

2. Based on Current attainment:					
Year 6 (26 children)	<i>SEND pupils eligible for PP</i>	<i>All pupils eligible for PP</i>	<i>SEND pupils not eligible for PP</i>	<i>Other pupils not eligible for PP</i>	<i>All pupils (not inc SEN)</i>
% Expected standard in Reading, July '22	0%	67%	0%	90%	95%
% Expected standard in Writing- July '22	0%	67%	0%	84%	95%
% Expected standard in Maths- July '22	100%	67%	0%	84%	95%
% Expected standard in Reading Writing Maths combined - July '22	0%	67%	0%	84%	95%

3. Barriers to future attainment (for pupils eligible for PP, including higher ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor aural skills - Following consultation with teachers, poor listening skills were consistently highlighted as a contributing factor to lower attainment and have worsened following two lockdowns and disrupted teaching. This is impacting on all areas of learning across key stage 1 and 2.
B.	Low reading engagement – Following survey on reading for pleasure across school it was found that a significant group of particularly boys did not see reading as pleasure and did not have access to fiction at home. This percentage of children disengaging with reading increased as they moved through the school. (Research evidence on reading for pleasure DFE 2012 – Impact of reading for pleasure)
C.	Lack of academic resilience – Following consultation with teachers and support staff lack of resilience had increased since lockdown Spring '21 and was highlighted as a contributing factor to lower attainment and pupils not achieving Greater Depth of study. Pupils becoming very quick to disengage with learner and lacking resilience.
D.	Lack of educational opportunities to extend and embed learning has impacted on the % of children achieving Greater Depth of study however with support this can be addressed as has been shown 2020-21. We want to continue with the input that was successful last year - Reading Greater depth – All children at KV– 15% PP KV- 10% Writing Greater Depth- All children at KV - 8% PP KV–10% Maths Greater depth- All children at KV – 11% PP KV– 10% PP Pupils achieved 10% at greater depth of combined RWM in KS2 (2021) against non PP of 5%
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Poor punctuality / persistent absence – 32% of our PP children are persistently absent against non-eligible of 10% and all pupils of 16%.(Sept '20 – June '21).

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To increase speaking and listening skills to match the average percentage of all learners. Children to be able to give and follow a set of age appropriate instructions to follow and success measured by response. Impact in the classroom will be measured during observations.	Children will be able to follow and act upon and give age appropriate instructions, impacting on reading, writing and maths resulting in number of children achieving ARE at least in line with other children in the school and nationally.
B.	To increase the number of children reading for pleasure and provide a wide range of genres to engage and inspire readers, including to promote an audio library.	Children will be reading for pleasure impacting on their reading ability and feeding into their writing development and achievement.
C.	To raise all children's academic resilience in line with peers. Children to be resilient, prepared to take risks in their learning and pride in their work. This will be measured through classroom and PSE observations. Also through pupil interviews and book scrutiny.	Children are able to accept and act upon advice, be open to moving their learning forward and prepared to try. Impacting on reading, writing and maths resulting in number of children achieving ARE in line with other children in the school and national non PP average
D.	To increase the number of pupils who achieve greater depth of study across RWM by the end of KS2 so that it is in line with National average.	Children to achieve the exceeding level in overall attainment by the end of key stage 2 to be in line with national average.
E.	To improve persistent absence of PP pupils to expected school levels. This will be measured through school data collected daily. Attendance governor to carry out termly meetings with Head teacher to discuss impact of strategy and agree next steps.	Pupils to have good attendance at all times. Children to be in line with non PP children within school. In line nationally with other non PP children.
Links to SDP	<ul style="list-style-type: none"> A. To increase speaking and listening skills B. To increase the % of children reading for pleasure C. To insure academic resilience across all subjects D. To improve % of PP pupils achieving greater depth of study E. To decrease the percentage of persistent absence amongst PP pupils 	<p>Priority in SDP</p> <ul style="list-style-type: none"> A. Leadership and Management – priority 1.1 (intervention and Quality first teaching Disadvantaged children's progress across the curriculum) B. Quality of Education– priority 3.7 (Disadvantaged children's progress across the curriculum diminishing the gap) C. Behaviour and attitude – priority 4.3 (Children's confidence and improved engagement and resilience). D. Quality of education– priority 3.1 (Identify more able pupils in order to achieve GD) E. Behaviour and attitudes – priority 4.4 (Improve PA and improve attendance)

5. Planned expenditure

Academic year

2021-22

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation
To give children the opportunity to develop a deep and secure knowledge and understanding of mathematics at each stage of their learning adopting the maths mastery approach.	Maths subject lead and maths lead teacher to receive training and support from Maths Mastery specialist teacher.	End of KS2 results being below National and low percentage of pupils in KS1 achieving GD of learning in all groups of learners including PP and wanting to close this gap so at least in line with National for all groups of learners.	Maths subject lead and lead teacher to provide training for all teachers and TAs, continue to embed Maths Mastery approach to teaching in all year groups. Lesson observations, Termly, book scrutiny, pupil interviews, PPL to meet with PP children and class teachers half termly to discuss their progress and agree next steps.	JB/SLT DD GR	Pupil interviews and book scrutiny measuring impact of intervention and targeted support Aut '21, Spr'22, Sum'22 <u>Outcomes-</u>
To target individual pupils needs to ensure quick identification and targeted support to narrow gap in line with others. These targets to be shared with parents to increase parental engagement.	All staff to complete personal progress plans for PP children regularly, identifying need and action to support the children. Regularly reviewed by PP lead and class teachers	Breaking cycles of low aspiration and disenfranchisement with education is therefore seen as a key strategy for closing attainment gaps for these groups. This resonates with the findings of the 'Narrowing the Gap' study, which highlights 'working in real partnerships with parents and families and building on their strengths' as a key strategy (or 'Golden Thread') for closing attainment gaps (NFER 2009).	For plans to be followed, targets achieved, staff interviews, pupil interviews with PP lead, book scrutiny, formative assessments. Targeted small group support delivered by TA with identified learning priorities to narrow the gap using assessment data	JGr, All staff	Pupil interviews and book scrutiny measuring impact of intervention groups and quality first teaching. Primary progress results provided termly. Aut '21, Spr'22, Sum'22 <u>Outcomes –</u>
To provide children with more opportunities to familiarise themselves with a wider range of genres and authors to impact on writing and choice of language. To raise standards in reading across KS1 and 2	Speed reading practice to be used using PIXL resources across KS2 Variety of reading materials be introduced to class and school libraries targeting pupils interest, especially upper KS2 boys. To re-launch current library following COVID restrictions to promote enjoyment of reading.	Research evidence on reading for pleasure DFE 2012 – Impact of reading for pleasure Shows that there is a lowering of engagement as children move through KS2 particularly with boys impacting on reading and writing attainment.	Reading lead to provide range of materials to suit cohort and to monitor pupils use of materials and PP TA to support re stocking and keeping the reading material fresh and interesting. Buy into library service to increase the range/genre and frequency of change of books for all your groups and ranges of readers	GH JGr EW	Pupil interviews and book scrutiny measuring impact of increased reading of a range of genres. Speed reading results provided termly. Aut '21, Spr'22, Sum'22 <u>Outcomes –</u>

<p>To enhance pupils resilience so that they are further challenged to develop depth of understanding and raise standards in Greater Depth across RWM and the wider curriculum</p>	<p>Subject Leaders and Class teachers to provide further opportunities for teaching, learning and assessment of the wider curriculum. PPA teacher science specialist</p>	<p>Following assessment results for 2020-21, pupils not achieving at GDS, focus needs to be widened so core skills being used at GD in all subjects for this to enable pupils to embed their skills and give more opportunity to achieve the GDS</p>	<p>PP and subject lead review day to support subject leads monitoring of the wider curriculum and greater depth opportunities.</p> <p>Tracking system of all key and core skills used across all foundation subjects used to inform SLT and PPL and increase intervention or support if needed.</p>	<p>All Staff</p>	<p>Pupil interviews and book scrutiny measuring impact.</p> <p>Aut '21, Spr'22, Sum'22</p> <p><u>Outcomes –</u></p>
--	--	--	---	-------------------------	---

<p>Total budgeted cost</p>					<p>£800 CPD £3,000 Library service</p> <p>£1,368 – Maths resources.</p> <p>£1,000 – Curriculum Maestro</p>
-----------------------------------	--	--	--	--	--

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation
<p>To maintain standards in maths and reading in upper KS2 and increase GDS.</p>	<p>Small group intervention Wider curriculum to develop skills. Theme days</p>	<p>School will use up to date data to target PP pupils who are below ARE across KS2 to help fill gaps in maths and reading knowledge and understanding.</p> <p>Children will be taken in a small group with PP TA and tailored programme of support will be delivered daily.</p> <p>(EEF toolkit Small group tuition +4 months).</p>	<p>TA internally trained and supported by PP Lead teacher.</p> <p>Teaching and prep time required, resources out of PP budget. Pre and post assessments 1/2 termly</p>	<p>JGr EW</p>	<p>Pupil interviews and book scrutiny, analysis of assessment materials</p> <p>Aut'21 Spr'22 Sum'22 Outcomes-</p>

<p>To raise standards in writing in upper KS2, including children achieving GDS.</p>	<p>Small group intervention Use of wider curriculum to give depth of learning and opportunity to rehearse skills. Theme days</p>	<p>Research has shown that small group tuition has a positive impact and this approach will be used with PPL teacher checking that the skills taught in groups have been transferred to classroom and assessments (EEF toolkit Small group tuition +4 months).</p>	<p>Teaching and prep time required resources out of PP budget. Pre and post assessments 1/2 termly PP TA to deliver Grammar session to targeted groups of PP children in upper KS2 with guidance from PP Lead teacher</p>	<p>JGr EW</p>	<p>Pupil interviews and book scrutiny. Survey PP children on enjoyment of the theme days, writing opportunities. Assessment tracking Aut'21 Spr '22 Sum'22 <u>Outcomes</u></p>
<p>Total budgeted cost</p>					<p>£19, 506 (PP Lead teacher to be released for intervention) £18,679 (TA for PP intervention KS2) £1,920 – Online Assessment tool</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>Evaluation</p>
<p>To develop children's social, emotional and well-being. Focus also being on Growth Mindset and learning behaviour. Also impacting on children's punctuality and attendance</p>	<p>Small PSHE group intervention, Lunchtime groups</p>	<p>The EEF Toolkit states that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. (EEF toolkit Social and Emotional learning +4 months).</p>	<p>PP lead teacher to deliver a specific programme. Monitor and evaluate progress. Use of class team point reward system across KS2 to raise self esteem and promote growth mindset. School reward systems to be used effectively SLT to monitor closely</p>	<p>JGr.</p>	<p>Assessment of impact, monitor class reward system. Track attendance and punctuality <u>Outcomes</u></p>

Total budgeted cost	<p>£2,000 attendance service. £1,400 – (ELSA SUPPORT)</p> <p>£1,775 – Excellence in pupil development award</p> <p>£750 – PSHE resources.</p> <p>£1,000 – further extended pastoral provision</p> <p>£500 – Cultural enhancements</p> <p>£500 – Counsellor</p> <p>£1,070 – Performing Arts.</p> <p>£1,222 – pastoral support</p>
----------------------------	--

EYFS Summary information
Year group- Reception Number of PP –11 * Disadvantaged (EYPP)

*This changes termly as there is a new intake of nursery children in the spring and summer term

EYFS. Barriers to future attainment (for pupils eligible for PP, including higher ability)			
In-school barriers (<i>issues to be addressed in school</i>).	Baseline assessment for PP children in 21/22 showed scores on entry for Communication and Language were low. (KV tracking system)		Speech and Language specialist TA to support in EYFS. Speech and language sessions for individuals/ targeted groups. EYFS teacher to use the Blast programme to develop vocabulary, listening skills and early reading skills.
	Speaking.	Below Expectations - 55% At Expectations – 45% Above Expectations - 0	
	Reading	Below Expectations – 91% At Expectations. - 9% Above Expectations - 0	

		Shared outdoor area for N and R children to develop language and communication skills, PSE and a diverse range of adult support and skills (Action plan in place,)
	<p>Writing</p> <p>Below Expectations - 100%</p> <p>At Expectations. - 0</p> <p>Above Expectations. - 0</p>	<p>HANEN Learning Language and Loving it programme in Early Year setting</p> <p>WellComm – Screening tool for speech and language</p>
	<p>Maths</p> <p>Below Expectations - 73%</p> <p>At Expectations. – 27%</p> <p>Above Expectations - 0</p>	<p>EYPP funding To be confirmed</p> <p>Total budgeted cost TA2 - £12,100</p>

Desired Outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
At the end of EYFS the gap, between PP and national non- PP children, in Communication and Language will close.	Pupils eligible for Pupil Premium in Early Years make accelerated progress so the number of pupils meeting A.R.E. in Listening & Attention, Understanding & Speaking are in line with <i>other</i> children in school and nationally.

6. Review of expenditure

Academic Year	2020-21	Total PP budget	£57,490	Date of most recent PP Review	Oct 21
Total number of pupils	180(R-Y6)	Number of pupils eligible for PP	43 23.8%	PP strategy number	6.

Previous Academic Year	2020-21			
Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost
To give children the opportunity to develop a deep and secure knowledge and understanding of mathematics at each stage of their learning adopting the maths mastery approach.	Maths subject lead and maths lead teacher to receive training and support from Maths Mastery specialist teacher.	Maths mastery approach embedded across all year groups. Subject lead and lead teacher trained and confident in supporting staff. Pupils need to embed approach	Teachers are confident in delivering maths mastery approach TAs need support to deliver mastery approach and this needs to be facilitated within the school through modelling and training by maths subject lead.	£1,500

To target individual pupils needs to ensure quick identification and targeted support to narrow gap in line with others. These targets to be shared with parents to increase parental engagement.	All staff to complete personal progress plans for PP children regularly, identifying need and action to support the children. Regularly reviewed by PP lead and class teachers	Progress plans highlighted pupils not making expected or greater progress and enabled intervention to be put in place to close the gap. Lockdown unfortunately continued to impact on this progress, but a much less extent. PP Lead also able to deliver sessions to groups of children and 1:1 to increase level of impact	Closely monitoring progress enables swift targeted intervention to be built in to curriculum. Continue with quick identification and support. Also to continue to use quality targeted intervention teaching by experienced teachers	£21,420
To provide children with more opportunities to familiarise themselves with a wider range of genres and authors to impact on writing and choice of language. To raise standards in reading across KS1 and 2	Speed reading practice to be used using PIXL resources across KS2 Variety of reading materials be introduced to class and school libraries targeting pupils interest, especially upper KS2 boys. To relocate current library to a larger space within school to promote enjoyment of reading.	During lockdown children dipped with their reading engagement and the gap between PP and all pupils was identified as widening further. Wider range of books purchased for library to target pupils interests particularly boys.	Target KS2 pupils access to the library and continue to use speed reading and comprehension practice. Also make continued use of library service.	£3,000
To enhance pupils resilience so that they are further challenged to develop depth of understanding and raise standards in Greater Depth across RWM and the wider curriculum	Subject Leaders and Class teachers to provide further opportunities for teaching, learning and assessment of the wider curriculum. PPA teacher science specialist, PP lead teacher analysed curriculum and the impact on pupils resilience and engagement	Children are still demonstrating a lack of resilience especially following lockdown, very quick to move on to another activity and say "I can't" where subjects and lessons more engaging children are more resilient	To look at the focus of curriculum maestro so topics can be studied in greater depth to embed learning by keeping the topic for 1 term instead of swapping after half a term.	£20,000

ii. Targeted support

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
To maintain standards in maths and reading in upper KS2 and increase GDS.	Small group intervention Wider curriculum to develop skills. Theme days Pixl programme	Children achieved a higher percentage of expected standard at end of KS2. There was an increase in pupils in KS2 achieving greater depth. Pixl supported TAs delivering programme.	TAs able to deliver tailored programmes to groups of children and 1:1, this has been seen to have a greater impact on all groups of learners rather than TA being used to support in classroom environment.	£7,297

To raise standards in writing in upper KS2, including children achieving GDS.	Small group intervention Use of wider curriculum to give depth of learning and opportunity to rehearse skills. Theme days	Children have really enjoyed return to theme days and this has led to greater pupil involvement and opportunity to apply skills across a range of subjects both foundation and core skills.	Make use of Curriculum Maestro to give a greater depth of learning and opportunity to rehearse key skills in writing. Continue to deliver small group intervention via phase lead and intervention TA.	£10,000
iii. Other approaches				
Desired outcome	Chosen action/approach	Impact.		Cost
To develop children's social, emotional and well being. Focus also being on Growth Mindset and learning behaviour. Also impacting on children's punctuality and attendance	Small PSHE group intervention, ELSA sessions.	Impact was increased this year due to availability of ELSA room and ELSA in school full time. Attendance service were able to increase the impact on attendance.	To continue to use ELSA to support targeted pupils, introduce new KAPOW PSHE/RSE programme to ensure progression and continuity. To continue to buy into the attendance service to lower the rate of persistent absence.	£11,570