

Pupil Premium Allocation

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2017.

PPG provides funding for two policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential
- Supporting children and young people with parents in the regular armed forces

Pupils considered disadvantaged are eligible for PPG funding. These include:

- Pupils in year groups' reception to Year 6 recorded as receiving free school meals (FSM) (or in receipt of FSM in the last 6 years)
- Looked after children (LAC) (including those looked after for at least one day)
- Post LAC i.e. those children who have left local authority care through adoption, special guardianship or other arrangements since January 2017
- Service The pupil premium grant (PPG) is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gap between them and their peers
- £1,320 per pupil for each Ever 6 FSM FTE pupil aged 4 and over in year groups reception to year 6, except where the pupil is allocated the LAC or post-LAC premium.
- £2,300 per pupil for each post-LAC in year groups reception to year 11.
- £300 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS).

The grant may be spent in the following ways:

- For the purpose of the school; that is for the educational benefit of pupils registered at that school
- For the benefit of pupils registered at other maintained schools or academies
- On community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

Impact of Pupil Premium Expenditure 2020 – 21

Pupil Premium received

- KS2 progress outcomes of pupil premium children are above National averages in Reading, Writing and Maths.
- KS2 attainment outcomes of pupil premium children is good, significantly above National averages in Reading, Writing and is in line with national averages in Maths.
- Pupil premium children have benefited from increased access to specialist teaching
- The persistent absenteeism of pupil premium children has reduced.
- The average punctuality of pupil premium children has improved.
- Support for pupil premium children to access online learning has been provided.
- Progress of pupil premium children in years 4-6 has accelerated.

Pupil Premium Strategy 2021 – 24

Pupil Premium Allocation

Total number of pupils eligible for PP	118
Total percentage of pupils eligible for PP	33%
Pupil Premium per pupil	£1,730
Total amount received	£204,225
Total amount carried forward	0
Committed spend	£46,989
Date strategy published	2020
Date strategy due for review	2021
Pupil Premium Lead	Amanda Burrows
Pupil Premium Link Governor	Paul Todd

Summary of main barriers to achievement by eligible pupils	
In- School	
A	The higher standard attainment is lower than that of other pupils.
B	In reception, starting points for children eligible for PP are consistently lower than for other pupils.
C	An attainment gap between pupils eligible for PP and those who are not in all year groups.
External	
D	Attendance and punctuality of pupils eligible for PP is below other pupils
E	Pupils eligible for PP may experience other challenges and be exposed to risk factors beyond their control for a variety of causes. This can mean that parents and carers may find it harder to provide the support that pupils need to achieve their best at school.
F	Parental involvement in education
G	Language Acquisition and vocabulary
H	Ambition and motivation
I	Low self esteem
J	Low aspiration
K	Social interactions
L	Limited varied cultural experiences
M	SEN/EAL needs
N	Insufficient digital home learning resources

Provision	
Objectives	
<ul style="list-style-type: none"> • To ensure outstanding Leadership and Management identifies key pupils, implements monitors and evaluates strategies for impact half termly, against the monitoring of key stage performance • To enable access to virtual learning materials for all DA and vulnerable children • Maintain attainment above National Indicators and progress above National Averages in England for Reading, Writing and Maths 	

- To ensure that PP pupils in year 6 receive targeted support in English and maths.
- To ensure that PP pupils year 2 receive targeted support in English and maths.
- To ensure that PP pupils in years 1 and 2 receive targeted support in Phonics teaching.
- To accelerate progress of the PP pupils in years 3, 4 and 5.
- To improve attendance and punctuality of PP pupils across the school.
- To support targeted PP pupils with homework.
- To support targeted PP pupils with their social and emotional needs.
- To support pupils with removing barriers to their learning through group work, mentoring and attendance.

Intervention	Barrier focus	Cost	Intended Outcome
Small groups and interventions in Years 2 and 6 for English and Maths Evidence that supports the approach: Education Endowment Foundation: Embedding formative assessment Small group tuition Systematic and rigorous phonics	ACGHIJK	£60,832	To ensure that PP pupils in years 2 and 6 receive targeted support in English and Maths from a qualified teacher. To accelerate progress for year 2 and 6 pupils.
Provide interventions in KS1 in phonics Evidence that supports the approach: Education Endowment Foundation: Small group tuition	ACGHIJK	£24,000	To ensure that PP pupils in years 1 and 2 receive targeted support in phonics from a qualified teacher.
HLTA led interventions Kst1 and 2 Evidence that supports the approach: Education Endowment Foundation: Small group tuition Teaching assistant lead intervention	ACGHIJK	£34 000	To accelerate progress of the PP pupils across the school and develop skills in maths an English in order to ensure that pupils are working to age related expectations.

<p>Subsidised Extended services Breakfast Club/ ASC</p> <p>Evidence that supports the approach: Education Endowment Foundation: Extending School Time Parental engagement</p>	<p>FEDH</p>	<p>£8,500</p>	<p>As identified. Ensuring PP children have access to breakfast as a means of support in attending school on time, providing a good start to the day with ALL other children.</p> <p>To improve attendance and punctuality of PP pupils across the school.</p>
<p>Family Link Worker employed to support disadvantaged families.</p> <p>Evidence that supports the approach: Education Endowment Foundation: Behaviour Interventions/ Mentoring Parental engagement</p>	<p>ACGHIJK FEDH</p>	<p>£15, 791</p>	<p>To support targeted PP pupils with their social and emotional needs.</p>
<p>Target pupils identified to receive speech and language support in order to make expected progress or more.</p> <p>Evidence that supports the approach: Education Endowment Foundation: Oracy improvement program</p>	<p>ACGHIJK</p>	<p>£12,000</p>	<p>To support the development of language acquisition and vocabulary. (SALT)</p>
<p>Key pupils receive early identification of need and required appropriate support.</p> <p>Evidence that supports the approach: Education Endowment Foundation: Social and Emotional Learning Parental engagement</p>	<p>ACGHIJK</p>	<p>£6, 687</p>	<p>To assess the needs of individual children who require significant support. (EP support)</p> <p>Developing ideas and strategies to support learning and progress of PP children.</p>

<p>Inclusion Hubs</p> <p>Evidence that supports the approach: Education Endowment Foundation: Small group tuition</p>	ACGHIJK	£32 415	Targeted small group and 1:1 support ensuring curriculum coverage and differentiated access from pupils own starting points.
<p>Subsidised places on trips and visits for PP pupils</p> <p>Evidence that supports the approach: Education Endowment Foundation:</p>	FEDH	£1000	All pupils have the opportunity to access a variety of cultural experiences in order to closed the vocabulary gap and develop cultural capital.
<p>Dyslexia and reading intervention</p> <p>Evidence that supports the approach: Reciprocal reading Systematic and rigorous phonics</p>	ACGHIJK	£9000	Pupils with reading difficulties are supported by a reading intervention specialist. Said pupils receive 1:1 support and class teachers are provided with training and strategies that allow them to plan for continuity.