

School Overview

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|---|----------------|
| Total number of pupils on roll | 416 |
| Total number of pupil eligible for PPG | 179 (43.34%) |
| Total amount of PPG received | £240,755 |
| Academic year or years covered by statement | 2020 - 2023 |
| Publish date | February 2021 |
| Review date | September 2021 |
| Statement authorised by | Ben Davis |
| Pupil premium lead | Jenny Curry |

Disadvantaged pupil progress scores for last academic year

| Measure | Score (2018 due to no 2019 data) |
|---------|----------------------------------|
| Reading | 0.32 |
| Writing | -0.37 |
| Maths | 0.06 |

Disadvantaged pupil performance overview for last academic year

| Measure | Score (2018 due to no 2019 data) |
|----------------------------------|----------------------------------|
| Meeting expected standard at KS2 | 50% |
| Achieving high standard at KS2 | 6% |

Strategy aims for disadvantaged pupils

| Priority | Activity |
|---|--|
| 1. The gaps between disadvantaged pupils and other pupils in school are reduced, specifically by the end of KS2 | <ul style="list-style-type: none"> - Ensure all relevant staff have received training and ongoing support for RWI (Phonics), Accelerated Reader and SMART Maths. - Ensure staff providing intervention have appropriate level of training in school learning systems. - Deliver 1:1 programmes of support, including precision teaching. - Enable high level of targeted teaching groups to supplement core curriculum teaching time. - Design bespoke programmes of study to address any 'gaps' learning for disadvantaged pupils. - Identify and purchase any additional teaching materials to support disadvantaged pupils in school and at home. |
| 2. Disadvantaged pupils in school out-perform disadvantaged nationally and are in line with other pupils nationally | |

Teaching priorities for current academic year**Projected Spend: £100,00**

| Priority | Activity |
|--|---|
| Develop the teaching of reading, particularly in Key Stage 2 | <ul style="list-style-type: none"> - AHTs used to support class teachers with planning, team teaching and assessment - Regular assessment of lowest 20% of readers in Y4-6 and targeted interventions put in place - Accelerated Reader reviewed and CPD to ensure it is embedded - CPD sessions identifying what end of year or end of key stage 'expected' and 'greater depth' looks like |
| Effectively use summative and formative assessment to inform teaching | <ul style="list-style-type: none"> - Introduce use of termly standardised tests to inform teacher assessment - Review use of PCT under current Covid restrictions and amend as necessary - FFT target setting to be completed for all year groups |
| To develop specific strategies in EYFS to ensure more children achieve a Good Level of Development | <ul style="list-style-type: none"> - CPD to know what end of key stage looks like - Moderation to ensure accurate assessment |

Targeted academic support for current academic year**Projected Spend: £50,000**

| Priority | Activity |
|--|---|
| Develop the teaching of reading, particularly in Key Stage 2 | <ul style="list-style-type: none"> - AHT to support class teachers with planning, teaching and assessment - RWI groups for pupils in Y3-4 who still require it. Assessed regularly and interventions delivered. - Amend approach to teaching English. Reading and Writing taught explicitly every day with lessons linked to class text. - AR Star Tests to be completed half termly and data used to inform intervention (urgent and target interventions identified from data) - AHT to provide CPD and support analysing weekly AR data |
| Effectively use summative and formative assessment to inform teaching | <ul style="list-style-type: none"> - Pupil Progress Meetings held termly to identify pupils are making progress, working towards FFT target and planning appropriate intervention for those who are not. - Embed use of PCT approach to marking and feedback - Use of QLA following completion of standardised tests to inform planning - AHT to support class teachers with planning, teaching and assessment |
| To develop specific strategies in EYFS to ensure more children achieve a Good Level of Development | <ul style="list-style-type: none"> - Pupil Progress meetings held termly to identify pupils who are making good progress or need interventions - Assessments identify pupils who require support in an area of the curriculum to achieve GLD. - AHT to support with planning, teaching and assessment. - Additional TA support every afternoon to deliver specific intervention programs for identified individual pupils - NELI programme |

Wider strategies for current academic year**Projected Spend: £150,000**

| Priority | Activity |
|--|--|
| Support vulnerable pupils | <ul style="list-style-type: none"> - Pastoral officer works closely with families to offer support and promote good attendance - Availability of Breakfast Club - Magic Breakfast provide breakfast options - Subsidise educational visits - Purchase of uniform and PE Kit |
| Support the mental health and well-being of pupils | <ul style="list-style-type: none"> - Wider Learning Programmes - Pastoral Officer to complete Mental Health First Aid Training for Children and Young People - Believe 2 Achieve counselling programme - Regular check ins with pastoral officer to complete well-being tasks |
| Develop remote learning provision | <ul style="list-style-type: none"> - Purchase of laptops and dongles / routers, visualiser for staff - CPD for staff to produce remote learning effectively - Wider Learning (Digital Ambassadors) training to promote e-safety |

Review: last year's priorities and outcomes

| Priority | Outcome |
|--|--|
| The gaps between disadvantaged pupils and other pupils in school are reduced, specifically by the end of key stage 2 | <p>At the end of Key Stage 2 the proportion of disadvantaged pupils achieving the expected standard was 52% compared to 46% for non-disadvantaged.</p> <p>Disadvantaged pupils achieved 71% working at the expected standard compared to 58% for non-disadvantaged.</p> |
| Disadvantaged pupils in school out-perform disadvantaged nationally and are in line with other pupils nationally. | <p>In the Phonics Screening Check 79% of disadvantaged pupils achieved the standard, just below the national average of 82%.</p> <p>At the end of Key Stage 1, attainment in reading and writing was in line with disadvantaged pupils nationally.</p> <p>At the end of Key Stage 2, attainment of disadvantaged pupils was above other pupils for reading and writing, but slightly below compared to national.</p> |