



Pupil premium strategy statement

2021/22, 2022/23

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	132 (21/22) 144 (22/23)
Proportion (%) of pupil premium eligible pupils	9.8% (21/22) 10.4% (22/23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	September 2021
Date which statement as reviewed	September 2022 and September 2023
Date of next review	September 24
Statement authorised by	Mrs Rosie Browne
Pupil premium lead	Mrs Jayne Scott
Governor / Trustee lead	Mrs Charlotte Cahill

Funding overview 22/23

Detail	Amount
Pupil premium funding allocation this academic year	£12465
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14465



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Statement of intent

All Pupil Premium spending is intended to impact on academic achievement of all eligible pupils, so they are able to close the attainment gap and achieve standards in line with their peers. Historically, Pupil Premium students have made equal progress to their peers but enhanced progress is necessary to enable them to catch up.

School has identified that academic support alone will not achieve these outcomes. Life experiences are vital to children raising their own aspirations, with this in mind, we spend a proportion of the funding offering students new opportunities and experiences that will instil a desire to learn that will enable them to achieve academically as well as raising their own self confidence.

The LAC funding is ring fenced and accounted for during PEP meetings for individual children. Their funding is not included below.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Significantly below national average % of PP pupils in school means funding is limited
2	The communication and language skills of the children at intake are below national average for the vast majority of pupils
3	Attendance of FSM pupils is below the whole school average
4	33% of FSM are also SEND (reviewed, remains 33% in 2022-23)
5	75% school stability – higher than average turn over of students, service families on 2 year deployments
6	Reading attainment has dropped in KS1 following lockdowns
7	Writing attainment has dipped across school following lockdowns



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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
Attainment at end of EYFS in line with national average for all children	At least 70% of pupils achieve GLD by the end of EYFS
September 2022 Review: GLD in July 2022 = 71.4% (County: 67.7%, National: 65.8%)	
September 2023 Review: GLD in July 2023 = 60% (County: , National 67.3%)	
Reading attainment improves to be in line with national average at KS1	75% of children achieve the expected standard in reading at the end of KS1
September 2022 Review: KS1 Reading 2022 = 60.9% (County: 69%, National: 67.3%) Remove data of children who have joined within KS1, 64% met expected standard; remove data of those who joined in EYFS, 71% met the expected standard	
September 23 Review: KS1 Reading 2023 = 82% of children achieved the expected standard, 69% National, 68% County	
Writing attainment improves to be in line with national average at KS1	70% of children achieve the expected standard in writing at the end of KS1
September 2022 Review: KS1 Writing 2022 = 47.8% (County: 59.4%, National: 58.3%) Remove data of children who have joined within KS1, 53% met expected standard; remove data of those who joined in EYFS, 53% met the expected standard	
September 2023 Review: KS1 Writing 2023 = 59.1% at expected standard, County 61.5%, National 60.3%	
Attendance of FSM children in line with rest of school	Attendance increases to 95% or better for the FSM group
September 2022 Review: Whole School attendance 2021/22: 94.6% FSM attendance 2021/22 = 94.5%	
September 2023 Review: Whole School attendance 2022/23: 95.9% FSM attendance 2022/23 = 96.7%	



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Professional support in place for SEND pupils who require it	Children have access to professional assessment eg Educational Psychologist, Occupational Therapist
September 2022 Review: 1 FSM child had Educational Psychologist assessment 1 FSM child had a specialist dyslexia assessment	
September 2023: 1 child access to play therapy 8 received ELSA support	
Broadened life experiences and raised aspirations of pupils	No children miss out any trips or experiences for financial reasons
September 2022 Review: 11 students received financial support towards residential trips in year 2, 3, 4, 5, and 6 Life Bus sessions attended by whole school Music lessons received by all of Years 4, 5, and 6 5 breakfast/after school sessions offered to every FSM child – 52% take up	
September 2023: Life Bus sessions attended by whole school Music lessons received by all of years 4, 5 and 6 89% of FSM children accessed free breakfast and after school club sessions 13 children had trips subsidised to 50% 10 children had swimming subsidised to 50% 43 children accessed DART	

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) 2022/23

Budgeted cost: £ 8800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further resource and training for Essential Letters and Sounds. New staff complete training.	EEF +5 months “The reading framework: teaching the foundations of literacy” states “High-quality class or group teaching is an efficient and	2,6,7



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	effective way of ensuring good progress for the majority of children”	
0.4 Learning Support Assistant hours Focused in KS1 classrooms	EEF Toolkit +4 months, additional adult support in classrooms for 1:1 and small group work. Oral language interventions – run by qualified LSA EEF +6 months Heavy focus on reading support and comprehension skills through individual and group work. EEF +6 months	2,6,7 2 2,6

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

Budgeted cost: £ 3089

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA, SCG, Drawing and Talking, Lego therapy, play therapy 0.1 of FT LSA	Social and emotional learning EEF Toolkit +4 months Communication group – EEF +6 months	2,4
Small group sessions for targeted intervention and support eg preteach 0.1 of FT LSA	EEF Toolkit +4 months	6,7

Wider strategies

Budgeted cost: £2600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free access to breakfast and after school club, 5 sessions a week	Allow parents opportunity to attend work without paying for childcare. School evidence that this helped attendance in some SEND and FSM families	2, 3, 4
Subsidised trips	Sports participation and outdoor learning opportunities EEF toolkit +2 months Sutton Trust research in to creating cultural capital, 2015	2



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Uniform support	Allows children access to correct school uniform	
Educational Welfare Officer	School evidence of early intervention improving attendance – see case files/chronologies DfE research project 2016 showed pupils with no absence were 1.3 times more likely to achieve the expected standard or higher, and 3.1 times more likely to achieve greater depth than pupils that miss 10-15% of sessions.	3
Access to support professionals eg Ed Psych	Access to the correct professionals in a timely manner can ensure the correct support is in place as soon as possible.	4, 6, 7
Music tuition	Arts Participation EEF toolkit +3 months Sutton Trust research in to creating cultural capital, 2015	
Life Education Bus	Social and emotional learning EEF Toolkit +4 months Sutton Trust research in to creating cultural capital, 2015	

Total budgeted cost: £ 14489



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Pupil Premium Expenditure and Progress Measure 2021-22



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SEND
Funding Category
Introduction of a synthetic, systematic phonics framework (including time for staff training)
0.6 Learning Support Assistant hours Focussed in KS1 classrooms
ELSA, SCG, Drawing and Talking, Lego therapy, play therapy 0.2 of FT LSA
Small group sessions for targeted intervention and support eg preteach 0.2 of FT LSA
Free access to breakfast and after school club, 5 sessions a week
Subsidised trips
Uniform support
Educational Welfare Officer
Access to support Professionals
Music Tuition
Life Education Bus
<p>Progress Measure Data is based on end of year out-comes or the term the pupil left the school</p> <p style="text-align: center;"> Exceeding target On track for target Off track </p>



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24 Pupils				Teaching £11,400			Academic support £6,178			Wider Strategies £2,000			Exceeding/On track/Off track for end of year targets
A	Mil	√	√		√	√	√					√	Reading ON Writing ON Maths ON
B	Mil	√	√		√	√	√					√	Reading ON Writing ON Maths ON
C	Mil	√	√		√	√	√					√	Reading ON Writing ON Maths ON
D	Mil	√	√			√	√					√	Reading ON Writing ON Maths ON
E	Mil	√	√		√	√	√					√	Reading ON Writing ON Maths ON
F	Mil	√	√		√	√	√					√	Reading OFF Writing ON Maths OFF
G	Ever 6		√		√	√	√					√	Reading ON



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													Writing OFF Maths ON
H	Ever 6		√		√	√	√					√	Reading ON Writing OFF Maths OFF
I	Mil		√			√	√					√	Reading ON Writing ON Maths ON
J	Ever 6		√		√	√	√	√		√		√	Reading OFF Writing OFF Maths OFF
K	Ever 6		√			√	√					√	Reading ON Writing ON Maths ON
L	Mil		√			√	√					√	Reading ON Writing ON Maths OFF
M	Mil		√	√		√	√					√	Reading ON Writing ON Maths OFF
N	PA		√		√	√	√					√	Reading ON Writing ON Maths OFF
O	Ever 6		√		√	√	√				√	√	Reading OFF Writing OFF Maths ON



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P	Mil		√			√	√				√	√	Reading ON Writing EXC Maths EXC
Q	Mil		√			√	√				√	√	Reading ON Writing ON Maths ON
R	Ever 6		√		√	√	√				√	√	Reading ON Writing ON Maths ON
S	Mil		√			√	√				√	√	Reading OFF Writing OFF Maths OFF
T	Ever 6		√			√	√				√	√	Reading ON Writing OFF Maths ON
U	Mil		√			√	√				√	√	Reading OFF Writing ON Maths ON
V	Ever 6		√			√	√	√			√	√	Reading ON Writing ON Maths EXC
W	Mil		√			√	√				√	√	Reading ON Writing ON Maths ON
X	Ever 6		√			√	√			√	√	√	Reading ON Writing ON Maths EXC



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% of children off track, on track or exceeded target in reading writing and maths

	READING	WRITING	MATHS
OFF TRACK	5 pupils 20.8%	6 pupils 25%	7 pupils 29.2%
ON TRACK	19 pupils 79.2%	17 pupils 70.8%	14 pupils 58.3%
EXCEEDING TARGET	0 pupils	1 pupil 4.2%	3 pupils 12.5%

Total number of pupils =
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Service pupil premium funding 21/22

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This was combined with the free school meal funding and detailed above.
What was the impact of that spending on service pupil premium eligible pupils?	See earlier grid.

Service pupil premium, 22/23

Detail	Data
Number of service pupils in school for January 22 census	10
Total Service Premium to be received in 22/23	£3200
Proportion (%) of service premium eligible pupils on January 22 census	7.5%
Date this statement was published	September 2021
Date which statement as reviewed, military funding accounted for separately	September 2023
Date of next review	September 24
Statement authorised by	Mrs Rosie Browne
Service premium lead	Mrs Jayne Scott
Governor / Trustee lead	Mrs Charlotte Cahill

Challenges specific to military pupils

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Emotional and social issues resulting from moving schools and therefore friendship groups
2	Gaps in academic learning due to moving schools mid-year or mid key stage
3	Anxieties and worries due to parent deployment
4	Non-military parent seeking work, resulting in childcare issues due to being away from extended family members



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Activity	Expected Impact	Challenge number(s) addressed
Military pupil group where pupils can discuss their experiences	Children have a safe space where they can talk about positive and negative experiences of being a service child. Work together to mark events such as Remembrance Day and Month of the Military Child, leading the whole school in these and sharing their experiences.	1, 3
Pastoral support available for individual pupils as necessary	ELSA, play therapy, drawing and talking, Lego therapy available in school.	1,3
Free sessions at breakfast and after school club	3 sessions a week provided for each service child	4
Subsidised trips	Trips subsidised up to 50%	4
Additional adult hours to provide academic support	Additional adult hours to provide 1:1 and small group support to support gaps in learning due to movement.	2