

Pupil Premium Strategy

2022-2025

Our philosophy

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. 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
Lower language and physical development on entry resulting in slower acquisition of key skills during early years.	Delayed social and emotional skills, impacting on behaviour and learning.
Pupil Premium eligible pupils who also have with SEND.	Parental engagement
Progress in key skills in Maths and English is slower than expected.	Securing external agency involvement

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We use evidence-based interventions and 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 adaption

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 specific interventions. This focussed approach ensures the best chance of success for each intervention.

Targeted academic support

1. Contribution to employment of additional teacher to provide small class sizes in Early Years
2. Employment of Learning Support Assistant to provide small group maths and English support
3. Weekly Homework Club for invited pupils.

Targeted social and emotional support

1. Employment of Learning Mentor to provide emotional literacy support and intervention through in class and withdrawal group support.

Wider strategies

1. Bursary for each eligible child to subsidise costs of school activities and resources.

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 subject 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 Finance Committee of 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	287	PPG received per pupil	£1385 (PLAC £2410)	Indicative PPG as advised in School Budget Statement	£54402
		Number of pupils eligible for PPG	38	Actual PPG budget	£52672
Funding summary: Year 2					
Total number of pupils	289	PPG received per pupil	£1455 (PLAC £2530)	Indicative PPG as advised in School Budget Statement	£54896
		Number of pupils eligible for PPG	36	Actual PPG budget	
Funding estimate: Year 3					
Estimated pupil numbers	294				
Estimated number of pupils eligible for PPG	40				
Estimated funding	£55442				

Intervention planning in full

Intervention:	Contribution to employment of additional teacher to provide small class sizes in target cohort		
Category:	Targeted academic support	Staff lead:	Headteacher
Intended outcomes:	Pupils make rapid gains in development of key skills in Maths and English.	Success criteria:	<p>All pupils in target cohort receive Quality First Teaching.</p> <p>All pupils receive high quality feedback</p> <p>Gaps are narrowed</p> <p>Increasing numbers of pupils achieve ARE</p>
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>2 small classes of Y4 pupils</p> <p>Teacher led tasks with individual feedback</p> <p>Targeted intervention for identified pupils</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Single age classes in Key Stage 1 with two small classes of Y2 pupils.</p> <p>Teacher led tasks with individual feedback</p> <p>Targeted intervention for identified pupils</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>Annual review notes:</p> <p>It was positive to have two small classes for the whole year in our targeted Year 4 cohort, particularly because of the impact of disrupted learning during Covid. Small classes enabled staff to settle and support children with filling identified gaps in targeted groups, providing personalised learning plans in order to secure accelerated progress.</p> <p>Year 4 outcomes were at least in line with national in all areas apart from writing.</p>	<p>Annual review notes:</p>	<p>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 checked="" 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"/> 	<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	£15,922	Is expenditure anticipated to increase, decrease or remain the same?	Increase	Is expenditure anticipated to increase, decrease or remain the same?	Increase
			Year 2	£ 20,201	Year 3	£ 19670
	Total anticipated expenditure:	£				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£15,922	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:	Employment of Learning Support Assistant to provide small group maths and English support		
Category:	Targeted academic support	Staff Lead	Headteacher
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>How we will implement this intervention in year 1:</p> <p>Consolidate learning completed in class</p> <p>Pre-teaching in identified areas to improve access to whole class teaching for identified pupils.</p> <p>Address specific gaps in learning in consultation with class teachers.</p> <p>Feedback to identified pupils about their performance</p> <p>Map provision termly on an intervention provision map.</p> <p>Use of baseline and exit assessments. Monitor pupil attainment and progress termly at Pupil Progress Meetings.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Consolidate learning completed in class</p> <p>Pre-teaching in identified areas to improve access to whole class teaching for identified pupils.</p> <p>Address specific gaps in learning in consultation with class teachers.</p> <p>Feedback to identified pupils about their performance</p> <p>Map provision termly on an intervention provision map.</p> <p>Use of baseline and exit assessments. Monitor pupil attainment and progress termly at Pupil Progress Meetings.</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>Annual review notes:</p> <p>Intervention programmes more consistently in place during this year.</p> <p>Interventions were carried out both within lessons and in small withdrawal groups outside of maths and English lessons.</p> <p>Pre-teaching continued to be a particularly successful strategy.</p> <p>Interventions were carefully targeted to support recovery for identified individuals and groups across the school.</p> <p>End of year data indicated that in all but Year 2, at least 70% of pupils had made enough progress to reach age related expectations in reading and maths. Children, groups and cohorts who have not made enough progress have been highlighted for intense intervention for the 2023/24 academic year. Writing will continue to be a key focus area for next year.</p>	<p>Annual review notes:</p>	<p>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 checked="" 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"/> 	<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	£14,945	Is expenditure anticipated to increase, decrease or remain the same?	decrease	Is expenditure anticipated to increase, decrease or remain the same?	
			Year 2	£12478	Year 3	£13172
	Total anticipated expenditure:	£42,212				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£19,570	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"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Weekly Homework Club for invited pupils.		
Category:	Targeted Academic Support	Staff Lead:	Headteacher/Learning mentor
Intended outcomes:	Provision of additional specified support after school will enable pupils to make progress in key areas.	Success criteria:	Skills are improved as a result of higher engagement in home learning activities. Effective support is provided for homework activities.
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Pupils invited to take part in weekly after school activity club either to complete homework tasks or take part in other organised activities.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Pupils invited to take part in weekly after school activity club either to complete homework tasks or take part in other organised activities.</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>Annual review notes:</p> <p>This intervention was very successful during this year. It provides a well-attended and purposeful opportunity for identified pupils to complete home learning and other activities in a supportive and nurturing environment.</p>	<p>Annual review notes:</p>	<p>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 checked="" 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"/> 	<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	£ 715	Is expenditure anticipated to increase, decrease or remain the same?	Increase	Is expenditure anticipated to increase, decrease or remain the same?	Increase
			Year 2	£ 728	Year 3	£ 742
	Total anticipated expenditure:	£ 2185				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£715	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"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Employment of Learning Mentor to provide emotional literacy support and intervention through in class and withdrawal group support.		
Category:	Targeted social and emotional support	Staff Lead	
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 identified pupils' social, emotional and mental health needs show improvement</p>
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Learning Menotor (also Emotional Literacy Support Assistant trained) 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.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Learning Menotor (also Emotional Literacy Support Assistant trained) 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.</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>Annual review notes:</p> <p>This intervention provided extremely valuable support for our most vulnerable pupils. The combination of in-class support, one to one and small group nurture and ELSA has a significantly positive impact on pupil wellbeing.</p> <p>Nurture provision during lunchtime has been especially successful for pupils who struggle to manage the whole of lunchtime outdoors.</p>	<p>Annual review notes:</p>	<p>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 checked="" 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"/> 	<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	£19290	Is expenditure anticipated to increase, decrease or remain the same?	Increase	Is expenditure anticipated to increase, decrease or remain the same?	Increase
			Year 2	£21105	Year 3	£ 20,058
	Total anticipated expenditure:	£58,417				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£19290	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"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Bursary for each eligible child to subsidise costs of school activities and resources.		
Category:	Wider Strategies		
Intended outcomes:	For eligible pupils to have the same opportunities for enrichment activities as other pupils.	Success criteria:	<p>Identified pupils access an increased range of extracurricular activities.</p> <p>All pupils are able to access all activities</p>
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Bursary provided to subsidise costs of school activities and resources.</p> <p>PP pupils engaging in a range of enrichment and extra-curricular 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>Bursary provided to subsidise costs of school activities and resources.</p> <p>PP pupils engaging in a range of enrichment and extra-curricular activities will be logged and monitored.</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>Annual review notes:</p> <p>This continues to be a popular and successful intervention for our families, who have benefited from additional financial support for uniform and other activities especially during this difficult financial climate.</p>	<p>Annual review notes:</p>	<p>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 checked="" 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"/> 	<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	£ 1800	Is expenditure anticipated to increase, decrease or remain the same?	Increase	Is expenditure anticipated to increase, decrease or remain the same?	Increase
			Year 2	£6329	Year 3	£ 1900
	Total anticipated expenditure:	£ 5,500				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£964	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"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				