

Number of Pupils and Pupil Premium Grant Received	
Academic Year	2020-21
Number of pupils on roll (Spring 2019 census)	81
Number of pupils eligible for pupil premium funding	14
Amount of Pupil Premium Grant received	£ £16,405
Date of most recent internal PP review	Autumn 2020
Date of next internal review of this strategy	March 2021 and July 2021

Summary of the main barriers faced by eligible pupils
1. Progress and attainment in English at the end of KS2 for disadvantaged pupils is lower than national expectations and lower when compared to others in the school
2. Progress and attainment in Maths at the end of KS2 for disadvantaged pupils is lower than national expectations and lower when compared to others in the school
3. Absence for disadvantaged pupils is higher than national figures
4. To provide children with a broad range of experiences.

Outcomes		
Desired outcomes and how they will be measured		Success Criteria
1.	For disadvantaged pupils to make similar progress across KS2 in English compared to others. To raise attainment for disadvantaged pupils in English so these children perform more in line with their peers.	LSA (Yr 6) support in class for targeted pupils Quality First teaching in all year groups with clear differentiation and support in English. Targeted intervention for disadvantaged pupils Closer tracking of all disadvantaged pupils
2.	For disadvantaged pupils to make similar progress across KS2 in Maths and English compared to others. To raise attainment for disadvantaged pupils in Maths so these children perform more in line with their peers.	LSA (Yr5 and 6) support in class for targeted pupils. Quality First teaching in all year groups with clear differentiation and support in maths. Targeted intervention for disadvantaged pupils Closer tracking of all disadvantaged pupils
3.	For the attendance and punctuality of disadvantaged pupils to improve particularly those with SEN.	Attendance officer to track attendance, warning letters and SAMs planned for pupils with attendance under 95%. Learning Mentor type support Early bird initiative each half term.
4.	To provide children with a broad range of experiences.	Children are provided with a range of experiences that enrich their learning and curriculum. Children can participate in extra-curricular opportunities e.g swimming, trips etc..

Planned Expenditure					
Academic Year		2020 - 2021			
Quality of Teaching for All					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review the action?
1,2,	Carefully planned use of LSA support in middle and upper school	LSAs to provide targeted support for disadvantaged pupils during whole class teaching as well as including interventions such as Toe by Toe to close gaps and aid progress of disadvantaged pupils.	Drop in's by SLT Planning scrutinies pupil Progress meetings to review support Intervention planning monitored by SEND Co-ordinator	SENco and HT/ SLT	Half termly
1,2	LSAs and CTs to provide targeted Intervention throughout the school day for individual pupils.	Targeted intervention is planned by the class teachers.LSAs and teachers are organised to support small groups throughout day to provide Intervention. Disadvantaged children therefore make more progress	Drop in's by SLT Planning scrutinies pupil Progress meetings to review support Intervention planning monitored by SEND Co-ordinator	SENco and HT/ SLT	Half termly
4	Opportunities for wider experiences are provided	Disadvantaged children are given the same opportunities e.g school trips, swimming, residential etc..	Curriculum amp to outlines extra-curricular opportunities each term	SENco and HT/ SLT	Half termly
Total Budget Cost					£ 8500
Targeted Support					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review the action?
1,2	LSA and CT led interventions.	Targeted interventions are planned, intense and specific interventions which cover key skills children may be missing and may be barriers to learning. By addressing these through intervention children can continue to make progress.	Pupil Progress meetings SLT drop ins Monitoring of Intervention by SEN Co-ordinator	SENco and HT/ SLT	Half termly
1,2	Targeted Intervention for disadvantaged pupils in Reading, writing and Maths in middle and upper school.	Targeted interventions are planned, intense and specific interventions which cover key skills that children may be missing and may be barriers to learning. By addressing these through intervention children can continue to make progress in all core areas.	Teachers plan intervention LSAs and teachers deliver intervention at different times of day Drop in's Scrutiny of interventions Data analysis Tracking of disadvantaged pupils	SENco and HT/ SLT	Half termly
Total Budget Cost					£ 5346
Other Approaches					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review the action?
1,2	Support for Vulnerable disadvantaged pupils 2 xa week focusing on social and emotional support – particularly middle school	Barriers to learning can be addressed so children feel confident and are able to learn in mornings. Address self-esteem issues.	Timetable for all vulnerable children to be reviewed half termly Communication between LSA and class teacher	SENco and HT/ SLT	Half Termly
3	Tracking of attendance by attendance officer	Attendance of PPG children and those with SEND is below target of 95%. If this rises the children will be accessing quality first teaching which will enable better progress and attainment.	Clear tracking systems in place Close tracking of disadvantaged pupils Early Bird Incentives Monthly attendance reviews	HoS/ExHT	Half Termly

2020/2021 Academic Impact Data
(based on end of year targets)

Year Group	Targets for end of Year - July 2021		July 2020 outcomes
Reception Cohort 11 PPG 0	Expected in all areas for GLD	Exceeding in all areas for GLD	
	82	27	77/23
PPG	-	-	100/67

Year 1 Cohort 13 PPG 4	% of cohort who reached Secure – Expected or above 2020	% to reach Secure – Age related	% to reach High Standard
Reading	77	85	31
Reading PPG	100	100	25
Phonics	-	92	
Phonics PPG	-	100	
Writing	77	85	23
Writing PPG	100	100	25
Maths	77	85	31
Maths PPG	100	100	25

Year 2		% of cohort who reached Secure – Expected or above 2020	% to reach Secure – Expected Standard	% to reach High Standard
Cohort	10			
PPG 2				
Reading		80	80	30
Reading PPG		100	100	50
Y2 Phonics		-	80	
Y2 Phonics PPG		-	100	
Writing		80	80	30
Writing PPG		100	100	50
Maths		80	80	40
Maths PPG		100	100	50

Year 3		% of cohort who reached Secure – Expected or above 2020	% to reach Secure – Age related	% to reach High Standard
Cohort	12			
PPG 2				
Reading		80	80	40
Reading PPG		100	100	0
Writing		80	80	40
Writing PPG		100	100	0
Maths		80	80	40
Maths PPG		100	100	50

Year 4		% of cohort who reached Secure – Expected or above 2020	% to reach Secure – Age related	% to reach High Standard
Cohort	10			
PPG 2				
Reading		83	80	20
Reading PPG		0	0	0
Writing		75	70	20
Writing PPG		0	0	0
Maths		83	80	20
Maths PPG		0	0	0

Year 5 Cohort 14 PPG 2	<i>% of cohort who reached Secure – Expected or above 2020</i>	% to reach Secure – Age related	% to reach High Standard
Reading	93	93	21
Reading PPG	100	100	50
Writing	80	93	21
Writing PPG	100	100	50
Maths	93	93	29
Maths PPG	100	100	50

Year 6 Cohort 11 PPG 3	<i>% of cohort who reached Secure – Expected or above 2020</i>	% to reach Secure – Expected Standard	% to reach High Standard
Reading	91	91	45
Reading PPG	100	100	67
Writing	91	91	33
Writing PPG	100	100	33
Maths	72	91	27
Maths PPG	100	100	67
SPAG	-	100	45
SPAG PPG	-	100	67

