



Pupil Premium Strategy 2023-2024 Review



Summary Information

	2021-2022	2022-2023	2023-2024
Number of Pupils on roll: KS1 and KS2	234	219	214
Number of Pupils eligible for Pupil Premium Funding	28	23	26
Number of Pupils eligible for Free School Meals (Ever 6)	20 x £1345 = £26900	14 x £1385 = £19390	21 x £1455 = £30555
Number of Service Pupils (Ever 4)	2 x £310 = £620	1 x £320 = £320	1 x £335 = £335
Number of Post Looked After Pupils	5x £2345 = £11725	7 x £2410 = £16870	4 x £2530 = £10120
Number of Looked After Pupils (Separate funding)	1	1	2
Total Pupil Premium Funding	£39245	£36580	£41010

Achievement

2021-2022 Data is not comparable to other years.

	2021-2022		2022-2023		2023-2024	
	Data set for PP pupils is 3 in each KS so this needs to be taken into account when identifying patterns.		KS1 (8)	KS2 (18)	No PP pupils in Y2 cohort	
	KS1	KS2			KS1	KS2
Reading Attainment	33%	66%	50%	56%		86%
Writing Attainment	33%	33%	38%	39%		43%
Maths Attainment	33%	0%	63%	56%		57%



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Pupil Premium Spending Plan 2023-2024

Some actions will result in 'hard' data, such as test results or external moderation, whilst others will generate 'soft' data, such as pupil or parent views.

Summary of the main barriers to educational achievement faced by eligible pupils	Funding allocation	Actions to address those barriers	How impact will be measured	Impact 2023-2024 (To be updated at the end of each term)
<i>Risk of pupil premium pupils not achieving their full progress potential in KS2/pupil premium children not making accelerated progress in writing.</i>	£9120.34	<i>Additional support to facilitate small group/1:1 teaching for identified pupils in specific KS2 year groups in the morning to ensure accelerated progress in writing. Scheme of work purchased which develops reading and writing which is led by studying a book. In-school as well as cross-school moderations to regularly take place. In-school and CDAT moderation sessions. Drawing club intervention to be identified and researched to see if it would work for a small KS2 group. https://www.canigoandplaynow.com/drawingclub.html</i>	<i>Progress data of specified areas of support and through the use of half termly pupil progress meetings – this will include attendance data, boxall profiles. Precision teaching interventions – data to be monitored to identify if this is having an impact on writing. Read to write assessments.</i>	<i>Small group of pupils made good progress in smaller group morning sessions. EHCP pupils were included in this group. Continue small group for y6 pupils next year – lower attainers as well as middle ability who need smaller intensive support – 1:1 will not be able to continue.</i>



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<p><i>Risk of lower self-esteem and understanding of how to achieve higher aspirations – poor resilience when facing challenge. Support the wellbeing and mental health.</i></p>	<p>£5555.71</p>	<p><i>Pastoral support worker to continue to be employed and trained to support children in raising self-esteem and develop social skills. Attendance at CAMHS training sessions. Continual development of Pastoral support area to be inclusive for all pupils.</i></p> <p>Jigsaw has recently replaced the My Happy Mind programme across the school. It is currently under consultation with the governors and parents. This will roll out in the summer term. There is temporary planning in place which has been developed by the PSHE lead.</p>	<p><i>Behaviour incidents decrease. Children have higher expectations of their own behaviour and are able to articulate their own emotions through the use of SDQ pupil forms. Children’s feedback for Jigsaw to show an improvement in their understanding of their own emotions.</i></p>	<p>Behaviour incidents decreased.</p> <p>Pastoral lunch club to support those children who require a quiet space at lunch time. To continue next year.</p>
<p><i>Risk of pupils not engaging in extra-curricular activities</i></p>	<p>£2362.71</p>	<p><i>50% support for any extra-curricular activity Pupil premium children to have equal access to a range of extra-curricular activities ensuring they have the opportunity to excel in all areas. Parents to be made aware of application for FSM to be able to access additional support.</i></p>	<p><i>Attendance of extra-curricular activities – registers</i></p>	<p>Pupils attend club if they choose to.</p>
<p><i>Risk of Pupil Premium pupils not achieving their full potential in reading/not making accelerated progress.</i></p>	<p>£8000</p>	<p><i>Purchase of Outreach support for English to provide support for children to complete homework activities, including reading regularly on a one to one basis. Continue use of support programmes: Orrets Meadow Outreach.</i></p>	<p><i>Progress data in English through half-termly pupil-progress meetings (Target tracker) – this will include attendance data, self-confidence and well-being through use of SDQ and Boxall profiles. Orrets data sheets.</i></p>	<p>The children in this group have additional needs and are making smaller steps of progress. Additional support and interventions to be investigated.</p>



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<i>Continue to ensure pupil premium pupils are achieving their full progress potential in KS1/pupil premium children not making accelerated progress from their early years transitional data focus on writing.</i>	£13411.24	<i>Additional support to facilitate small group/1:1 teaching for identified pupils in specific KS1 year groups. Scheme of work purchased which develops reading and writing, which is led by studying a book – read to write for KS2 and Literacy counts for Year 2. Read, Write Inc. continuing in EYFS and KS1 – this ensures that the pupils are assessed regularly and have reading books that are phonically decodable for their ability. Regular 1:1 sessions in the afternoons to take place to help support those pupils who require the ‘catch up’. MEAS interventions to support pupils who require additional support with their language development. ‘Drawing Club’ to be introduced to Reception and Year 1, which immerses children in the world of a story and shares a wider range of vocabulary. It also develops creativity and imagination using age appropriate practice that engages the children.</i>	<i>Progress data through halftermly pupil-progress meetings (Target Tracker and Read, Write, Inc. assessment) – this will include attendance data, self-confidence and well-being through use of SDQ and Boxall profile.</i>	<i>Phonics data has shown an improvement: 83% phonic pass rate for disadvantaged pupils in Y1. Drawing club was discontinued as staff member left.</i>
Total expenditure	£41010			