

# Westwood Primary School



## Pupil Premium Strategy Statement

### School Overview

| Detail                             | Data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School name                        | Westwood Primary School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Pupils in school                   | <p>210 with 34 place part-time Nursery</p> <p>At present:</p> <ul style="list-style-type: none"> <li>• 2021 (Sept) - 199/210 children (32 Nursery children)</li> <li>• 2022 (Sept) - 202/210 children (30 Nursery children)</li> <li>• 2023 (Sept) - 194/210 children (23 Nursery Children)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Proportion of disadvantaged pupils | <p><b><u>FSM/Ever 6</u></b><br/>                     2021/22= 100<br/>                     2022/23 = 81<br/>                     2023/24 = 83</p> <p><b><u>LAC</u></b><br/>                     2021/22 = 9 (Funding from Virtual School is applied for.)<br/>                     2022/23 = 1<br/>                     2023/24 = 0</p> <p><b><u>Adopted From Care</u></b><br/>                     2021/22= 6<br/>                     (These were not recorded as part of the Oct 2020 and Jan 2021 census. They were included in the Oct 2021 census.)<br/>                     2022/23 = 1<br/>                     2023/24 = 1</p> <p><b><u>Special Guardianship</u></b><br/>                     2021/22 = 0<br/>                     2022/23 = 1<br/>                     2023/24 = 1</p> <p><b><u>TOTAL</u></b><br/>                     58% (2021/22)<br/>                     42% (2022/23)<br/>                     44% (2023/24)</p> |

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pupil premium allocation this academic year</b> | <p><b><u>2021-2022</u></b><br/>Pupil Premium - £112,980<br/>Recovery Premium - £12,180</p> <p><b><u>2022-2023</u></b><br/>£112,185 - Ever 6<br/>£4820 - Adopted from Care and Special Guardianship<br/><b>TOTAL = £119,415</b></p> <p><b><u>2023-2024</u></b><br/>£119,310 - Ever 6 (number of children X £1455)<br/>£5060 - Adopted from Care and Special Guardianship<br/><b>TOTAL = £124,370</b></p> |
| <b>Academic year or years covered by statement</b> | <p>2021-2022</p> <p>2022-2023</p> <p>2023-2024</p>                                                                                                                                                                                                                                                                                                                                                      |
| <b>Date Published</b>                              | 01 October 2021                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Date Reviewed</b>                               | <p>1/2/2022</p> <p>1/9/2022</p> <p>1/9/2023</p>                                                                                                                                                                                                                                                                                                                                                         |
| <b>Next Review</b>                                 | 01 July 2024                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Statement authorised by</b>                     | Rae Aldous                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Pupil Premium lead</b>                          | Lauraine Barnes                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Governor lead</b>                               | Mike Quantrill                                                                                                                                                                                                                                                                                                                                                                                          |

## **Funding overview**

| <b>Detail</b>                                                                                                                                                                                                                                                                                      | <b>Amount</b>                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Pupil premium funding allocation per year: <ul style="list-style-type: none"> <li>● 2021-22 = £1345 per pupil and £2345 for Adopted from Care</li> <li>● 2022-23 = £1385 per pupil and £2410 for Adopted from Care</li> <li>● 2023-24 = £1455 per pupil and £2530 for Adopted from Care</li> </ul> | <p><b><u>2021-2022</u></b><br/>£112,980</p> <p><b><u>2022-2023</u></b><br/>£119,415<br/>(£132,045)</p> <p><b><u>2023-2024</u></b><br/>£124,370</p> |
| Recovery premium funding allocation this academic year based on October Census numbers                                                                                                                                                                                                             | <p><b><u>2021-2022</u></b><br/>£12,180</p> <p><b><u>2022-2023</u></b><br/>£13,593</p> <p><b><u>2023-2024</u></b><br/>£11,310</p>                   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                                                                                                                                             | <p><b>£0</b></p>                                                                                                                                   |
| Total budget for this academic year<br><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year                                                                                                                           | <p><b><u>2021-2022</u></b><br/>£125,160</p> <p><b><u>2022-2023</u></b><br/>£133,008<br/>(£145,638)</p> <p><b><u>2023-2024</u></b><br/>£135,680</p> |

## **Statement of Intent**

Children at Westwood Primary School (disadvantaged and not) will be in receipt of high quality learning, which is carefully planned, sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn.

Through quality first teaching and increased opportunities for reinforcement of learning, both within school and in partnership with home, children will make strong progress in reading, writing and maths as well as the wider curriculum.

We acknowledge the direct link between our Pupil Premium children and those children with SEND needs. 87%+ of children who are pupil premium are also SEND and teachers work very closely with SEND support and the Family Support Practitioner to ensure a holistic approach to meeting their needs.

We want to enhance oral language skills, address SEMH concerns, increase basic literacy and numeracy skills, offer increased reading opportunities, via reading books matched to phonics and reading for pleasure, and ensure children have access to targeted high quality adult support through targeted intervention programmes. We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally.

We will provide pastoral support for both pupils and parents and will work with families to support school attendance so that all children are able to engage with the full learning experience at Westwood. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

## Challenges

| Challenge number                                            | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                             |                                                             |                             |                             |                                                             |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|-----------------------------|-----------------------------|-------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|-----------------------------|-------------|-----------------------------|-------------|-----------------------------|--------|-----|----|-----|---|-----|----|--------|-----|-----|-----|----|-----|-----|--------|-----|---|-----|---|-----|---|--------|-----|----|-----|---|-----|----|--------|-----|-----|-----|-----|-----|-----|--------|-----|-----|-----|-----|-----|-----|---------------------------|------------|--|---------------|--|-------------------|--|-------------|-----------------------------|-------------|-----------------------------|-------------|-----------------------------|--------|-----|---|-----|---|-----|-----|--------|-----|----|-----|----|-----|----|--------|-----|----|-----|---|-----|----|--------|-----|----|-----|----|-----|----|--------|-----|-----|-----|---|-----|-----|--------|-----|---|-----|---|-----|---|
| 1                                                           | 70% of our disadvantaged children fall into another vulnerable group, particularly that of having an additional Special Educational Need (63%) or Safeguarding (76%).<br><b>(See Vulnerable Groups document)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                             |                                                             |                             |                             |                                                             |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| 2                                                           | <p>The attendance of pupil premium children as a group is lower than that of the whole school.</p> <table border="1"> <thead> <tr> <th><u>2020-21</u></th> <th><u>2021-22</u></th> <th><u>2022-2023</u></th> <th><u>Target for 2023-2024</u></th> </tr> </thead> <tbody> <tr> <td>All Pupils = 93%<br/>PP children = 92%<br/>NPP children = 96%</td> <td>All Pupils = 92%<br/>PP children = 92%<br/>NPP children = 92%</td> <td>All Pupils = 93%<br/>PP children = 91%<br/>NPP children = 94%</td> <td>All Pupils = 95%<br/>PP children = 95%<br/>NPP children = 95%</td> </tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <u>2020-21</u>                                              | <u>2021-22</u>                                              | <u>2022-2023</u>            | <u>Target for 2023-2024</u> | All Pupils = 93%<br>PP children = 92%<br>NPP children = 96% | All Pupils = 92%<br>PP children = 92%<br>NPP children = 92% | All Pupils = 93%<br>PP children = 91%<br>NPP children = 94% | All Pupils = 95%<br>PP children = 95%<br>NPP children = 95% |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| <u>2020-21</u>                                              | <u>2021-22</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <u>2022-2023</u>                                            | <u>Target for 2023-2024</u>                                 |                             |                             |                                                             |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| All Pupils = 93%<br>PP children = 92%<br>NPP children = 96% | All Pupils = 92%<br>PP children = 92%<br>NPP children = 92%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | All Pupils = 93%<br>PP children = 91%<br>NPP children = 94% | All Pupils = 95%<br>PP children = 95%<br>NPP children = 95% |                             |                             |                                                             |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| 3                                                           | Except at the end of Key Stage 2 (Year 6), disadvantaged children are not meeting expected or high level standards when compared to the rest of the school.<br><b>(See Data Outcomes document)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                             |                                                             |                             |                             |                                                             |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| 4                                                           | <p>End of Year 1 phonics is significantly lower but these children also have SEND needs.</p> <table border="1"> <thead> <tr> <th><u>Year 1 2021</u></th> <th><u>Year 1 2022</u></th> <th><u>Year 1 2023</u></th> <th><u>Target for 2024</u></th> </tr> </thead> <tbody> <tr> <td>All Pupils = 69%<br/>PP children = 42%<br/>NPP children = 92%</td> <td>All Pupils = 43%<br/>PP children = 13%<br/>NPP children = 47%</td> <td>All pupils: 84%<br/>PP children: 85%<br/>NPP children: 83%</td> <td>All pupils: 83%<br/>PP children: 77%<br/>NPP children: 95%</td> </tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <u>Year 1 2021</u>                                          | <u>Year 1 2022</u>                                          | <u>Year 1 2023</u>          | <u>Target for 2024</u>      | All Pupils = 69%<br>PP children = 42%<br>NPP children = 92% | All Pupils = 43%<br>PP children = 13%<br>NPP children = 47% | All pupils: 84%<br>PP children: 85%<br>NPP children: 83%    | All pupils: 83%<br>PP children: 77%<br>NPP children: 95%    |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| <u>Year 1 2021</u>                                          | <u>Year 1 2022</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <u>Year 1 2023</u>                                          | <u>Target for 2024</u>                                      |                             |                             |                                                             |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| All Pupils = 69%<br>PP children = 42%<br>NPP children = 92% | All Pupils = 43%<br>PP children = 13%<br>NPP children = 47%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | All pupils: 84%<br>PP children: 85%<br>NPP children: 83%    | All pupils: 83%<br>PP children: 77%<br>NPP children: 95%    |                             |                             |                                                             |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| 5                                                           | <p>Writing for disadvantaged children at expected and the higher level is lower than that of NPP.</p> <table border="1"> <thead> <tr> <th rowspan="2">WRITING<br/>Summer<br/>2021</th> <th colspan="2">ALL PUPILS</th> <th colspan="2">DISADVANTAGED</th> <th colspan="2">NOT DISADVANTAGED</th> </tr> <tr> <th>% Expected+</th> <th>% Higher /<br/>Greater Depth</th> <th>% Expected+</th> <th>% Higher /<br/>Greater Depth</th> <th>% Expected+</th> <th>% Higher /<br/>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>32%</td> <td>4%</td> <td>19%</td> <td>-</td> <td>50%</td> <td>8%</td> </tr> <tr> <td>Year 2</td> <td>62%</td> <td>17%</td> <td>46%</td> <td>9%</td> <td>74%</td> <td>21%</td> </tr> <tr> <td>Year 3</td> <td>54%</td> <td>-</td> <td>47%</td> <td>-</td> <td>64%</td> <td>-</td> </tr> <tr> <td>Year 4</td> <td>52%</td> <td>3%</td> <td>18%</td> <td>-</td> <td>70%</td> <td>5%</td> </tr> <tr> <td>Year 5</td> <td>67%</td> <td>13%</td> <td>67%</td> <td>11%</td> <td>67%</td> <td>17%</td> </tr> <tr> <td>Year 6</td> <td>73%</td> <td>19%</td> <td>67%</td> <td>13%</td> <td>82%</td> <td>27%</td> </tr> </tbody> </table><br><table border="1"> <thead> <tr> <th rowspan="2">WRITING<br/>Summer<br/>2022</th> <th colspan="2">ALL PUPILS</th> <th colspan="2">DISADVANTAGED</th> <th colspan="2">NOT DISADVANTAGED</th> </tr> <tr> <th>% Expected+</th> <th>% Higher /<br/>Greater Depth</th> <th>% Expected+</th> <th>% Higher /<br/>Greater Depth</th> <th>% Expected+</th> <th>% Higher /<br/>Greater Depth</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>38%</td> <td>-</td> <td>44%</td> <td>-</td> <td>65%</td> <td>12%</td> </tr> <tr> <td>Year 2</td> <td>62%</td> <td>7%</td> <td>57%</td> <td>7%</td> <td>65%</td> <td>7%</td> </tr> <tr> <td>Year 3</td> <td>63%</td> <td>4%</td> <td>44%</td> <td>-</td> <td>73%</td> <td>7%</td> </tr> <tr> <td>Year 4</td> <td>71%</td> <td>7%</td> <td>63%</td> <td>6%</td> <td>83%</td> <td>8%</td> </tr> <tr> <td>Year 5</td> <td>69%</td> <td>14%</td> <td>50%</td> <td>-</td> <td>76%</td> <td>19%</td> </tr> <tr> <td>Year 6</td> <td>69%</td> <td>-</td> <td>71%</td> <td>-</td> <td>67%</td> <td>-</td> </tr> </tbody> </table> | WRITING<br>Summer<br>2021                                   | ALL PUPILS                                                  |                             | DISADVANTAGED               |                                                             | NOT DISADVANTAGED                                           |                                                             | % Expected+                                                 | % Higher /<br>Greater Depth | % Expected+ | % Higher /<br>Greater Depth | % Expected+ | % Higher /<br>Greater Depth | Year 1 | 32% | 4% | 19% | - | 50% | 8% | Year 2 | 62% | 17% | 46% | 9% | 74% | 21% | Year 3 | 54% | - | 47% | - | 64% | - | Year 4 | 52% | 3% | 18% | - | 70% | 5% | Year 5 | 67% | 13% | 67% | 11% | 67% | 17% | Year 6 | 73% | 19% | 67% | 13% | 82% | 27% | WRITING<br>Summer<br>2022 | ALL PUPILS |  | DISADVANTAGED |  | NOT DISADVANTAGED |  | % Expected+ | % Higher /<br>Greater Depth | % Expected+ | % Higher /<br>Greater Depth | % Expected+ | % Higher /<br>Greater Depth | Year 1 | 38% | - | 44% | - | 65% | 12% | Year 2 | 62% | 7% | 57% | 7% | 65% | 7% | Year 3 | 63% | 4% | 44% | - | 73% | 7% | Year 4 | 71% | 7% | 63% | 6% | 83% | 8% | Year 5 | 69% | 14% | 50% | - | 76% | 19% | Year 6 | 69% | - | 71% | - | 67% | - |
| WRITING<br>Summer<br>2021                                   | ALL PUPILS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                             | DISADVANTAGED                                               |                             | NOT DISADVANTAGED           |                                                             |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
|                                                             | % Expected+                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | % Higher /<br>Greater Depth                                 | % Expected+                                                 | % Higher /<br>Greater Depth | % Expected+                 | % Higher /<br>Greater Depth                                 |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| Year 1                                                      | 32%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 4%                                                          | 19%                                                         | -                           | 50%                         | 8%                                                          |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| Year 2                                                      | 62%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 17%                                                         | 46%                                                         | 9%                          | 74%                         | 21%                                                         |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| Year 3                                                      | 54%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | -                                                           | 47%                                                         | -                           | 64%                         | -                                                           |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| Year 4                                                      | 52%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3%                                                          | 18%                                                         | -                           | 70%                         | 5%                                                          |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| Year 5                                                      | 67%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 13%                                                         | 67%                                                         | 11%                         | 67%                         | 17%                                                         |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| Year 6                                                      | 73%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 19%                                                         | 67%                                                         | 13%                         | 82%                         | 27%                                                         |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| WRITING<br>Summer<br>2022                                   | ALL PUPILS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                             | DISADVANTAGED                                               |                             | NOT DISADVANTAGED           |                                                             |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
|                                                             | % Expected+                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | % Higher /<br>Greater Depth                                 | % Expected+                                                 | % Higher /<br>Greater Depth | % Expected+                 | % Higher /<br>Greater Depth                                 |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| Year 1                                                      | 38%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | -                                                           | 44%                                                         | -                           | 65%                         | 12%                                                         |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| Year 2                                                      | 62%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 7%                                                          | 57%                                                         | 7%                          | 65%                         | 7%                                                          |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| Year 3                                                      | 63%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 4%                                                          | 44%                                                         | -                           | 73%                         | 7%                                                          |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| Year 4                                                      | 71%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 7%                                                          | 63%                                                         | 6%                          | 83%                         | 8%                                                          |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| Year 5                                                      | 69%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 14%                                                         | 50%                                                         | -                           | 76%                         | 19%                                                         |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |
| Year 6                                                      | 69%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | -                                                           | 71%                                                         | -                           | 67%                         | -                                                           |                                                             |                                                             |                                                             |                             |             |                             |             |                             |        |     |    |     |   |     |    |        |     |     |     |    |     |     |        |     |   |     |   |     |   |        |     |    |     |   |     |    |        |     |     |     |     |     |     |        |     |     |     |     |     |     |                           |            |  |               |  |                   |  |             |                             |             |                             |             |                             |        |     |   |     |   |     |     |        |     |    |     |    |     |    |        |     |    |     |   |     |    |        |     |    |     |    |     |    |        |     |     |     |   |     |     |        |     |   |     |   |     |   |

|    | WRITING<br>Summer<br>2023                                                                                                                                                                                                         | ALL PUPILS  |                             | DISADVANTAGED |                             | NOT DISADVANTAGED |                             |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------------|---------------|-----------------------------|-------------------|-----------------------------|
|    |                                                                                                                                                                                                                                   | % Expected+ | % Higher /<br>Greater Depth | % Expected+   | % Higher /<br>Greater Depth | % Expected+       | % Higher /<br>Greater Depth |
|    | Year 1                                                                                                                                                                                                                            | 73%         | -                           | 67%           | -                           | 83%               | -                           |
|    | Year 2                                                                                                                                                                                                                            | 44%         | 8%                          | 42%           | -                           | 46%               | 15%                         |
|    | Year 3                                                                                                                                                                                                                            | 76%         | -                           | 63%           | -                           | 92%               | -                           |
|    | Year 4                                                                                                                                                                                                                            | 71%         | 8%                          | 67%           | -                           | 73%               | 13%                         |
|    | Year 5                                                                                                                                                                                                                            | 81%         | 4%                          | 73%           | 7%                          | 91%               | -                           |
|    | Year 6                                                                                                                                                                                                                            | 70%         | 3%                          | 56%           | -                           | 76%               | 5%                          |
| 6  | The number of disadvantaged children achieving the higher level for reading, writing and/or Maths is significantly lower than NPP.<br><b>(See Data Predictions document)</b>                                                      |             |                             |               |                             |                   |                             |
| 7. | Disadvantaged children do not access extra-curricular clubs outside of school due to the costs. There are fewer or no access to enrichment activities such as cultural events and visits.<br><b>(See Clubs Analysis document)</b> |             |                             |               |                             |                   |                             |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%). | Attendance officer will promptly call families who have an absent child without providing a reason.<br><br>A 'red flag' list will be used by the pastoral team, of children we know have historic attendance concerns and family support workers will complete home visits for these children.<br><br>Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the headteacher. |
| 2. Pupils will make at least expected progress in reading , writing and maths                                                                                   | Gaps will close in progress and attainment made between PP and NPP.<br><br>PP children will achieve in line with their peers and make at least expected progress.                                                                                                                                                                                                                                                                           |
| 3. Writing outcomes for pupil premium children will be improved and in line with all pupils                                                                     | PP children will develop a love of writing.<br><br>PP children will achieve in line with their peers and make at least expected progress.                                                                                                                                                                                                                                                                                                   |
| 4. Phonics outcomes will be strong at the end of Year 1 and KS1                                                                                                 | PP children will leave KS1 having completed the phonics programme and having passed the KS1 Phonics test.<br><br>For some PP children with SEND needs, this may be by the end of Year 2.                                                                                                                                                                                                                                                    |
| 5. Pupils access a wide range of interventions to meet their SEND needs                                                                                         | SEND needs will be clearly outlined and reflected in their IEPs or intervention plans.<br><br>PP children will make expected progress in RWM.                                                                                                                                                                                                                                                                                               |

|                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>6. For pupil premium children to have access to a wide range of enrichment opportunities and experiences in and out of school</p>               | <p>A wide range of extra-curricular activities will be offered to tap into our children's passions.</p> <p>Pupil Premium children who choose not to join clubs will be contacted and prioritised to clubs. They will have funded places if required.</p> <p>Funded or discounted places will be offered, if required, in line with our policies.</p>                                                                                                                                                          |
| <p>7. A strong professional dialogue will be kept open between class teachers, Assistants Heads/Key Stage Leads and Heads of School</p>            | <p>Half-termly meetings will take place with the Class Teachers/Assistant Heads/Head of School. Intervention plans will be made from these discussions.</p> <p>Head of School will hold termly meetings with the link governor for Pupil Premium.</p>                                                                                                                                                                                                                                                         |
| <p>8. A home school link service through our Family Support/Pastoral Team supports pupils and families, identified by the school as vulnerable</p> | <p>Parents indicate that there are strong links between home and school and support is received for a wide range of needs.</p> <p>Parents are signposted to support within the community. They are supported to access this.</p> <p>Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.</p> <p>Behaviour incidents are reduced in school due to strong links with the family and other outside agencies.</p> |



**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)**

| Measure                                     | Activity                                                                                                                                                                                                                                                                                    | Evidence that supports this approach                                                                                                                      | Challenge number(s) addressed | Intended outcome |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------|
| CPD to improve phonics teaching and reading | <p>Ensure all staff (including new staff) have received training in Essential Letters &amp; Sounds Phonics</p> <p>Phonics books have been re labelled and ordered to match phonics scheme</p> <p>Children have access to a phonics reading book as well as a reading for pleasure book.</p> | <p>Highly trained staff have all the tools to deliver best outcomes</p> <p>A systematic synthetic phonics programme for all ensures outcomes for all.</p> | 4                             | 4                |
| CPD to improve reading                      | <p>Ensure staff understand the key Reading principles and the way reading is taught at the school</p> <p>CPD for subject leads regarding best practice</p>                                                                                                                                  | <p>A systematic and consistent approach to reading based on strong theoretical research ensures the best outcomes for pupils</p>                          | 3,4,6                         | 2,4              |
| CPD to improve writing                      | <p>Ensure staff understand the key Writing principles and the way writing is taught at the school</p> <p>CPD for subject leads regarding best practice</p>                                                                                                                                  | <p>A systematic and consistent approach to writing based on strong theoretical research ensures the best outcomes for pupils</p>                          | 3,5,6                         | 2, 3             |
| Phonics Lead to have 50% teaching timetable | <p>Phonics Lead able to mentor and coach staff as required</p> <p>Phonics lead able to monitor and roll out the ELS phonics programme</p>                                                                                                                                                   | <p>Highly trained staff have all the tools to deliver best outcomes</p> <p>A systematic synthetic phonics programme for all ensures outcomes for all.</p> | 4                             | 4                |
| <b>Projected spending</b>                   | <b>£35,000</b>                                                                                                                                                                                                                                                                              |                                                                                                                                                           |                               |                  |

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

| Measure                                                                                 | Activity                                                                                                                                                                                                                                                                                                                                    | Evidence that supports this approach                                                                                                                                                                                                                                   | Challenge number(s) addressed | Intended outcome |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------|
| SENDCO, Assistant Heads & Teachers will work together to identify support for children. | <p>Staff will be clear and confident to target children appropriately.</p> <p>Children who are PP and SEND will be clearly identified and IEPs will be matched to their immediate next steps.</p>                                                                                                                                           | <p>EFF guide to pupil premium - tiered approach - teaching is top priority, including CPD</p> <p>Sutton trust - quality first teaching has a direct impact on student outcomes.</p> <p>Training and supporting staff will ensure the delivery of targeted support.</p> | 1                             | 2, 3, 4, 5, 7    |
| 1:1 half termly pupil progress meetings with teachers, Assistant Heads & Head of School | <p>Time for professional dialogue regarding support needed</p> <p>Intervention groups identified</p> <p>Individuals highlighted for the NTP</p> <p>6 weekly review of progress</p> <p>Collected responsibility for PP children's progress and attainment</p> <p>Staff clear about who the PP children are and what their next steps are</p> | <p>EFF guide to pupil premium - tiered approach - teaching is top priority, including CPD</p> <p>Sutton trust - quality first teaching has direct impact on student outcomes</p> <p>Training and supporting staff will ensure the delivery of target support.</p>      | 1, 3, 4, 5, 6                 | 2, 3, 4, 5, 7    |
| Assistant Heads to lead intervention groups                                             | The most experienced teachers will work with the most vulnerable children to ensure personalised high quality support                                                                                                                                                                                                                       | EFF - interventions consistently show positive impact on learning                                                                                                                                                                                                      | 1, 3, 4, 5, 6                 | 2, 3, 4, 5, 7    |
| To ensure the high quality delivery of Maths and English                                | <p>Quality First teaching for all pupils</p> <p>TA CPD is ongoing for Maths and English delivered by Assistant Head responsible for key stage</p>                                                                                                                                                                                           | <p>EFF guide to pupil premium - tiered approach - teaching is top priority, including CPD</p> <p>Sutton trust - quality first teaching has direct impact on student outcomes</p> <p>Training and supporting staff will ensure the delivery of target support.</p>      | 1, 3, 4, 5, 6                 | 2, 3, 4, 5, 7    |

|                                                                                          |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                   |                      |                      |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|
| <p>To raise standards and improve progress in reading, writing and maths and phonics</p> | <p>Purchase web based programmes to be used in school and home clubs</p> <ul style="list-style-type: none"> <li>● Phonics Play</li> <li>● Nessy</li> <li>● My Maths</li> <li>● TTRS</li> <li>● Epic Readers</li> <li>● Spelling Shed</li> </ul> | <p>EEF toolkit - parental engagement</p> <p>EEF guide to pupil premium - targeted academic support</p> <p>EEF - digital technology - clear evidence technology approaches are beneficial for read, writing and maths practice</p> | <p>1, 3, 4, 5, 6</p> | <p>2, 3, 4, 5, 7</p> |
| <p>Projected spending</p>                                                                | <p>£80,000</p>                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                   |                      |                      |

Wider strategies for current academic year (for example, related to attendance, behaviour, wellbeing)

| Measure                                                              | Activity                                                                                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Challenge number(s) addressed | Intended outcome |
|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------|
| To improve attendance of pupil premium children                      | Family Support Worker to make visits and calls to family homes<br><br>Pay for the Suffolk Attendance Service to make half termly register checks, hold meetings with parents etc. | Children with regular and high school attendance do well at school. There is less opportunity for missed learning opportunities or gaps in learning.                                                                                                                                                                                                                                                                                                                                                          | 2                             | 1                |
| Trips and Visits available to all in order to enhance the curriculum | Funded or subsidized trips and visits for PP children                                                                                                                             | Trips and Visits can enhance and enrich the curriculum providing 'sticky learning' opportunities and help to develop cultural capital.<br><br>Learning is contextualised in concrete experiences and language rich environments<br><br>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils<br><br>Enrichment activities offer children a context for learning and a stimulus to trigger their interests which can be achieved in pupil books and data | 7                             | 6                |
| Extra-Curricular Activities to target PP children                    | Funded or subsidised opportunities for PP children                                                                                                                                | SHUE data<br><br>EFF - Sports participation increased educational engagement and attainment<br><br>EFF - outdoor adventure learning shows positive benefits on academic learning and self confidence<br><br>EEF - describe the benefits to children in learning to play musical instruments                                                                                                                                                                                                                   | 7                             | 6                |

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                             |      |   |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---|
| Family support worker | <p>The Family Support worker will</p> <ul style="list-style-type: none"> <li>● support individuals and groups of children in school</li> <li>● support and signpost families</li> <li>● link with SENDCO and class teacher in order to provide interventions required</li> <li>● maintain a register of families and level of support</li> <li>● refer families and children to outside agency support.</li> <li>● link with school nursing team</li> <li>● link with social care and virtual school</li> </ul> | <p>Children, who are well supported at home, thrive in school.</p> <p>Children whose basic needs are met, thrive in school</p> <p>Children need all physical, emotional and social needs met in order to achieve academically.</p> <p>EEF Toolkit - Parental engagement</p> | 1, 2 | 8 |
| Projected spending    | £45,000                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                             |      |   |

**Review: last year's aims and outcomes 2021-summer 2023**

| Aim                                                                                                                                                             | Outcome                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%). | <ul style="list-style-type: none"> <li>● This continues to be work in progress as we continued to be affected by Covid absence during the early part of this academic year.</li> <li>● New attendance monitoring systems are now fully in place with the initial impact being seen with our pupil premium families.</li> <li>● This continued new approach and monitoring system shows early signs of success.</li> </ul> |
| 2. Pupils will make at least expected progress in reading writing and maths                                                                                     | <ul style="list-style-type: none"> <li>● See data outcomes for the school on website</li> <li>● There remains a Gap at the end of EYFS and within KS1 but historically this closes during KS2.</li> </ul>                                                                                                                                                                                                                 |
| 3. Writing outcomes for pupil premium children will be improved and in line with all pupils                                                                     | <ul style="list-style-type: none"> <li>● See for the school</li> <li>● There remains a Gap at the end of EYFS and within KS1 but historically this closes during KS2.</li> <li>● There is some work to be done still at Greater Depth</li> </ul>                                                                                                                                                                          |
| 4. Phonics outcomes will be strong at the end of Year 1 and KS1                                                                                                 | <ul style="list-style-type: none"> <li>● See for the school</li> </ul>                                                                                                                                                                                                                                                                                                                                                    |
| 5. Pupils access a wide range of interventions to meet their SEND needs)                                                                                        | <p>SEND interventions and SEND practices have improved greatly between 2021-and summer 2023. This is due to the introduction of an Assistant Headteacher responsible for SEND and pastoral. Interventions and EHCPs are regularly scrutinised and strategies adapted to meet the needs of the children on a regular basis. this has supported outcomes for children who have SEND and are PP</p>                          |
| 6. For pupil premium children to have access to a wide range of enrichment opportunities and experiences in and out of school                                   | <p>There is an extensive programme of extra curricular clubs at lunchtime as well as after school. These places are fully funded for pupil premium students.</p> <p>The school provides many enrichment opportunities free of charge for pupil premium children or heavily subsidised opportunities. No child misses out! Music tuition has also been provided free of charge to those who need it.,</p>                  |
| 7. A strong professional dialogue will be kept open between class teachers, Assistants Heads/Key Stage Leads and Heads of School                                | <p>Regular termly and half termly pupil progress meetings which discuss the progress and next steps of individual children are held with Senior leaders and class teachers. This also forms part of individual performance management. Data shows that with targeted intention or quality first teaching, PP children have made strong progress and attained broadly in</p>                                               |

|                                                                                                                                              |                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
|                                                                                                                                              | line. Children with SENd and PP have been slightly less successful but have still made progress.   |
| 8. A home school link service through our Family Support/Pastoral Team supports pupils and families, identified by the school as vulnerable. | The introduction of an Assistant Headteacher for Inclusion and Pastoral widened the schools offer. |

**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 |
|-----------|----------|
|           |          |
|           |          |