

# 3 Year Pupil Premium strategy plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan		<p>All members of staff and all governors accept responsibility for the learning and development of children on the PP register. We are committed to meeting the pastoral, social and academic needs within the school environment and where appropriate, outside the school, where a need for financial support in an extra curricular activity, run by an outside agency, has been identified.</p> <p>Pupil Premium funding forms a vital part of diminishing the difference in attainment between (socially disadvantaged) children on the PP register and attainment of their peers/ARE.</p> <p>PP funding is used to remove barriers to learning and help to ensure that all pupils are able to reach their full potential by offering the opportunity to engage fully in the enriched curriculum and school life.</p> <p>The Governors reserve the right to allocate the PP funding to support any pupils or groups of pupils the school as legitimately identified as being 'socially disadvantaged'</p> <p>Provision will be made through alternative support and intervention within the school; supporting and facilitating pupils' access to the curriculum; supporting and facilitating pupils' access to education.</p> <p>The school will explain PP expenditure to parents in the form of an annual statement. It will outline the progress of pupils in receipt of PP funding and evaluate the impact of provision for PP children. In addition, the school will provide termly updates (three) to the Governors, evaluating the impact of PP expenditure and provision.</p>	
CURRENT PUPIL INFORMATION [2020-21]			
Total number of pupils:	204	Total pupil premium budget:	£28,739
Number of pupils eligible for pupil premium:	23 FSM/E6; 1 LAC 1 Forces. Total = 25	Amount of pupil premium received per child:	£25,555 FSM/E6 (funding for 19 children) £1634 LAC £1550 Forces (funding for 5 children)

COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF PP GROUP
Boys	11	44%
Girls	14	56%
SEN support (on PP?)	10 (Girls = 4, Boys = 6)	40%
EHC plan	1 (Girls = 0, Boys = 1)	4%

## Assessment data

EYFS					
	All pupils	National average	Data from previous 3 years for PP pupils		
	2018-19	2018-19	2017-18 (2)	2018-19 (3)	2019-20 (1)
Good level of development (GLD)	70%	72%	50%	100%	No data
Reading	70%		50%	100%	No data
Writing	73.3%		50%	100%	No data
Number	86.7%		50%	100%	No data
Shape	90%		50%	100%	

YEAR 1 PHONICS SCREENING CHECK				
All pupils  2018-19	National average  2018-19	Data from previous 3 years for PP pupils		
		2017-18 (2)	2018-19 (2)	2019-20 (3)
86%	82%	50%	50%	No data

END OF KS1					
	All pupils		Data from previous 3 years for PP pupils		
	School average 2018-2019	National average 2018-2019	2017-18 (0)	2018-19 (3)	2019-20 (1)
% achieving expected standard or above in reading, writing and maths	67%	65%	-	33%	No data
% reaching expected standard in reading	77%	76%	-	33%	No data
% reaching expected standard in writing	73%	70%	-	66%	No data
% reaching expected standard in maths	70%	76%	-	33%	No data

END OF KS2					
	All pupils		Data from previous 3 years for PP pupils		
	School average 2018-2019	National average 2018-2019	2017-18 (2)	2018-19 (4)	2019-20 (3)
% achieving expected standard or above in reading, writing and maths	74%	65%	0%	75%	No data
% reaching expected standard in reading	89%	73%	0%	75%	No data
% reaching expected standard in writing	85%	78%	0%	100%	No data
% reaching expected standard in maths	85%	79%	50%	100%	No data

OTHER DATA					
Look at:	Strengths	Weaknesses			
Attendance data	There is a difference between FSM and Non FSM although difference has reduced over the three years.		<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
		<b>All Pupils</b>	<b>4.0</b>	<b>3.81</b>	<b>5.3</b>
		<b>FSM</b>	<b>6.8</b>	<b>5.08</b>	<b>4.8</b>
		<b>Non FSM</b>	<b>3.5</b>	<b>3.66</b>	<b>3.1</b>
Behaviour data	Behaviour very good. Children keen and enthusiastic. All try to do their best work.	Extreme behaviours of one child and how to manage them.			

Safeguarding referrals	Concerns about 7 families – all supported through ELSA, HSCLW, TAFs, CIN meetings, CP meetings.	Some families have struggled to engage with the school despite the supportive, inclusive approach offered. Parents do not always take responsibility for the action points relating to them following the meetings.
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### LONG-TERM PLAN (3 YEAR TIMESCALE):

- 1) **Attainment of PP Children** – Improve the attainment of PP children so that attainment does not differ that greatly to non- PP children in reading, writing and maths.
- 2) **Emotional Well-being of PP Children** – To support several children who are eligible for PP that have significant social, emotional and behavioural needs.
- 3) **Attendance of PP children** – Improve the attendance of some PP children
- 4) **Equal Opportunities for PP Children** – To help provide access to school meals, extra-curricular activities and educational experiences for some PP children (e.g.trips, residential) who otherwise could not take part due to cost.
- 5) **Home-School Relations** – Improve parental engagement with school for the benefit of PP children.

### PRIORITY 1 – ATTAINMENT OF PP CHILDREN

Member of staff responsible: SENCo/HT/SLT

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
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1. To accelerate progress and diminish the difference in attainment for PP children	Employing additional adult support to deliver specific interventions and offer tailored support where needs have been identified.	SENCo/HT CTs/TAs	Annually  (Reviewed Termly)	Time  Quiet/alternative work spaces where necessary  Appropriate Interventions and materials	PP Children will be making progress.  PP Children will be better able to access the curriculum for their age group.
2. To continue to ensure that appropriate outcomes are set for identified SEND/PP children	Pupil Profiles written and outcomes regularly reviewed and monitored.	SENCo/HT CTs/TAs	Annually  (Reviewed Termly)	3 x PP review meetings a year with parents.	PP Children with SEND will be making progress.
3. To increase targeted support for phonics, reading, writing and Maths.	Employing additional adult support to deliver specific interventions and offer tailored support where needs have been identified.	SENCo/HT CTs/TAs	Annually  (Reviewed Termly)	Time  Quiet/alternative work spaces where necessary  Appropriate Interventions and materials	PP children will be working and attaining within the level expected for their age.

## PRIORITY 2 – EMOTIONAL WELL-BEING OF PP CHILDREN

Member of staff responsible: HSCLW, ELSA, SENCo, HT

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
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1. All staff to take responsibility for supporting emotional needs of children within their class.	Staff to maintain good, open, honest two-way communication with parents to ensure that emotional support needs are identified early and supported effectively.	CTs/TAs, SENCo, HSCLW	Ongoing  Parent meetings PP reviews TAFs	Training (Attachment, Bereavement, Jigsaw, Autism Level 1, Team Teach etc)	Staff are using effective strategies to support (PP) children with emotional needs. Staff have a good understanding of the individual needs of the (PP) children. Staff have positive relations with parents of the (PP) children in their class. (PP) Children feel secure within the structure and routines established in the classroom/within school.
2. Weekly 1:1 sessions with HSCLW to support emotional needs.	Regularly review HSCLW Timetable of support to ensure the children with emotional needs are supported in the best way possible at the best time possible. Evaluate impact of HSCLW support for individual children termly	HSCLW, SENCo, HT	Ongoing  3 x year evaluation of impact	Quiet room for 1:1 work.  Art resources, creative activities, board games etc	Children begin to identify, recognise, regulate and manage their own emotional needs.  Pupils eligible for PP develop emotional resilience and are more able to overcome emotional barriers to learning.
3. Weekly 1:1 sessions with ELSA to support emotional needs.	Regularly review ELSA Timetable of support to ensure the children with emotional needs are supported in the best way possible at the best time possible. Evaluate impact of ELSA support for individual children termly	ELSA, SENCo, HT	Ongoing  3 x year evaluation of impact.	Quiet room for 1:1 work.  Access to ELSA info and activities –  Annual CPD update fee.  Time to attend ELSA CPD update sessions.	Children begin to identify, recognise, regulate and manage their own emotional needs.  Pupils eligible for PP develop emotional resilience and are more able to overcome emotional barriers to learning.

### PRIORITY 3 – ATTENDANCE OF PP CHILDREN

Member of staff responsible: HT, SENCo, HSCLW, Office Staff.

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
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1. To ensure that families understand the impact of poor attendance on learning and development.	Meet with families for whom punctuality and attendance has become a concern.	HT, SENCo, HSCLW	ongoing	Time/space to meet with families.	Attendance figures for PP children will be in line with the school figure.
2. To ensure that children are in school on time	Encourage and support families to use BC and ASC	HT, SENCo, HSCLW	ongoing		PP children will be in school on time by attending BC (and ASC where necessary).

#### PRIORITY 4 – EQUAL OPPORTUNITIES FOR PP CHILDREN

Member of staff responsible: HT, SENCo, HSCLW,

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
1.To fund activities to improve opportunities for all children.	Identify children who have not been able to access an activity that may enhance their development and well-being.	HT, SENCo, HSCLW, Office Staff	ongoing		All children will have been offered the opportunity/given access to extra-curricular activities.

#### PRIORITY 5 – HOME-SCHOOL RELATIONS

Member of staff responsible: HT, SENCo, HSCLW, CTs, TAs

Objectives	Actions to be taken	By whom	By when	Resources needed	Success criteria
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<p>To continue to improve communication and relations with parents and families.</p>	<p>HSCLW to continue to support Children and families. Open door policy to continue. Staff email addresses on the website. PP/SEND children have 3 x extra parent meetings per year.</p>	<p>All Staff and Governors.</p>	<p>ongoing</p>	<p>Time and Space to meet with parents/families.</p>	<p>Parents are willing to engage with staff/school.  There is good two-way communication between home and school.  Parents feel well informed about the support and provision in school for their child.  Parents are involved in the decisions about how best to support their child.</p>
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