

Number of Pupils and Pupil Premium Grant Received	
Academic Year	2021-22
Number of pupils on roll (Spring 2020 census)	77
Number of pupils eligible for pupil premium funding	12
Amount of Pupil Premium Grant received	£16,140
Date of most recent internal PP review	July 2021
Date of next internal review of this strategy	March 2022

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 Math's 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 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 Math's and English compared to others. To raise attainment for disadvantaged pupils in Math's so these children perform more in line with their peers.	LSA support in class for targeted pupils. Quality First teaching in all year groups with clear differentiation and support in math's. 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..

Review of Expenditure 2020/2021				
Academic Year				
Quality of Teaching for All				
Action	Intended Outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons Learned (will this approach be continued)	Cost
1,2,	Carefully planned use of LSA support in middle and upper school	100% PPG children reached ARE in Years 1,2,3,5 and 6	Continue with approach – high impact	£3394.52
1,2	LSAs and CTs to provide targeted Intervention throughout the school day for individual pupils.	100% PPG children reached ARE in Years 1,2,3,5 and 6	Continue with approach – high impact	£4250.48
4	Opportunities for wider experiences are provided	This was difficult to meet due to the COVID restrictions around visitors to school, trips, swimming.	Continue with approach and use additional funds to provide even more wider experience e.g fund coach for PGL, fund visitors into school for additional learning experiences.	£855
Targeted support				
Action	Intended Outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons Learned (will this approach be continued)	Cost
1,2	LSA and CT led interventions.	100% PPG children reached ARE in Years 1,2,3,5 and 6	Continue with approach – high impact	£1095.52
1,2	Targeted Intervention for disadvantaged pupils in Reading, writing and Maths in middle and upper school.	100% PPG children reached ARE in Years 1,2,3,5 and 6	Continue with approach – high impact	£4250.48
Other Approaches				
Action	Intended Outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons Learned (will this approach be continued)	Cost
1,2	Support for Vulnerable disadvantaged pupils 2 x a week focusing on social and emotional support – particularly middle school	Children made good progress towards their S&E targets.	Continue with approach – high impact	£890
3	Tracking of attendance by attendance officer	Attendance well tracked and monitored – difficult during COVID pandemic	Continue with approach – high impact	£2424

Planned Expenditure					
Academic Year		2021 - 2022			
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 smallgroups 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 andHT/ 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 andHT/ SLT	Half termly
Total Budget Cost					£ 7500
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 meetingsSLT drop ins Monitoring of Interventionby SEN Co-ordinator	SENco andHT/ SLT	Half termly
1,2	Targeted Intervention for disadvantaged pupils in Reading, writing and Math's 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					£ 5326
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 2x a week focusing onsocial and emotional support – particularly upper school	Barriers to learning can be addressed so children feel confident and are able to learnin mornings. Address self- esteem issues.	Timetable for all vulnerable children to bereviewed half termly Communication betweenLSA and class teacher	SENco andHT/ SLT	Half Termly
3	Tracking of attendance by attendance officer	Attendance of PPG children and those with SEND is belowtarget of 95%. If this rises thechildren 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

**2021/2022
Academic
Impact Data**

		% at ARE	% at Higher Standard	% of PPG at ARE	% of PPG at Higher Standard
Rec 11 PPG 0	GLD	73		N/A	
Year 12 PPG 3	Reading	75%	25%	100%	66%
	Writing	75%	16%	100%	33%
	Maths	75%	33%	100%	66%
Year 29 PPG 2	Reading	100%	33%	100%	0%
	Writing	100%	33%	100%	0%
	Maths	100%	33%	100%	0%
Year 311 PPG 3	Reading	91%	36%	100%	33%
	Writing	82%	27%	100%	0%
	Maths	91%	27%	100%	33%
Year 410 PPG 1	Reading	80%	20%	0%	0%
	Writing	70%	20%	0%	0%
	Maths	70%	20%	0%	0%
Year 513 PPG 2	Reading	93%	38%	100%	50%
	Writing	85%	23%	100%	50%
	Maths	85%	23%	100%	50%
Year 611 PPG 3	Reading	91%	45%	100%	66%
	Writing	73%	27%	100%	33%
	Maths	91%	18%	100%	0%