




SUMMARY INFORMATION

PUPIL PREMIUM LEADERSHIP INFORMATION [2023]

Pupil Premium Lead	Rosalyn Wilby	Governor Lead		Trust Lead	Kate Mann
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CURRENT PUPIL INFORMATION 2023

Total number of pupils in school:	197	Total pupil premium allocation: Carried over funding from 2021/22:	£23,184 £0	Date of most recent PP Review:	
Number of pupils eligible for pupil premium:	17 + 1 post LAC	Recovery Premium Funding (RPF): RPF Carried over funding from 2021/22:	£2175 £0	Publish Date:	Dec 23
Proportion of disadvantaged pupils %:	9.1%	Total PP and RPF budget:	£25,359	Statement authorised by 	Kate Mann

PUPIL PREMIUM COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	7	38.8%
Girls	11	61.1%
SEN support	6	33.3%
EHC plan	0	0%
EAL	2	11.1%

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.
F	In comparison to non PP children, attitudes about themselves as learners and towards school presents as a barrier to learning.

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	Pupils eligible for PP will improve writing skills so that they are

	the expected progress.	making at least the expected progress compared to national figures.
F	PP children will have improved attitudes about themselves as learners and towards school.	Pass data to show that PP children's attitudes about themselves and school has become more in line with non PP children.

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)	Approx. Costings (for the 3 years)	Success measure
A. Improved written language skills in Reception	Second year of embedding	Introduction of T4W across the school for a consistently high pedagogical approach and strategies.	Termly Reviewed Sept 23	£675.24	80% of reception class to achieve ELG
B. Improved progress for high attaining pupils including greater depth in writing.	Second year of embedding	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, Mental arithmetic sessions to start the day and powerups in power maths to address fluency in maths.	Termly Reviewed Sept 23	£8189.36	Higher % of pupils achieving securing a 1 or a 2 consistently in teacher assessments.

E. Improve writing skills for those eligible for PP so that they are making the expected progress.	Second year of embedding	Introduction of T4W across the school for a consistently high pedagogical approach and strategies.	Termly Reviewed Sept 23	£675.24	Higher % of pupils achieving securing a 1 or a 2 consistently in teacher assessments.
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TARGETED ACADEMIC SUPPORT (interventions)

Member of staff responsible:

Priority	Barrier addressed	Activity (CPD, Recruitment, intervention, resourcing)	By when (include review dates)	Approx. Costings (for the 3 years)	Success measure
A. Improved written language skills in reception.	Implemented ongoing to embed	Small group provision for children in reception.	Termly Reviewed Sept 23	£1265.25	80% of reception children will achieve ELGs
B. 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 23	£11599.50	Higher % of pupils achieving securing a 1 or a 2 consistently in teacher assessments.

E. 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 23	£11599.50	Higher % of pupils achieving securing a 1 or a 2 consistently in teacher assessments.
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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)	Approx. Costings (for the 3 years)	Success measure
D. Support PP children through a range of extra activities.	Ongoing to ensure PP children have access to the wider curriculum.	Support school trips, music provision, Kidzone (as necessary) sports clubs, Lamda. Technology allocation.	Summer term Reviewed Sept 23	£12834	Every PP child will attend school trips. 50% of PP children to access at least 1 extra-curricular club.
F. Improved attitudes of pp children towards themselves as learners.	New target due to pass data	Create opportunities for pp children to discuss and address their attitudes towards themselves as a learner. Small group or 1:1 with Chaplin or trusted adult of choice. Work on positivity, resilience and change of thought processes from I can't do it to I can't do it yet!	Termly Reviewed with new pass tests	£576.20	PP children's pass data will be more in line with non pp children.

F. Improved attitudes of pp children towards school.	New target due to pass data	Working in small groups or 1:1 to break down what it is about school that creates a negative attitude towards it and then address the issues raised	Termly Reviewed with new pass tests	£576.20	PP children's pass data will be more in line with non pp children.
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PUPIL PREMIUM ACTION PLAN: 2022/23

TEACHING PRIORTIES						
Priority No. from 3 Year plan	Desired Outcome (link to barrier)	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 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.	EYFS lead	July 23 80% of reception children will achieve ELG for CLL.

			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.	Class teachers	Higher % of PP pupils achieving expected or higher. PP children will be more in line with national figures.
TOTAL estimated budgeted cost:						£9539.84
Of which from RP funding:						£2175

TARGETED ACADEMIC SUPPORT

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	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	Specific session timetabled for support (booster) work. Booster folder with evidence of planned work and examples of work. Termly monitoring.	EYFS lead	80% of reception children will achieve ELG in writing.

			school.			
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 the precise group size (there is evidence of the benefits of staff professional development on pupil outcomes).'	Specific session timetabled for support (booster) work. Planning and work based evidence. Termly monitoring.	Class teachers	Higher % of PP pupils achieving expected or higher. PP children will be more in line with national figures.

TOTAL estimated budgeted cost: £24464.25

Of which from RP funding: £0

WIDER STRATEGIES

Priority No. from 3 Year plan	Desired Outcome (link to barrier)	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	To support the funding	The EEF suggests that	Evidence of trips,	Class teachers and	Higher percentage

	have the same access to the wider curriculum offered.	of: school trips, music provision, Kidzone (as necessary) sports provisions and clubs. Technology allocation.	'enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	residential and visitors well attended by all. Number of PP children involved in yr 6 band.	PP lead	of children accessing wider curriculum
2.	Improved attitudes of pp children towards themselves as learners.	Create opportunities for pp children to discuss and address their attitudes towards themselves as a learner. Small group or 1:1 with Chaplin or trusted adult of choice. Work on positivity, resilience and change of thought processes from I can't do it to I can't do it yet!	The EEF Suggests that 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'	Notes and records of meetings with trusted adult and or Chaplin. Records from class teacher as to who has accessed this.	Class teachers and PP lead	Pass data to show improved attitudes.
3.	Improved attitudes of pp children towards school.	Working in small groups or 1:1 to break down what it is about school that creates a negative attitude towards it and then address the issues	The EEF Suggests that 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the	Notes and records of meetings with trusted adult and or Chaplin. Records from class teacher as to who has accessed this.	Class teachers and PP lead	Pass data to show improved attitudes.

		raised	course of an academic year.'			
TOTAL estimated budgeted cost:						£13986.40
Of which from RP funding:						£0

ENGAGING STAFF, GOVERNORS & PARENTS

How has this document been shared with stakeholders?	Shared with staff during staff meeting time, shared with parents and carers via school website, shared with Governors during governors meeting.
How do you know staff understand the strategy and apply correctly?	Strategy shared with staff during staff meeting time, all areas of strategy explained and what is required of staff. PP lead regularly checks in with staff and what is being done for PP children. PP book looks and learning walks planned in to monitor the application of the strategy.