

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our children receiving Pupil Premium funding.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Swanmore Primary School
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	14% (58 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	John Paterson
Pupil premium lead	Zoe Morgan
Governor / Trustee lead	Bobbie Branson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year – September 2022 to July 2023 Pupil premium funding allocation financial year 2021/22 (April 2021 to March 2022) Ever 6 - 52 @ £1345 = £69940 Post looked after children - 1 @ £2345	£72,285
Pupil premium funding allocation financial year 2022/23 (April 2022 to March 2023) Ever 6 - 52 @ £1385 = £72020 Post looked after children - 0 @ £2410	£72020
Recovery funding allocation financial year 2021/22 (April 2021 to March 2022)	£3842.50
Recovery premium funding allocation financial year 2022/23 (April 2022 to March 2023)	£5691.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

School vision

Swanmore Church of England Primary School's Christian values of Honesty, Charity and Respect strive to develop children in to caring, reflective and proactive individuals; aspiring for the greatest achievement in all they do, seeking to improve themselves and the world around them.

Our school vision underpins our Pupil Premium Strategy as we strive to support our children and families who we describe as 'currently experiencing socio-economic challenges'- more commonly referred to as Disadvantaged. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support these families to achieve that goal, including provision for those who are already high attainers.

Our Pupil Premium Strategy focusses on the continual development of the following aspects:

1. Whole-school ethos of attainment for all
2. Addressing behaviour and attendance
3. High quality teaching for all
4. Meeting individual learning needs

We have a range of strategies in place, as outlined in this document, to support this development and these aspects are regularly monitored and reviewed by the Pupil Premium strategy group. We believe that governors play an important role in the successful implementation of the strategy and the impact of the strategy is shared regularly with them.

Our community is made from families from a wide range of backgrounds. As a school, we have more traveller families than the national average and less children receiving Pupil Premium than those nationally. However, we also have a number of families who are not receiving additional support but face socio-economic challenges. Our aim is to support and improve the life opportunities for children and families in this situation.

We strive for all children to attain well, in preparation for the next stage of their education. Our approach is aimed at supporting identified common challenges amongst our families facing socio-economic challenges, including, but not limited to, attendance, poor learning behaviours and those struggling with social/emotional wellbeing. We aim to build strong relationships with our families and seek to gain families' views to ensure that our approach is based on diagnostic assessment of our communities' challenges.

Our approach will be responsive to common challenges and individual's needs. To ensure it is effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- ensure systems are in place so that all pupils feel supported and well cared for academically, socially and emotionally

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our Inclusion Co-ordinator leads the Pastoral Care Team to support the needs of the children and families in school and at home. These strategies include, Coffee and Chat sessions for parents, to identify challenges we could support; morning transition sessions for children in support of attendance, Emotional Literacy Teaching Assistant (ELSA) sessions to build emotional resilience and strategies for children to use in school. Our 'Swanmore Larder' looks to support families who may need help with food at home when times are challenging. We employ staff to support learning in classes and to deliver additional learning where needed. Our Librarian supports children to have a love of reading and engage with texts as we believe reading is the doorway to learning.

Challenges

This details the key challenges to achievement that we have identified among our children receiving Pupil Premium funding.

Challenge number	Detail of challenge
1	<p>Outcomes in the core subjects especially in Reading and Writing.</p> <p>Internal assessments indicate that attainment in all core subjects for children receiving Pupil Premium funding is lower than non- disadvantaged</p>
2	<p>Our attendance data between 2019-21 indicates that attendance for children receiving Pupil Premium funding has been between 5.4% and 6.4% lower than for the whole school cohort.</p> <p>In 20-21, 25.4% of children receiving Pupil Premium funding have been 'persistently absent' compared to 11.7% of the whole school during that period. Our assessments and observations indicate that absenteeism is negatively impacting children receiving Pupil Premium funding' progress.</p> <p>We have identified that children receiving Pupil Premium funding are more likely to arrive after learning has begun this is then a significant challenge due to children missing learning tasks which support their retention and recall.</p>
3	<p>Independence and application of learning</p> <p>Our observations, internal assessments and conversations with pupils and staff suggest that pupils are evidencing initial learning but this learning is not readily being applied in a different context.</p> <p>There is also evidence that children receiving Pupil Premium funding are not working as independently as their peers.</p>
4	<p>Reading</p> <p>Conversations with parents and pupils have revealed that children receiving Pupil Premium funding are less likely to regularly read at home compared to children not receiving Pupil Premium funding.</p> <p>Data from previous strategies to support reading engagement at home, shows that children receiving Pupil Premium funding are less likely to engage as readily.</p>
5	<p>Social and emotional wellbeing</p> <p>Our assessments (including an increase in ELSA referrals), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect children receiving Pupil Premium funding, including their attainment.</p>
6	<p>Wider opportunities</p> <p>Our observations, conversations and internal monitoring has demonstrated that children receiving Pupil Premium funding are likely to have had fewer opportunities to access experiences or clubs/groups.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Outcomes For children in Years 2 and 6 who are in receipt of pupil premium funding, to achieve Age Related Expectations (ARE)</p> <p>21-22 Yr2 (9 chn) R 56% W 56% M 67% Yr6 (16 chn) R 63% W 56% M 63%</p> <p>22-23 Yr2 (6 chn) R 67% W 50% M 67% Yr6 (10 chn) R 60% W 60% M 70%</p> <p>23-24 Yr2 (10 chn) R 70% W 60% M 60% Yr6 (8 chn) R 50% W 50% M 63%</p>	<ul style="list-style-type: none"> An increase in children receiving pupil premium funding achieving ARE in reading, writing and maths. <p>NB The number of disadvantaged children varies greatly from year group to year group.</p> <ul style="list-style-type: none"> For children receiving pupil premium funding to make at least expected progress based on their previous key stage data.
<p>Attendance To achieve and sustain improved attendance for all pupils, particularly our children receiving Pupil Premium funding.</p>	<p>Sustained high attendance to 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3%, and the attendance gap between children receiving Pupil Premium funding and their non-disadvantaged peers being no more than 1%. the percentage of all pupils who are persistently absent (PA) being below 7% and the PA gap between children receiving Pupil Premium funding and their non-disadvantaged peers being no more than 3%.
<p>Independence For children to be demonstrating improved independence</p>	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved independence including less reliance on adult support to begin activities, accessing resources and implementing self-regulation strategies Support staff are promoting greater pupil independence Pupils report strategies they readily use to support learning independently
<p>Application of learning For children to be demonstrating improved application of learning</p>	<ul style="list-style-type: none"> Assessment and observations demonstrate an increase in Low stakes quizzing that show pupils retain prior knowledge Children clearly articulating learning using the Floor books Attainment outcomes across all subjects have increased
<p>Reading For children in receipt of pupil premium funding and below ARE to have made</p>	<ul style="list-style-type: none"> KS2 reading outcomes in 2023/24 show that more than 70% of children receiving

<p>accelerated progress in reading, comprehension and to have developed a greater interest in reading.</p>	<p>Pupil Premium funding met the expected standard.</p> <ul style="list-style-type: none"> • Internal data shows children's reading ages have significantly improved • More pupils are regularly accessing the library? • Pupil conferencing shows pupils are excited about reading
<p>Social and emotional</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our children receiving Pupil Premium funding.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • qualitative data from student voice, timely responses leading to any bullying being stopped rapidly • a significant increase in participation in enrichment activities, particularly among children receiving Pupil Premium funding • An improvement in the Strength and Difficulty questionnaires
<p>Wider opportunities</p> <p>For children in receipt of pupil premium funding to have access to a range of wider opportunities, including music tuition and sports events, school trips and outdoor activities.</p>	<ul style="list-style-type: none"> • Increase in children receiving Pupil Premium, engaging in wider opportunities such as music tuition and sports events, school trips and outdoor activities. • From student voice, children report that they enjoy and sustain an interest.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for support staff All support staff will benefit from a regular schedule of training sessions designed to meet support staff specific needs to support learning and ensure a consistent approach in teaching learning	<p>“With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.” (Education Endowment Foundation website)</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. (+4 months)</p>	1, 3
Phonics and Reading Ensure all staff have received RWI training and provide ongoing phonics guidance, coaching and resources to all adults involved in delivering phonics scheme effectively. Reading lead released to team teach/coach staff and monitor progress of phonics groups. Embedding of Hampshire reading comprehension toolkit Promotion of regular reading at home, through a badge award scheme	<p>EEF state that a systematic phonic programme can have a positive impact (+5 months) as an important component in the development of early reading.</p> <p>Hampshire Advisory Service’s training and advice</p>	1, 3, 4
CPD for teaching staff CPD meetings will involve quality pedagogical discussions about learning. Senior	Rosenshine’s Principles, related to variation, scaffolding to allow children to access the learning	1, 3

<p>leaders design the schedule and plan delivery. Leaders at all levels contribute to these sessions with additional INSET days involving experts from other schools and subject specialists.</p> <p>Focus – ensuring staff use evidence-based whole class teaching interventions consistently particularly around retrieval</p>	<p>HIAS approach, I do, we do, you do, to further support children’s understanding and rehearsal of their learning</p> <p>Rosenshine and HIAS advice, to support the retention of key learning</p>	
<p>Pupil Progress Review Meetings (PPRMs)</p> <p>Review and develop format of PPRMs to focus on combined reading, writing and maths (RWM) attainment and pupil’s next steps.</p> <p>Introduce regular catch-ups with staff to discuss progress of pupils receiving pupil premium funding between PPRMs.</p>	<p>Advice from HIAS assessment network meetings</p>	<p>1</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading comprehension and fluency</p> <p>Additional interventions for children below ARE teaching reading comprehension skills and strategies using the Hampshire toolkit.</p> <p>Use trained TAs to implement BRP approach for children below ARE in reading</p>	<p>“Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text.” (Education Endowment Foundation website)</p> <p>Networking with school recommended by HIAS. Positive impact on outcomes.</p>	<p>1, 3, 4</p>

<p>due to poor reading fluency.</p> <p>Fund support staff to ensure all pupils below ARE are heard read regularly each week by an adult in school.</p>		
<p>KS2 phonics</p> <p>Embed the practice of Y3 children who are insecure in their phonics continuing daily phonics teaching following the Read Write Inc. (RWI) structure</p> <p>Children in year 4-6 who are insecure in their phonics to take part in the 1:1 RWI phonics intervention</p> <p>Phonics training for staff in years 3 and 4 so they are more readily able to support those children.</p> <p>Whole school staff training on phonics teaching</p>	<p>“Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced barriers to learning.” (Education Endowment Foundation website)</p>	1, 3, 4
<p>EYFS language interventions</p> <p>Embedding of oral language interventions in early years including Nuffield Early Language Intervention (NELI) (individuals or small groups) or Word Aware (whole year group).</p> <p>Refresher speech and language training by SC for TAs</p>	<p>“Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some children receiving Pupil Premium funding to catch up with peers, particularly when this is provided one-to-one.” (Education Endowment Foundation website)</p>	1
<p>Small group and 1:1 tuition</p> <p>Purchase time for additional teachers to support specific teaching, where possible with additional</p>	<p>“Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling</p>	1, 3, 4

<p>teachers taking the class to allow class teachers to complete targeted work with small groups or 1:1</p> <p>Training of TAs to deliver structured intervention programmes to small groups of children or 1:1.</p> <p>Develop the use of pre- and post-intervention assessments to track progress</p>	<p>behind.” (Education Endowment Foundation website)</p> <p>“Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.” (Education Endowment Foundation website)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of Social and Emotional Learning (SEL).</p> <p>Purchase of Trick Box resource for classes</p> <p>Training for staff</p> <p>Pastoral care - ELSA and TALA training</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support children receiving Pupil Premium funding to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.” (Education Endowment Foundation website)</p>	5
<p>Librarian</p> <p>Increased hours to support reading interventions and promote a love of reading, including the outside library.</p>	<p>research known as the school library impact studies has consistently shown positive correlations between high-quality library programs and student achievement (Gretes, 2013; Scholastic, 2016. https://kappanonline.org/lance-kachel-school-librarians-matter-years-research/)</p>	1, 3, 4
<p>Gardening/grounds experiences</p> <p>Employed 2 TAs to provide opportunities to access the ‘Swanmore Shed’, school allotments, chickens and work in the grounds on different learning</p>	<p>https://www.sciencedirect.com/science/article/pii/S2211335516301401</p> <p>The results presented here suggest that gardening can improve physical, psychological, and social health, which can, from a long-term perspective, alleviate and prevent various health issues facing today's society.</p>	6
<p>Minibus lease</p> <p>To offer Day trips in the holidays, Termly</p>	<p>https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf</p>	6

experiences to support pre learning and to access the local library.	Wikeley found that young people from families in poverty participate in fewer organised out-of-school activities than their more affluent peers. Through their lack of participation in out-of-school activities, young people in poverty are denied important learning experiences which may affect their engagement in the more formal learning in school.	
Subsidised music tuition	https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf (Sutton, 2007).	1, 6
Subsidised trips	https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf (Sutton, 2007).	1, 6
Swanmore Larder Monthly 'pop-up foodbank' in school which supports the local Meon Valley FoodBank	The Trussell Trust identified a range of factors that may be triggers for needing food aid. EEF- this will reduce pupil hunger and increase overall pupil health. Improvement in health and reduction in hunger is hypothesised to improve pupil concentration and behaviour, and increase the productivity of the learning environment	1, 6
Subsidised residential visits	Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation." (Education Endowment Foundation website)	1, 6
Sporting/event prioritisation	"Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). (Education Endowment Foundation website)	1, 6
Attendance Additional time and roles for the Attendance Officer for improved tracking and monitoring. Instigates support for children and families. We have 4 staff for our Pastoral Care Team, offering, Coffee and Chat sessions to identify support, ½ hour morning transition into school sessions with the chickens	https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1, 2, 5

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2020 to 2021** academic year.

End of KS2

(6 children therefore 1 child = 17%)

	PP Outcomes (%)	Non PP outcomes (%)	Gap (%)
Reading	ARE+ 67 GDS 17	ARE+ 89 GDS 45	ARE+ -22 GDS -28
Writing	ARE+ 67 GDS 17	ARE+ 87 GDS 34	ARE+ -20 GDS -17
Maths	ARE+ 83 GDS 33	ARE+ 85 GDS 26	ARE+ -2 GDS +7
Combined	ARE+ 67 GDS 17	ARE+ 79 GDS 15	ARE+ -12 GDS +2

End of KS1

(9 children therefore 1 child = 11%)

	PP Outcomes (%)	Non PP outcomes (%)	Gap (%)
Reading	ARE+ 56 GDS 0	ARE+ 88 GDS 38	ARE+ -32 GDS -38
Writing	ARE+ 33 GDS 0	ARE+ 84 GDS 10	ARE+ -51 GDS -10
Maths	ARE+ 44 GDS 0	ARE+ 76 GDS 26	ARE+ -32 GDS -26
Combined	ARE+ 22 GDS 0	ARE+ 74 GDS 0	ARE+ -52 GDS 0

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

Teaching

CPD for support staff

Staff conferencing has demonstrated that having regular 'Learning communities' to come together, share practice and reflect upon classroom strategies is valued by the support staff team and has increased confidence particularly around enabling children to manage their own learning.

Phonics and Reading

Phonics data has historically been high year on year with results INSERT DATA

By restructuring regular phonics training and enabling the reading lead to support the teaching of small groups has highlighted consistencies in approaches which has demonstrated children making accelerated progress term on term.

Most recent assessments showed that many of the children were pleasingly proficient at 'Fred in your Head' however, the pace and fluency when book reading is an area for further improvement for some children.

CPD for teaching staff

Learning walks have shown strategies from 'Learning Communities' being used across all classes. When looking through the lens of children receiving Pupil Premium, we identified 'distraction tactics' being used which has influenced the teaching and learning focus of staff training. Teaching staff, especially ECT's, have spoken highly of this regular training programme enabling them to use evidence based research to further improve provision for all children.

Targeted Academic Support

Reading comprehension toolkit These are beginning to be used through guided reading sessions, but their use needs to be broadened during 22-23 to support PP children below ARE in targeted interventions.

Regular readers Children below ARE are being heard read regularly in school. A new scheme was introduced to years 4-6 for children below ARE. Children are engaged in reading the books, significantly more than the Oxford Reading Tree scheme. 'Hi-lo' books are being used to run alongside and compliment the scheme books. There are also group sets of these books to allow teachers to carry out small group reading sessions with children below ARE.

This is the expectation of how regularly children are heard read by an adult within school. This could be an individual read or a group read. Some of these reads may also be by volunteer adults rather than school staff.

	EYFS/KSI	KS2 (see note below)
Below ARE	4x per week	3x per week
ARE+	1x per week	No expectation to be heard read in school
Home	4x per week	

Monitoring shows that this is usually being achieved weekly, however there are challenges fitting this in alongside other interventions. Next steps for 22-23 are to involve assessing progress of children being heard read regularly and consider time pressures of intervention.

Peer tutoring Times tables champions was restarted in March 22. 63% of children targeted for intervention achieved above the national average in the test. For 22-23, continue times tables champions intervention. Identify and provide opportunities for children to practice who do not have access to TTRockstars at home or regular support at home. Consider similar intervention for reading.

KS2 phonics Librarian carried out paired reading with lowest 20% of Year 3, either 1:1 or in small groups. On average, from September to July, children taking part in the intervention made 31 months progress in reading age and 22 months progress in comprehension age. RWI phonics took place daily for children who had not achieved the phonics screen. By July 22, only one child in year 3 had not passed the phonics screen.

News club aimed at year 3s struggling with reading fluency. All regularly attending children showed improvements in their July PIRA assessments. All children who attended showed improvements in levels of reading enjoyment in July compared with back in September. There was an increase in the range of reading materials that the children accessed regularly, including newspapers and magazines as well as suitable websites. For 22-23, use the large display in the hall for giant world map and add images and news stories throughout the year.

EYFS language interventions Neli was run in year R, but adapted slightly to meet the specific needs of the cohort. There were challenges around staffing later in the year, but only 1 child in the year group did not achieve their speaking early learning goal. For 22-23, explore the possibility of running speech and language sessions through feeder pre-schools.

Small group/1:1 tuition

Wider Opportunities

Grounds and Additional Opportunities has seen great participation and enjoyment from the children with 31 children from families currently experiencing socio-economic challenges. The additional time planned for the Swanmore Shed, should extend this provision to practical skills.

Minibus Where families did not take up the opportunity for days out, we need to survey families to see where they might like to go. We plan to extend to visits for children to support pre learning of upcoming projects in school.

Music 3 children were supported to learn music with peripatetic teachers. We need to promote this more to encourage learning, as some families thought they had to pay for instruments.

Trips 24 children were supported to attend day and residential visits.

Sports 18 children participated in clubs. 22 children invited to participate in festivals and represent the school. 16 attended. As this is lower than we would wish for, we plan to meet families at the new Coffee and Chat sessions to learn what challenges there may be.

Attendance Children receiving Pupil Premium's attendance improved 1.7% from the previous year. The Attendance Officer has further improved the tracking and support for families and we have seen improvements in some families attendance. We are now looking for approaches to achieve a more wide reaching impact. We hope the Pastoral Care Team will help develop this further.

Library Through children's conferencing, all children spoken to value the library and have spoken about positive reading experiences because of the librarian. All children enjoyed the 3 author visits, lunch reading opportunities in the outside library and 'live video feeds' in the library.

End of KS2

(16 pupils – 1 child = 6%)

	PP Outcomes (%)	Non PP outcomes (%)	Gap (%)
Reading	ARE+ 56 GDS 6	ARE+ 87 GDS 45	ARE+ -31 GDS -39
Writing	ARE+ 50 GDS 0	ARE+ 85 GDS 36	ARE+ -35 GDS -36
Maths	ARE+ 31 GDS 0	ARE+ 89 GDS 38	ARE+ -58 GDS -38
Combined	ARE+ 31 GDS 0	ARE+ 83 GDS 21	ARE+ -52 GDS -21

End of KS1

(8 children therefore 1 child = 13%)

	PP Outcomes (%)	Non PP outcomes (%)	Gap (%)
Reading	ARE+ 17 GDS 17	ARE+ 85 GDS 39	ARE+ -68 GDS -22
Writing	ARE+ 17 GDS 17	ARE+ 72 GDS 22	ARE+ -55 GDS -5
Maths	ARE+ 50 GDS 17	ARE+ 82 GDS 26	ARE+ -32 GDS -9
Combined	ARE+ 17 GDS 17	ARE+ 69 GDS 11	ARE+ -52 GDS 6

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Active Schools Programme	Active Me 360
Additional clubs	Creative Kidz

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
<p>Pupil premium funding allocation financial year 2021/22 (April 2021 to March 2022)</p> <p>Service Children - 9 @ £310 = £2790</p> <p>Pupil premium funding allocation financial year 2022/23 (April 2022 to March 2023)</p> <p>Service Children - 12 @ £320 = £3840</p> <p>Our service pupil premium allocation is used it to contribute towards the hours our ELSAs and support colleagues have to support children should they have an emotional need.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Children receiving the service pupil premium allocation are settled in school and receive additional emotional support when required.</p>

Pupil Premium Strategy Group		
Team member	Role	Approach
Headteacher John Paterson	Strategic overview of pupil premium strategies, curriculum recovery and catch up. Strategic financial management of pupil premium funding and COVID-19 catch-up funding.	Briefing governors in Finance and Buildings, Personnel and FGB meetings with strategic documents.
Inclusion Lead/SEND Co Zoe Morgan	Strategic monitoring of processes and procedures. Analysis of PP progress data. Identification of target groups. PP pupil conferencing. Strategic overview and monitoring of class-based interventions and specific programmes for the children receiving Pupil Premium funding and pupils with SEN. Data analysis of progress of pupils with SEN. SEN pupil progress meetings with class teachers. Support teachers with targeted interventions to support children with SEN not making expected progress.	Ensure tracking grids are updated following assessments following data drops. Meetings with staff, reviewing wider provision; recording interventions and pupil conferencing. Data/progress meetings. Preparing statement to governors' FGB meeting, highlighting Issue, Intervention and Impact. Minute Strategic group session (held before FGB) so impact form is fed back to governors.
Deputy Headteacher Bex Parker	Strategic overview of case studies. Analysis of case study progress data. Identification of children on case studies not making expected progress. Data and progress meetings with all class teachers, focusing on identified target pupil premium children.	Ensure tracking grids are updated following assessments. Meetings with staff following data drops, recording interventions and pupil conferencing. Updating Data/progress meeting minutes. Preparing statement to governors' FGB meeting, highlighting Issue, Intervention and Impact.
Inclusion governor Bobbie Branson	Review the effective use of funding and the impact of the PP Strategy.	Termly meeting with Zoe to include: 'High level' data review of children's provision/progress Update FGB on impact grid, sharing challenges and next steps

KS2 lead/Maths Lead Tony Hughes	<p>Data and progress meetings (alongside Jon) with KS2 class teachers, focusing on identified target pupil premium children. Support KS2 teachers with targeted interventions to support PP children not making expected progress. Form a link between EYFS/KS1 teachers and leaders, ensuring that their views are heard. Bring concerns or suggestions from teachers to the strategy group to be addressed.</p> <p>Clarity and consistency of pedagogical approaches. Implementation of whole school quality first teaching approaches in maths. Maths work scrutiny, focusing on identified target PP children. Moderation of books, planning and interventions.</p>	<p>Know KS 2 PP children's achievements Meet with teachers in KS2 to discuss progress of those PP children and effectiveness of interventions to support where necessary and record on headline sheet</p> <p>Monitoring: Quality first teaching in maths for PP children, mirrored in planning, work and feedback from children's conferencing Moderation of provision and outcomes across the school Recorded on headline sheet</p>
KS1 lead Rachael Wilkie	<p>Data and progress meetings (alongside Jon) with KS1 class teachers, focusing on identified target pupil premium children. Support KS1 teachers with targeted interventions to support PP children not making expected progress. Form a link between KS1 teachers and leaders, ensuring that their views are heard. Bring concerns or suggestions from teachers to the strategy group to be addressed.</p> <p>Strategic overview of parental engagement – highlighting target children and families, monitoring their engagement, supporting staff to work with families.</p>	<p>Know KS1 PP children's achievements Meet with teachers in KS1 to discuss progress of those PP children and effectiveness of interventions to support where necessary and record on headline sheet</p> <p>Monitoring: Impact of Parental Engagement across the school planning/intervention notes, feedback from children's/parents' conferencing Recorded on headline sheet</p>
English lead Jane Saunders	<p>Clarity and consistency of pedagogical approaches. Implementation of whole school quality first teaching approaches in reading and writing. Reading and writing work scrutiny, focusing on identified target PP children. Moderation of books, planning and interventions.</p>	<p>Monitoring: Quality first teaching in English for PP children, mirrored in planning, work and feedback from children's conferencing Moderation of provision and outcomes across the school Recorded on headline sheet</p>

EYFS lead/ Phonics/early reading lead Jo Hughes	<p>Data and progress meetings (alongside Jon) with EYFS class teachers, focusing on identified target pupil premium children. Support EYFS teachers with targeted interventions to support PP children not making expected progress. Form a link between EYFS teachers and leaders, ensuring that their views are heard. Bring concerns or suggestions from teachers to the strategy group to be addressed.</p> <p>Clarity and consistency of pedagogical approaches. Implementation of whole school quality first teaching approaches in phonics and early reading. Phonics and early reading work scrutiny, focusing on identified target PP children. Moderation of books, planning and interventions.</p>	<p>Know EYFS PP children's achievements</p> <p>Meet with teachers in EYFS to discuss progress of those PP children and effectiveness of interventions to support where necessary and record on headline sheet</p> <p>Monitoring: Quality first teaching in English for PP children, mirrored in planning, work and feedback from children's conferencing Moderation of provision and outcomes across the school Recorded on headline sheet</p> <p>This will look like: Venn diagram tracking and children's group lists, highlighting children's progress Quality of teaching and learning of phonics across children in stage of early reading</p>
Teaching Assistant Naomi Hunter	<p>Form a link between teaching assistants and leaders, ensuring that their views are heard. Bring any concerns or suggestions from teaching assistants to the strategy group to be addressed.</p>	<p>Each half term, conference TAs to identify things that are helpful and should continue and things that they identify as barriers. Pass this to Zoe.</p>
Attendance Officer Tanya Clay	<p>Rigorous monitoring of the attendance of pupil premium children. Raise concerns about children with poor attendance.</p>	<p>Add the attendance figures to the PP tracking document prior to the strategy meetings.</p>
Review Dates for academic year:	<p>6.12.22 - Meet to remind of initiatives and interventions, share data from November data drop, share what is/not working well with each initiative and what are the next steps, review the data considering which children are not achieving, and what the plan is</p> <p>7.3.23 - share data from February data drop, share what is/not working well with each initiative and what are the next steps, review the data considering which children are not achieving, and what the plan is</p> <p>7.6.23 - share data from May data drop, share what is/not working well with each initiative and what are the next steps, review the data considering which children are not achieving, and what the plan is</p> <p>11.7.23 - What is final data looking like for children receiving PP? What are plans for PP next year?</p> <p>Each review is reported to the governing body.</p>	

