



Summary information					
Academic Year	2020/21	Total PP budget	£90,115	Date of most recent PP Review	July 2021
Total number of pupils	385	Number of pupils eligible for PP for funding	67	Date for next internal review of this strategy	Dec 2021
Proportion of Disadvantage pupils	23%	Number of PP pupils on roll	89	Publish date	Sept 2021
Statement authorised by			Pupil Premium Lead	S Blight	Governor Lead Cheryl Round Turner
Disadvantaged pupil progress scores for last academic year					
Subject		2019	2020	2021	
	Reading	-2.05	-	-	
	Writing	-0.44	-	-	
	Maths	-1.2	-	-	

Disadvantaged pupil performance overview for last academic year			
Combined Reading, writing and maths	2019	2020	2021 (PIXL)
Meeting the standard at the end of KS 2	53%	-	64%
Achieveing the high standard at the end of KS 2	6%	-	0%

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
2.	Inward mobility
4.	Also having English as an additional language
5.	Also having SEND
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
1.	Support for homework and reading out of school
3.	Lower than national attendance

6.	Times tables knowledge not secure.
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These are the top 6 (ranked 1 (highest barrier) to 6 (lowest barrier)) barriers to learning for PP Children. There are some children, who are PP, but they will not fall into any of these categories and we want to ensure that all PP children make progress and are working at the same standard as non PP children. Therefore our spending of the Pupil Premium funding takes into account the main 6 barriers but also focuses on learning for all children.

Pupil Premium Fund Actions Targeted academic support for current academic year						
Focus (This supports barrier priority 1 & 3)	What this does/Activity	Measure/Intended outcomes	Targeted Pupils	New or continued	Cost	Monitored by
<p>To ensure the continuation of the Learning Mentor role and have the learning mentor support children with their learning and wellbeing - 100% funding.</p> <p>The <i>EEF</i> states that pupils from disadvantaged backgrounds can benefit by up to about two months additional progress through mentoring.</p>	<p>The learning mentor will work with children in the classroom or have check ins with them. They will discuss positive learning outcomes in school and what the barriers are to coming to school on a weekly basis.</p> <p>This will help the Family Support Worker to discuss attendance with families and to discuss homework strategies with families.</p>	<p>Raise self-confidence and self-belief in disadvantaged pupils, increase confidence to resolve conflicts so that learning is not disrupted and pupils develop resilience when challenged.</p> <p>To reduce Persistent Absence for PP children – which is currently at 66.7% - for those children who joined mid-year.</p> <p>Reduce overall PA for PP children from 13.9% to 6%</p>	PP children with persistent absence	Continued	£14,000	SENDCO HT
Measure/Milestones						
By the end of term 2 2021		By the end of Term 4 2022		By the end of term 6 2022		

Focus (This supports barrier priority 2,4 & 6)	What this does/Activity	Measure/Intended outcomes	Targeted Pupils	New or continued	Cost	Monitored by
<p>Year 6 Class teacher support for maths - 4 mornings a week.</p> <p>The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs</p> <p>As a result, small group teaching can improve learning by an additional four months' progress over the course of a year.</p>	<p>This also gives the Year 6 Teachers more opportunity to focus on other PP children in the class room while the group are out so that the Year 6 targets for Maths are attained, by ensuring that the inward mobile PP children are supported.</p> <p>This also gives support to the children with EAL when coupled with the TA support in the classroom.</p>	<p>Year 6 maths</p> <p>(16/21) 76% of this PP group achieve the <i>Expected</i> standard in maths.</p> <p>(3/21) 14% of this PP group achieve <i>Advanced</i></p> <p>(5/7) 100% of the PP Joiners since 2018 to achieve the expected standard.</p>	Year 6	Continued	£4888	Year group lead HT
Measure/Milestones						
By the end of term 2 2021		By the end of Term 4 2022		By the end of term 6 2022		

Focus (This supports barrier priority 2,4&76)	What this does/Activity	Measure/Intended outcomes	Targeted Pupils	New or continued	Cost	Monitored by
<p>Year 6 Class teacher support for reading - 4 mornings a week.</p> <p>The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs</p> <p>As a result, small group tuition can improve learning by an additional four months' progress over the course of a year.</p> <p>(This supports barrier priority 1 & 3)</p>	<p>This also gives the Year 6 Teachers more opportunity to focus on other PP children in the class room while the group are out so that the Year 6 targets for reading are attained, by ensuring that the inward mobile PP children are supported.</p> <p>This also gives support to the children with EAL when coupled with the TA support in the classroom.</p>	<p>Year 6 reading</p> <p>(18/21) 85% of this PP group achieve the <i>Expected</i> standard in reading.</p> <p>(5/21) 24% of this PP group achieve <i>Advanced</i></p> <p>(5/7) 100% of the PP Joiners since 2018 to achieve the expected standard.</p>	Year 6	new	£4888	Year group lead HT
Measure/Milestones						
By the end of term 2 2021		By the end of Term 4 2022		By the end of term 6 2022		

Focus (This supports barrier priority 2,4 & 6)	What this does/Activity	Measure/Intended outcomes	Targeted Pupils	New or continued	Cost	Monitored by
<p>Class teacher to support in Year 1 & Year 2 with a specific focus on raising Phonic and writing attainment. (2.5 days).</p> <p>The EEF Toolkit shows that small group tuition is effective. It has an impact because pupils in smaller groups receive greater feedback from the teacher, their engagement is sustained for longer and the work they are given is more closely matched to their needs As a result, small group tuition can improve learning by an additional four months' progress over the course of a year.</p>	<p>This gives children an additional teacher for Literacy and maths activities. Support can be given through intervention and/or follow up to misconceptions in the classroom teaching. Support can be given in the classroom for children targeted as the focus of this funding.</p>	<p>Year 1: (8/11) 73% of PP achieve the Phonics pass mark.</p> <p>Year 1: (8/11) of PP meet the secure standard for writing.</p> <p>Year 2: (2/2) pass the retake Phonic screener.</p> <p>Year 2: (1/3) move to secure in writing.</p>	<p>Y1 Y2</p>	<p>Continued</p>	<p>£5,625</p>	<p>Year group leads HT</p>
Outcomes						
By the end of term 2 2019	By the end of Term 4 2020	By the end of term 6 2020				

		RD	
		WR	
		MA	
Year 6 outcomes show that	Year 6 outcomes show	Year 6 outcomes show	
		RD	
		WR	
		MA	

To allocate a £30 virtual voucher to parents for each child currently on Free School meals to help with costs incurred through the school. (Supports barrier 3)	Gives parents with FSM entitlement the opportunity to reduce costs for school activities/uniform	PP children in school uniform and taking part in school activities/clubs. Access to the breakfast club through a subsidy from the voucher to support attendance if needed.	All year groups	continued	£2670	HT Governors
Outcomes						
By the end of term 2 2021		By the end of Term 4 2022		By the end of term 6 2022		
PP children are all in school uniform.		PP children are all in school uniform.				
Total cost		£90,115				
Pupil Premium contribution		£90,115				
Cost from school budget		£0				

Review: Last year's aims and outcomes.	
Aim	Outcomes
Improve persistence absence	60% improvement for some PP children. But this was complicated by inward mobility of PP children who had low attendance from their previous schools – so the overall target was not met. However, given that it was 60% positive last year we are going to carry on with this initiative as it proved to be effective.
Academic outcomes for Year 6	2 out of 3 Targets were met. We were not successful in getting PP children to the Advanced level in Maths – even with support from the national Tutoring scheme.
Year 2 phonics	This was very successful with 7/8 children passing the screener and securing their phonic knowledge.