



Pupil Premium Strategy

2019- 2022

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Acquisition of gross and fine motor skills in EYFS/KS1 are lower for children eligible for PP which slows their literacy progress in subsequent years.	Social, emotional and mental health issues affect some of our PP children which can have an impact on their attitude to learning and behaviour.
A number of children in receipt of PP are also on the SEND register which prevents sustained high achievement in KS2.	Lower parental engagement especially regarding attendance at information evenings and completion of homework.
Slower progress in writing for some prior middle attainers prevents children from achieving age related expectations in KS2	

Our implementation process

We believe in identifying a small number of priorities and implementing them fully to ensure the best chance of success. We use evidence-based interventions and learn monitor their success in order to learn from our experiences. Annual light-touch reviews are utilised to ensure that our approach is effective and any interventions that are not having the intended impact are amended or removed.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaptation

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Targeted academic support
2. Targeted social and emotional support
3. Wider strategies

Within each category, we have chosen a specific intervention. This focussed approach ensures the best chance of success for each intervention.

Targeted Academic Support

1. Implementation of structured interventions and small group tuition for pupils who are below age related expectations.

Targeted Social and Emotional Support

2. Provision of a trained Emotional Literacy Support Assistant (ELSA) to provide support and structured intervention for pupils with identified social, emotional and mental health issues.

Wider strategies

3. Parental engagement: Provide additional financial support for pupil premium pupils in order to allow access to additional extra-curricular activities.

Full planning details for interventions are outlined in the '[Intervention planning in full](#)' section.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with class teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

The school publishes a link to the [school and college performance tables](#) and the schools' performance tables page on the school website.

Pupil Premium spending and its impact is monitored by the school's Governing Body. There is a named governor with responsibility for Pupil Premium.

Our funding

Funding summary: Year 1					
Total number of pupils	215	PPG received per pupil	£1320 basic £1900 enhanced	Indicative PPG as advised in School Budget Statement	£25,158
		Number of pupils eligible for PPG	19	Actual PPG budget	£25,365
Funding estimate: Year 2					
Estimated pupil numbers	210				
Estimated number of pupils eligible for PPG	21				
Estimated funding	£22,429				
Funding estimate: Year 3					
Estimated pupil numbers	210				
Estimated number of pupils eligible for PPG	12				
Estimated funding	£15,069				

Intervention planning in full

Intervention:	Implementation of structured interventions and small group tuition for pupils who are below age related expectations.		
Category:	Targeted Support	Staff Lead	TW/TOB/AD
Intended outcomes:	To accelerate progress in reading, writing or maths through targeted individual and small group support	Success criteria:	<p>Identified pupils make accelerated progress.</p> <p>Increased number of identified pupils reach age related expectations</p> <p>Gaps are narrowed between identified pupils and their peers</p>
Implementation	Year 1	Year 2	Year 3
	<p>Consolidate learning completed in class.</p> <p>Pre-teach, preparing pupils for future learning, in order to build confidence and give higher level starting points to learning.</p> <p>Address specific gaps in learning in consultation with class teachers.</p> <p>Ensure SEND pupils meet expected progress targets.</p> <p>Give feedback to vulnerable pupils about their performance relative to learning goals.</p> <p>Map provision termly on an intervention provision map.</p> <p>Use of baseline and exit assessments.</p> <p>Monitor pupil attainment and progress termly at Pupil Progress Meetings.</p>	<p>Establish baseline in the light of school closure and use to identify gaps.</p> <p>Consolidate learning completed in class.</p> <p>Pre-teach, preparing pupils for future learning, in order to build confidence and give higher level starting points to learning.</p> <p>Address specific gaps in learning in consultation with class teachers.</p> <p>Plan for recovery for SEND pupils</p> <p>Give feedback to vulnerable pupils about their performance relative to learning goals.</p> <p>Map provision termly on an intervention provision map.</p> <p>Use of baseline and exit assessments.</p> <p>Monitor pupil attainment and progress termly at Pupil Progress Meetings.</p>	

<p>Light-touch review notes</p>	<p>Year 1 Annual review notes:</p> <p>Intervention programmes were disrupted as a result of school closure in March 2020</p> <p>Prior to that time, intervention groups were planned and organised by class teachers who had identified gaps and what intervention was needed. Intervention delivered by support assistants out of main Maths and English lessons to preserve quality first teaching for all pupils.</p> <p>Progress data was showing expected progress for identified pupils in March 2020</p> <p>The intervention performed as expected until March, but then below expectations due to school closure</p>	<p>Year 2 Annual review notes:</p>	<p>Year 3 Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input checked="" type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£12,925	Year 2 Is expenditure anticipated to increase, decrease or remain the same?	Decrease £3128.05	Year 3 Is expenditure anticipated to increase, decrease or remain the same?	Decrease £7736
	Total anticipated expenditure:	£23789.05				
Actual expenditure	Year 1	£12,852.70	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Provision of a trained Emotional Literacy Support Assistant (ELSA) to provided support and structured intervention for pupils with identified social, emotional and mental health issues.		
Category:	Targeted Support	Staff Lead	SENDCo
Intended outcomes:	For Vulnerable PP pupils to have improved social skills and a wider circle of friends; are able to manage their feelings in a more positive way; have improved self-esteem.	Success criteria:	<p>Identified pupils demonstrate improved social skills and report a wider friendship circle.</p> <p>Behaviour records show decrease of incidents for identified pupils</p> <p>Assessment of dentified pupils' semh needs show improvement</p>
Implementation	Year 1	Year 2	Year 3
	Emotional Literacy Support Assistant (ELSA) to target vulnerable PP pupils in small group and/or individual sessions to help them to improve their social skills, friendships and self-esteem, and to better manage their feelings and emotions.	Emotional Literacy Support Assistant (ELSA) to target vulnerable PP pupils in small group and/or individual sessions to help them to improve their social skills, friendships and self-esteem, and to better manage their feelings and emotions – particularly in the light of school reopening and pupils with enhanced anxiety as a result of COvid-19	

<p>Light-touch review notes</p>	<p>Year 1 Annual review notes:</p> <p>The intervention was successfully in place until March 2020. Pupils benefit significantly from small group and individual sessions focusing on wellbeing.</p> <p>The intervention performed as expected until March 2020 and below expectations following school closure</p>	<p>Year 2 Annual review notes:</p>	<p>Year 3 Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input checked="" type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£9,717	Year 2 Is expenditure anticipated to increase, decrease or remain the same?	Increase £18145.09	Year 3 Is expenditure anticipated to increase, decrease or remain the same?	Decrease £5777
	Total anticipated expenditure:	£33,639				
Actual expenditure	Year 1	£12,176.78	Year 2	£	Year 3	£
	Year 1	£12,176.78	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Parental engagement: Provide additional financial support for pupil premium pupils in order to allow access to additional extra-curricular activities.		
Category:	Wider Strategies	Staff Lead	Headteacher
Intended outcomes:	For eligible pupils to have the same opportunities for enrichment activities as other pupils.	Success criteria:	Identified pupils access an increased range of extra-curricular activities. All pupils are able to access all activities
Implementation	Year 1	Year 2	Year 3
	<p>Enrichment costs provided to enable PP children to attend educational visits, residential visits and extra-curricular clubs.</p> <p>PP pupils engaging in a range of enrichment activities will be logged and monitored.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Enrichment costs provided to enable PP children to attend educational visits, residential visits and extra-curricular clubs.</p> <p>PP pupils engaging in a range of enrichment activities will be logged and monitored.</p> <p>It should be noted that enrichment activities are currently restricted due to Covid-19</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Year 1 Annual review notes:</p> <p>This intervention was successful until school closure in March 2020.</p> <p>Families benefited from additional support for funding of wider curricular activities.</p> <p>Pupil Premium children are tracked for involvement in extra curricular activities – again this was disrupted by school closure.</p> <p>The intervention performed as expected until March 2020 and below expectations following school closure</p>	<p>Year 2 Annual review notes:</p>	<p>Year 3 Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input checked="" type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£2,516	Year 2 Is expenditure anticipated to increase, decrease or remain the same?	Decrease £1320	Year 3 Is expenditure anticipated to increase, decrease or remain the same?	Decrease £1556
	Total anticipated expenditure:	£5392				
Actual expenditure	Year 1	£335.52	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				