



Pupil premium strategy statement

September 2020 – July 2023

School overview

Pupils in school	398
Proportion of disadvantaged pupils	36.42% (145 children)
Pupil premium allocation this academic year	£203, 768
Academic year or years covered by statement	September 2020 – July 2023
Publish date	September 2020
Review date	July 2021
Statement authorised by	Janine Arrowsmith
Pupil premium lead	Janine Arrowsmith
Governor lead	

Disadvantaged pupil progress scores for last academic year (data from March 2020 due to COVID 19)

Measure	Reading	Writing	Mathematics
DAP progress score			
% DAP meeting expected standard at KS2			
% DAP achieving high standard at KS2			

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 2023
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2023
Progress in Mathematics	Achieve national average progress scores in KS2 Writing	July 2023
Phonics	Achieve above national average expected standard in Phonics Screening Check	July 2023
Other	Improve attendance of disadvantaged pupils to LA average	July 2023

Teaching priorities for current academic year

Measure	Activity
Priority 1	<p>Excellent teaching in all year groups achieved through:</p> <ul style="list-style-type: none"> • Professional growth linked to assessment for learning • Bespoke CPD for all staff • Leadership priority to support teaching and learning • Develop coaching ethos in school to enable teachers to identify areas of development, seek support and improve practice <p>(all teaching to be at least Good, with 30% to be outstanding)</p>
Priority 2	<p>Use of oracy to improve language and vocabulary for all to raise attainment in all subjects so that it is in line with national figures through:</p> <ul style="list-style-type: none"> • Oracy is embedded in all subjects across school • All Voice 21 resources are accessed to support CPD • Staff are confident in developing the use of language and vocabulary in all lessons following support from Oracy lead
Barriers to learning these priorities address	Poor language and vocabulary development
Projected spending	80,000

Targeted academic support for current academic year

Measure	Activity																					
Priority 1	<p>To raise attainment in Key Stage 2 in all subjects for all pupils eligible for Pupil Premium Grant so that it is in line with national figures.</p> <ul style="list-style-type: none"> • Teaching staff aware of disadvantaged pupils in their teaching groups • Teaching staff provide timely support using AfL and summative assessments to ensure support is provided in an appropriate and timely manner and no child falls behind • Pupil progress meetings track progress of disadvantaged children and agree next step action plan • Teaching group size in Year 6 is reduced by introducing an additional teacher for English and Maths <p>(National figures for KS2:</p> <table border="1" data-bbox="629 775 2112 999"> <thead> <tr> <th data-bbox="629 775 846 847">2018/19 Nat data</th> <th colspan="3" data-bbox="846 775 1480 847">ARE+</th> <th colspan="3" data-bbox="1480 775 2112 847">GD</th> </tr> <tr> <th data-bbox="629 847 846 927"></th> <th data-bbox="846 847 1055 927">Reading</th> <th data-bbox="1055 847 1263 927">Writing</th> <th data-bbox="1263 847 1480 927">Maths</th> <th data-bbox="1480 847 1688 927">Reading</th> <th data-bbox="1688 847 1897 927">Writing</th> <th data-bbox="1897 847 2112 927">Maths</th> </tr> </thead> <tbody> <tr> <td data-bbox="629 927 846 999">KS2</td> <td data-bbox="846 927 1055 999">73</td> <td data-bbox="1055 927 1263 999">78</td> <td data-bbox="1263 927 1480 999">79</td> <td data-bbox="1480 927 1688 999">27</td> <td data-bbox="1688 927 1897 999">20</td> <td data-bbox="1897 927 2112 999">27</td> </tr> </tbody> </table>	2018/19 Nat data	ARE+			GD				Reading	Writing	Maths	Reading	Writing	Maths	KS2	73	78	79	27	20	27
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KS2	73	78	79	27	20	27																
Priority 2	<p>To reduce number of disadvantaged children assessed to be working at SEND Universal Provision</p> <ul style="list-style-type: none"> • All staff confident in providing scaffolding support for children following CPD • SENCo to provide additional support to staff • Regular assessment using toolkits to monitor children's progress and assess next steps. 																					
Barriers to learning these priorities address	<p>Availability of parental support for learning and access to appropriate resources</p> <p>Poor language and vocabulary development</p>																					

Projected spending	£80,000
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Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Pastoral manager to support families with attendance and acute need</p> <ul style="list-style-type: none"> • Attendance tracked and monitored closely for all children - (attendance to be in line with national figure of 96%) • Support offered when attendance decreases are noted (support provided where attendance falls below 95%). • Attendance increases are celebrated • Continued decreases result in fast track to prosecution processes being put in place
Priority 2	<p>Increased opportunities to engage with wider learning experiences – visits, visitors – to raise aspirations and provide life experiences</p> <ul style="list-style-type: none"> • Varied programme of visits and visitors into school to support learning experiences: programme to include a range of activities to cover the full curriculum and additional experiences
Priority 3	<p>Improve home-school liaison and parental support</p> <ul style="list-style-type: none"> • Support parents to support home learning through workshops/teacher meetings • Provide bespoke resource packs for parents to support learning at home - constant feedback from parents demonstrates at least 95% parents engage

	<ul style="list-style-type: none"> At least 95% parents engage in home school consultations
Priority 4	<p>Improve online access to learning</p> <ul style="list-style-type: none"> All pupils able complete home learning/blended with internet access and / or computer time at home Provide devices for children who do not have access to these at home
Barriers to learning these priorities address	<p>Improving attendance and readiness to learn for the most disadvantaged pupils</p> <p>Lack of opportunity for life experiences, visits/trips</p> <p>Availability of parental support for learning and access to appropriate resources</p>
Projected spending	£43, 768

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	<p>Tailored programme of CPD for all staff which is impact driven and reviewed on a 4 weekly basis</p> <p>Leaders are increasing the percentage of time spent on actively improving T&L</p> <p>Use of INSET days and additional cover provided to impact on T&L</p>
Targeted support	Ensuring enough time for SENCo to support teachers and teaching staff to support small groups	Phase and year group support timetabled into the termly overview to ensure all are supported

Wider strategies	Engaging the families facing most challenges	Weekly SLT phone calls with at least 5 parents to receive feedback Working closely with the LA to provide timely support
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Review: last year's aims and outcomes

Aim	Outcome
<p>To improve the rigour of monitoring and evaluation procedures for Disadvantaged Pupils to reduce the gap between DAP and peers.</p>	<p>High priority for Disadvantaged pupils in all M/E procedures ensured that PP pupils were a high priority focus and that barriers to learning were identified and reviewed regularly in pupil progress meetings.</p> <p>Additional support for PP pupils led by data analysis and evaluation. Support provided by Pupil Premium Champion for teachers to have greater impact with PP children to diminish the gap.</p> <p>Planned timely interventions impacted on achievement after M/E led to improved data outcomes in all year groups.</p> <p>Progress and attainment outcomes showed improvement for disadvantaged pupils by closing the gap to Non-PP peers.</p> <p>EYFS: 42% of disadvantaged children were assessed to be on track for reaching GLD in March 2020 (Nat ave 79%)</p> <p>Year 1:</p>

	<p>In Yr1 68% of children eligible for the pupil premium were on track to meet expected standard in phonics check (National Average: 82%)</p> <p>In KS1, for Reading, Writing and Maths, pupil premium children on track to achieve ARE had increased from the Autumn term and above the average for disadvantaged children nationally for maths but below for reading and writing.</p> <p>DAP Data from March 2020: Reading: ARE 52% GD 5% [Nat 2018/19 DAP ARE 62% GD 14%] Writing: ARE 36% GD 5% [Nat 2018/19 DAP ARE 55% GD 7%] Maths: ARE 63% GD 0% [Nat 2018/19 DAP ARE 62% GD 12%]</p> <p>In KS2, for Reading Writing and Maths, pupil premium children on track to achieve ARE had increased significantly from the Autumn term and above the average for disadvantaged pupils nationally for reading but below for writing and maths.</p> <p>DAP Data from March 2020: Reading: ARE 64% GD 8% [Nat 2018/19 DAP ARE 62% GD 17%] Writing: ARE 40% GD 4% [Nat 2018/19 DAP ARE 68% GD 11%] Maths: ARE 52% GD 4% [Nat 2018/19 DAP ARE 67% GD 16%]</p>
<p>To improve Parental Support and Home School Liaison.</p>	<p>Greater involvement of parents in workshops, including hard to reach parents. Curriculum workshops involved between 78 and 100% of the parents for each year group.</p> <p>All parents of Year 2 and Year 6 disadvantaged pupils engaged with individual meetings and strategies to support home learning between December 2020 and March 2020.</p>
<p>To ensure that SEN PP Pupils make good progress.</p>	<p>Focus of CPD from December 2020 supported teachers with teaching strategies and interventions to support SEND PP pupils to make good progress.</p> <p>Internal data in March 2020 demonstrated that all SEN PP pupils made progress using the continuum.</p>

<p>To ensure that PP pupil attendance is closely monitored and that absence does not have a negative impact on PP pupil progress.</p>	<p>Regular meetings with Attendance leads and fast track procedures improved attendance by March 2020.</p> <p>Use of breakfast club did not have the desired effect of improving attendance due to lack of uptake.</p>
<p>To provide pupils who require 'catch-up' programs to access the curriculum and support DAP to develop the skills required for age related expectations.</p>	<p>This initiative started in the latter half of the Spring term so impact was limited.</p>
<p>To improve outcomes through curriculum enrichment and involvement in workshops and trips.</p>	<p>Workshops and visits took place in all year groups during the Autumn and Spring Term. Monitoring during Spring term showed that there were no gaps between the knowledge and understanding of DAP and their peers in foundation subjects being studied.</p>