabulary in young children is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Specific session timetabled for support (booster) work. Booster folder with evidence of planned work and examples of work. Termly monitoring.		
2	Improved progress for high attainers, including greater depth.	Early identification of needs from baseline data for small group provision for targeted	EEF Toolkit suggests that 'evidence shows that small group tuition is effective and,	Specific session timetabled for support (booster) work.		

		support, with an experienced teacher	as a rule of thumb, the smaller the group the better.' It also states that 'the quality of the teaching in small groups may be as or more important than the precise group size (there is evidence of the benefits of staff professional development on pupil outcomes).'	Planning and work based evidence. Termly monitoring.		
TOTAL estimated budgeted cost?	£4288.25	Amount spent?	£4288.25	Fund?	Pupil Premium	

WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date
1	For PP children to have the same access to the wider curriculum offered.	To support the funding of: school trips, music provision, Kidzone (as necessary) sports provisions and clubs. Technology allocation.	The EEF suggests that 'enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	Evidence of trips, residential and visitors well attended by all. Number of PP children involved in yr 6 band.		

TOTAL estimated budgeted cost?	£4278	Amount spent?	£420 – Kidzone	Fund?	Pupil Premium
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PUPIL PREMIUM ACTION PLAN: 2021/22

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1	For improved language skills for all children in EYFS.	Talk for Writing	Its an engaging programme, devised by Pie Corbett and supported by Julia Strong, that has building language skills at the heart of it. Its	Talk for writing process evident within the EYFS setting and through out the rest of the school.		

			based on the way children learn, imitating and using modelled language. We have implemented this approach across the school last year and it is already having a positive impact, this is our embedding year!	Lesson observations. Planning. Literacy progression document.		
2	Improved progress for high attainers, including greater depth.	Consistent pedagogical strategies across the school including Talk for Writing, Talk for Reading, Big Maths and Power Maths.	A consistent teaching and learning approach across the school will ensure continuity of learning. Children will be able to build on their learning year on year. This is a long term approach and will need time to embed and show impact.	Evidence of programmes used in planning. Lesson observations. Learning walks. Book scrutiny.		
3	PP pupils writing skills improved so they are meeting at least the expected standard.	Talk for writing.	Its an engaging programme, devised by Pie Corbett and supported by Julia Strong, that has building language skills at the heart of it. Its based on the way children learn, imitating and using modelled language. We have implemented this approach across the school last year and it is already having a positive impact, this is our	Talk for writing process evident within the EYFS setting and through out the rest of the school. Lesson observations. Planning. Literacy progression document.		

			embedding year!			
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TOTAL estimated budgeted cost? £4356.25

TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1	Improved written skills for reception children.	Early identification of needs from baseline data for small group provision for targeted support.	EEF Toolkit suggest that improving interaction and developing vocabulary in young children is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Specific session timetabled for support (booster) work. Booster folder with evidence of planned work and examples of work. Termly monitoring.		
2	Improved progress for high attainers, including greater depth.	Early identification of needs from baseline data for small group provision for targeted support, with an experienced teacher	EEF Toolkit suggests that 'evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.' It also states that 'the quality of the teaching in small groups may be as or more important than	Specific session timetabled for support (booster) work. Planning and work based evidence. Termly monitoring.		

			the precise group size (there is evidence of the benefits of staff professional development on pupil outcomes).'			
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TOTAL estimated budgeted cost? **£4374**

WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome	Chosen Approach/Action	What is the evidence/rationale for this approach?	How will you ensure it is implemented well?	Staff lead	Review Date & who is evaluating impact?
1	For PP children to have the same access to the wider curriculum offered.	To support the funding of: school trips, music provision, Kidzone (as necessary) sports provisions and clubs. Technology allocation.	The EEF suggests that 'enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	Evidence of trips, residential and visitors well attended by all. Number of PP children involved in yr 6 band, and school clubs.		

TOTAL estimated budgeted cost? **£8,550**

REVIEW OF 3 YEAR STRATEGY October 2022

*At least annually

TEACHING PRIORITIES			
Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1	<p>Talk for Writing</p> <p>Neli</p>	<p>High – There is an overall improvement in Communication language and literacy skills in EYFS. More children are meeting their early learning goal compared with previous years and more are exceeding their early learning goals compared with previous years.</p> <p>Low - The use of the Neli programme to improve children's language skills was low due to the programme not running. Staffing issues have meant that the programme didn't run.</p>	<p>This provision will continue and now become a permanent teaching strategy of the school. The children enjoy the way the talk for writing approach allows them to explore writing through making changes to a text they already know really well. They enjoy being able to change words and sentences and play with what they already know to create something different. We will continue with this due to the enjoyment of the children and the continued improvement shown in EYFS communication and language skills</p> <p>It is intended that this programme runs this year, so that we can get an accurate picture of the impact of the programme when utilised fully. However staffing problems need resolving for this.</p>
2	<p>Consistent pedagogical strategies across the school including Talk for Writing, Talk for Reading, Big Maths and Power Maths.</p>	<p>T4W – High – There has been an improvement in PP children achieving the expected standard compared with previous years. There has also been an improvement in PP children exceeding the expected standard compared</p>	<p>This provision will continue as a pedagogical approach and now become a permanent teaching strategy of the school. This is because we have seen an improvement in the amount of PP children achieving the expected standard and those exceeding the expected standard.</p>

		<p>with previous years. The higher achievers are achieving higher.</p> <p>T4R – Impact – High. There are more PP children achieving the expected standard, there are more PP children exceeding the expected standard compared with previous years. Higher attainers are achieving higher.</p> <p>Power Maths – Impact – High There has been an improvement in PP children achieving the expected standard in maths compared with previous years. There has also been an improvement in PP children exceeding the expected standard compared with previous years.</p> <p>Big Maths – Impact – Low SATs data shows that overall attainment in fluency has dipped compared with previous years.</p>	<p>This provision will continue within school as a permanent pedagogical approach. Along with my book blog to continue to improve the children’s reading skills. These strategies have seen an improvement in PP children either achieving the expected standard or exceeding it.</p> <p>Power Maths will continue within the school as a permanent pedagogical approach across the school. As it has shown an improvement in PP children achieving or exceeding the expected standard.</p> <p>Other approaches for developing attainment in fluency are being looked at so as to improve the outcomes for all but especially those PP children.</p>
3	Talk for writing.	T4W – High – There has been an improvement in PP children achieving the expected standard compared with previous years. There has also	This provision will continue as a pedagogical approach and now become a permanent teaching strategy of the school, as this strategy has shown improvements in attainment for PP children.

		been an improvement in PP children exceeding the expected standard compared with previous years. The higher achievers are achieving higher.	
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TARGETED ACADEMIC SUPPORT

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1	Early identification of needs from baseline data for small group provision for targeted support.	High – More children in EYFS are achieving the expected in writing compared with previous years. Early identification led to the ability to tailor teaching and booster work. Precision teaching has shown to improve the children's skills in phonics leading into their writing skills. This approach has meant that year on year the writing in EYFS has improved.	This provision will continue based on in school evidence that early identification of children's needs from their baseline data and early intervention has an impact on children's attainment. Evidence shows that small group tuition has an average impact of four months' additional progress over the course of a year.
2	Early identification of needs from baseline data for small group provision for targeted support, with an experienced teacher	High – Data shows that across our core subjects of Reading, Writing, Maths, RE and Science more PP children are achieving the expected or are exceeding the expected standard. Early identification has allowed precision teaching and small group interventions to be targeted to what the children need.	This provision will continue based on in school evidence that early identification of children's needs from their baseline data and early intervention has an impact on children's attainment. Evidence shows that small group tuition has an average impact of four months' additional progress over the course of a year.

	<p>Early identification of needs from baseline data for small group provision for targeted support. Improved progress for high attainers.</p>	<p>High – Data shows that across our core subjects of Reading, Writing, Maths, RE and Science more PP children are achieving the expected. On the whole the higher achieving PP children are achieving higher year on year, with more PP children exceeding the expected standard compared with previous years. Early identification has allowed precision teaching and small group interventions to be targeted to what the children need.</p>	<p>This provision will continue based on in school evidence that early identification of children’s needs from their baseline data and early intervention has an impact on children’s attainment. Evidence shows that small group tuition has an average impact of four months’ additional progress over the course of a year.</p>
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WIDER STRATEGIES

Priority Area	Chosen Action	Impact? (High, Mid, Low) How do you know?	Why will you continue with this provision/why won't you?
1	<p>To support the funding of: school trips, music provision, Kidzone (as necessary) sports provisions and clubs. Technology allocation.</p>	<p>Mid to High. No PP children missed out on school trips due to funding issues. We now have 8 PP children accessing the Lamda club within school, with some accessing the exams as well. Technology was allocated to those children in school who needed it during lockdowns and when lockdowns were thought to be returning.</p>	<p>This provision will continue as those children accessing the Lamda club have enjoyed the work they are doing and it has had an impact on their confidence and well being. There will continue to be access to funding for trips and residential as this is seen as an essential part of the primary school experience. We will look to extend this to create access for PP children attend sports clubs and music tuition within school.</p>

