



Pupil Premium Strategy Plan 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
School name	Friday Bridge Primary School
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	December 2022
Date on which it will be reviewed	Termly until July 2023 External reviews have included: Local Authority April 2018 Local Authority April 2020 OFSTED April 2022
Statement authorised by	Michael Elliott (Headteacher)
Pupil premium lead	Donna Suttle (SENCO and PP Lead)
Governor / Trustee lead	Geena Hird (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year £1385 per pupil fsm / ever 6 £2410 per pupil adopted from care	£31,135
Recovery premium funding allocation this academic year (2021-22)	£3,402
Pupil premium funding carried forward from previous years (enter £0 if n/a)	£ ?
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	£34,537

2023 Cohort information – PP across the school

	total	Also SEND	PP	percentage
EYFS	9	1	2	22
Y1	8	0	2	25
Y2	16	3	6	38
Y3	17	1	4	24
Y4	14	2	9	64
Y5	11	2	4	36
Y6	14	3	9	64
	89	12	36	40 percent

This compares to 24.1% 2021-22 (National average Jan 22 – 22.5%)

Part A: Pupil premium strategy plan

Statement of intent of our PP Strategy plan.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, including those children who are identified as young carers. The activity we have outlined in this statement is also intended to support pupil needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Through our strategy, we aim that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans, notably in its targeted support through Tutoring or small intervention groups for pupils who need the support.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage - to help pupils excel.

We will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Pupil Premium Priorities linked to Whole School Improvement Plan- 3 year strategy- 2020-2023

2020-2021	2021-2022	2022-2023
<ul style="list-style-type: none"> • Funding is used to support pupils in making accelerated progress in Maths and English • Disadvantaged pupils make accelerated progress in core subjects so attainment gaps are narrowed • ADPR processes are implemented to monitor and evaluate progress of PP pupils • Parents are fully informed about the purpose of the Pupil Premium Funding in respect of additional support to boost their child's progress, and attainment, in English and Maths. • Provision for Disadvantaged Pupils is a priority and on everyone's agenda (staff, parents, governors) • The school website provides clear, helpful information for parents • Barriers to learning are reviewed regularly with new actions identified to address shortfalls (language and communication, reading, phonics, mental health issues) • Monitor first aid logs and take actions to ensure disadvantaged pupils are safe 	<ul style="list-style-type: none"> • Funding is used to support pupils in making accelerated progress in Maths and English • Disadvantaged pupils access a wide and interesting curriculum and make accelerated progress in all subjects so attainment gaps are closed. • Barriers to learning are reviewed regularly with new actions identified to address shortfalls (language and communication, reading, phonics, mental health issues) • ADPR processes are embedded and utilised to monitor and evaluate progress of PP pupils • Core Subject leaders are able to confidently discuss and evaluate how PP is being used to support pupils in their curriculum area. • All pupils make strong progress from baseline assessments in all areas including disadvantaged pupils 	<ul style="list-style-type: none"> • There is a narrowed gap in attainment between PP and Non PP in all core curriculum areas where there is no identified SEN. • Disadvantaged pupils have opportunities to develop career aspirations through varied opportunities and experiences • There is no gap between PP and Non- PP achieving GLD (unless SEN)

<p><i>EYFS</i></p> <ul style="list-style-type: none"> • All pupils make strong progress from baseline assessments in all areas including disadvantaged pupils • There is no gap in progress measures between PP and Non PP pupils • Planning reflects upon how PP pupils can be supported to make accelerated progress 	<ul style="list-style-type: none"> • PP pupils are effectively supported to make rapid progress from baseline assessments to minimise the gap between PP and Non PP pupils achieving GLD 	
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Challenges

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

Challenge number	Detail of challenge
1 Oral Language Skills and Vocabulary gaps	<p>Assessments, observations, and discussions with pupils and staff indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>We have used NELI assessments, SALT referrals to help inform us regarding this barrier.</p>
2 Phonics and Reading	<p>Assessments, observations, and discussions with pupils and staff suggest disadvantaged pupils generally have greater difficulties with phonics and reading (decoding, comprehension and reading for pleasure).</p> <p>2021-22 data – Y1 phonics screening 20% PP children passed; 54.5% non-PP children passed.</p> <p>At KS1, 40% PP children at age related expectations in reading compared with 50% non-PP children.</p> <p>At KS2, 14.3% PP children at age related expectations in reading compared with 45.5% non-PP children.</p>
3 Attendance	<p>Data suggests disadvantaged pupils have lower attendance rates than non-PP.</p> <p>School average attendance for 2021-22 was 91.2%.</p> <p>Disadvantaged pupils – 41.7% had a higher rate of attendance than this; 58.3% has a lower rate of attendance. The lowest recorded rate of attendance for a disadvantaged pupil was 68.6%</p>
4 Writing	<p>Assessments, observations, and discussions with pupils and staff suggest disadvantaged pupils generally have greater difficulties with writing.</p> <p>2021-22 data</p> <p>At KS1, 40% PP children at age related expectations in writing compared with 50% non-PP children.</p> <p>At KS2, 14.3% PP children at age related expectations in writing compared with 54.5% non-PP children.</p>
5 Mathematics	<p>Internal and external assessments, observations, and discussions with pupils and staff suggest disadvantaged pupils generally have greater difficulties with mathematics.</p> <p>At KS1, 40% PP children at age related expectations in reading compared with 50% non-PP children.</p> <p>At KS2, 14.3% PP children at age related expectations in reading compared with 45.5% non-PP children.</p>
6 Age related expectations in reading and maths	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the disruption to their learning (Covid 19) to a greater extent than for other pupils. These findings are supported by national studies.</p>

	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths by Key Stage 2.
7 Self esteem, aspirations, enrichment opportunities	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to low self-esteem or aspiration, family separation, a lack of enrichment opportunities and high quantities of screen time. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have been made and the number of Early Help assessments undertaken has increased. Since January 2022, 8 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>

In summary the challenges or barriers to future attainment for pupils eligible for PP are:

- Low attainment on entry to school
- Learning behaviours – resilience and readiness to learn
- Literacy skills – communication, language, reading and writing
- Mental Health and wellbeing of pupils
- High level of additional needs of PP pupils (SEND)
- Significant gaps as a result of pandemic
- Low aspirations
- Community cohesion

Our Intended Outcomes.

Pupil Premium Priorities	Desired Outcomes	Success Criteria	Evaluation		
			Autumn 2022	Spring 2023	Summer 2023
Teaching					
<p>To ensure high standards of teaching and learning across the school-teaching is consistently evaluated as at least good using adaptive teaching strategies.</p>	<p>Teachers are highly, developed and skilful in identifying pupil needs and building upon what pupils know, can do and understand</p> <p>Investment in CPD for Teachers and subject leads to ensure high quality provision across the curriculum</p>	<ul style="list-style-type: none"> • <i>Professional development of staff and subject leadership is prioritised to ensure HQT and provision.</i> • <i>Training and development needs are rapidly identified through appraisal to lead to improvement.</i> • <i>Learning gaps are quickly identified and adaptations made to teaching to target learners-scaffolding yet providing stretch and challenge.</i> • <i>Pupils make good or better progress and a higher % attain ARE + in RWM</i> • <i>Monitoring High quality teaching across the curriculum using adaptive teaching strategies.</i> 	<p>Training days – Keeping children safe in education. Prevent training. Whole school approaches to speech and language, growth mindset, guided reading and guided writing. SENCO – National Award for SENCO. DSL refresher training. Maths lead training (BC). Working alongside Anna Walker (Literacy advisor). Subject leader and Intervention monitoring.</p>	<p>PSHE – Healthy friendship project and playground leaders. Senior Mental Health Lead (DFE) training for SENCO. Maths lead training (BC). Working alongside Anna Walker (Literacy advisor).</p>	<p>DS completion of Mental Health Lead training</p> <p>Audit of Mental health and wellbeing in school leading to action plan (part of Mental Health Lead training)</p> <p>National award for SENCO training – module one passed (Jan 23), module 2 – action research project includes 2 pupils who are SEN and PP – with regard to MH and WB – ZONES OF REGULATION intervention DS</p>
<p>To develop</p>	<p>Pupils are resilient and</p>	<ul style="list-style-type: none"> • <i>Effective feedback is used skilfully to</i> 	<p>Monitoring behaviour at</p>	<p>Additional behaviour</p>	<p>STEPS refresher</p>

<p>pupil aspiration and readiness to learn through improved learning behaviours.</p>	<p>self-motivated. There is a strong sense of aspiration throughout the school. Enrichment opportunities, trips, use of outdoor environment and Forest school.</p> <p>Increased attendance for pupils eligible for PP.</p>	<ul style="list-style-type: none"> <i>scaffold learning- building upon what pupils know can do and understand.</i> <i>Pupils develop metacognitive approaches which enable them to use and apply independent learning strategies.</i> <i>Pupils can confidently talk about themselves as learners.</i> <i>Pupils are eager to learn and are able to discuss their aspirations and achievements.</i> <i>Explicit teaching of learning behaviours and positive behaviour for teaching. All staff reinforce and model positive learning behaviours.</i> 	<p>class level (NF / ME) Planning next steps. PSHE curriculum School council opportunities to value student voice. Use of purple pen during lesson plenaries / editing to give opportunities to review learning.</p>	<p>monitoring weekly for each class – strategies implemented to ensure children are clear on expectations and that as a school we ensure consequences are in place for poor behavioural choices. Constant review and planning for next steps in terms of behaviour.</p>	<p>training for staff on training day 17.4.23</p> <p>Behaviour policy update – May 23</p> <p>Trips organised for Summer term.</p>
<p>To support disadvantaged pupils to make rapid accelerated progress from baseline entry</p>	<p>High quality teaching in early years and KS1 leads to accelerated progress and narrowing of the gap</p> <p>Pupils make accelerated progress in R, W, M</p> <p>Increased attainment- higher % achieving ARE+</p>	<ul style="list-style-type: none"> <i>Early years and KS1 staff training and development is prioritised to ensure that pupils have the best possible start.</i> <i>There is a strong focus upon early language and vocabulary and this is effectively modelled and explicitly taught</i> <i>Regular assessment shows that PP pupils are making accelerated progress in core areas</i> <i>PP pupils make good progress through a</i> 	<p>EYFS advisor support EYFS teacher to set up learning environment. NELI language screening – no EYFS children identified this year. Speech and language therapist available to support children (via referral).</p>	<p>EYFS advisor visits to school to focus on developing outdoor area. KS1 assessment and moderation work / training for teaching staff to develop teacher assessment strategies.</p> <p>Ordinarily available provision toolkit (for</p>	<p>Trialling of one page profiles for 4 pupils (2 PP) to determine effectiveness and helpfulness in smooth transitions.</p> <p>Staff meeting to inform staff of vulnerable pupils in order to support them appropriately (April 2023)</p>

	<p>Effective phonics teaching leads to better outcomes</p> <p>Use of RWInc intervention, precision teaching, NELI, SHRECK approach.</p> <p>Phonics packs sent home in Spring term for Y2 who did not pass Y1 phonics screening.</p> <p>Using EEF reading assessments (year group reading and phonic assessments) to track reading fluency and progress so teachers can triangulate evidence to form informed judgements of attainment.</p> <p>Use of Sandwell Maths assessment</p>	<p><i>systematic early reading programme (RWInc)</i></p> <ul style="list-style-type: none"> • <i>APDR processes are embedded and are effectively used to track and support progression of PP pupils</i> • <i>Monitor attendance of PP children with catch-up interventions in place.</i> • <i>For all teaching staff (CT and TA) to know PP children, starting points and have actions in place for accelerated progress.</i> • <i>Parental engagement and opportunities for PP children to attend breakfast and after school club. Parent drop-in mornings to discuss progress and home strategies.</i> 	<p>Baseline EYFS assessments completed. APDR training in staff meeting on SMART targets.</p>	<p>APDR) – shared with teaching staff. Breakfast club actively promoted which boosted numbers.</p>	<p>Attendance at breakfast club increased.</p>
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	in addition to highlight and identify gaps in learning.				
Targeted Academic Support					
To utilise additional adults effectively in order to provide targeted academic support	<p>Pupils benefit from phonics teaching within small groups-leading to accelerated progress</p> <p>Pupils are supported effectively within the classroom and benefit from smaller groups and adult support within core subjects</p>	<ul style="list-style-type: none"> • <i>All staff delivering RWInc have accessed training to ensure high quality teaching</i> • <i>RWInc is taught systematically within small groups which are reviewed half termly to ensure progress</i> • <i>CPD and training for support staff using EEF.</i> • <i>Adults are deployed effectively within the classroom to support teaching and learning</i> • <i>The gap between PP and Non PP pupils is closed</i> • <i>Effective scaffolding and adult support in R, W, M addresses individual learning needs and supports pupil progress.</i> 	<p>Half termly RWInc liaison between class teachers and teaching assistant. Review of phonic sounds children know, regular review of which children need intervention and additional input. Teaching assistants deployed across school according to need and is adaptable / flexible to meet need.</p>	<p>Targeted interventions are being carried out for pupils with PP</p>	<p>One page profiles trialled for 2 pupils in Y6.</p> <p>One TA on Level 4 SEN training course.</p> <p>All TAs received STEPS (behaviour) training, ASD training and Dyslexia training.</p>
Specific interventions are in place to address early language and communication	<p>Specific speaking and listening intervention is in place for pupils to address emerging SLCN - ELKAN</p>	<ul style="list-style-type: none"> • <i>Emerging SLCN are identified quickly and are proactively addressed.</i> • <i>Trained ELKAN support assistants deliver high quality Speech and Language support.</i> • <i>Early identification of needs and</i> 	<p>Teaching assistant leads on SALT – weekly input from speech and language therapist. Ordinarily available provision</p>	<p>All staff engaged in training on Dyslexia via Specialist teaching team.</p> <p>Through SENCO national award</p>	<p>SHREK approach being used in Ducklings.</p> <p>SALT provision in place Link therapist is leaving to work within special</p>

<p>difficulties.</p>	<p>Targeted support focuses upon communication and social skills.</p>	<ul style="list-style-type: none"> • <i>required support for all pupils.</i> • <i>ELKAN support for identified children.</i> • <i>Pupil social communication needs are identified and appropriate and timely interventions are used to address these.</i> 	<p>toolkit available for social and communication needs and intervention / strategies.</p>	<p>leaders – offers of highly subsidised places for teaching assistant (one per local authority school) to participate on further specific literacy difficulty / dyslexia training. Also, possibility of highly subsidised level 4 training.</p>	<p>school setting – succession plan in place for our new SALT (yet to be appointed).</p> <p>2 TAs in school – expertise in delivering and rehearsing speech programmes with children.</p> <p>FFT Aspire assessment materials used alongside RWInc. Assessments to identify need and signpost staff.</p>
<p>Interventions are effective in addressing gaps in learning and accelerating progress</p>	<p>Interventions demonstrate measurable impact</p> <p>Gaps in learning are identified and addressed in a timely and effective manner</p>	<ul style="list-style-type: none"> • <i>Provision maps effectively (and early) identify pupil learning needs and ensure a robust cycle of evaluation and review.</i> • <i>Teaching assistants are skilful in the delivery of all interventions</i> • <i>Effective interventions in R, W, M address individual learning needs and supports pupil progress.</i> • <i>Starting point/baseline for PP children so that</i> 	<p>Provision maps – personalised timetables for teaching assistants with names of children inputted to track provision and intervention. All children receiving intervention – we baseline assess and then assess at the end</p>	<p>Maths Sandwell assessment used to assess identified children.</p> <p>Phonics screening assessment used alongside RWInc to log progress.</p> <p>Homework tasks set as “to dos” on purple mash weekly.</p>	<p>Data used to inform assess part of APRD for those pupils who are SEND and PP.</p> <p>Homework tasks set on Purple mash.</p> <p>Action research for SENCO national award – 2 pupils in Y6 trailed for</p>

		<p>progress can be measured: Maths (Sandwell assessment): HF word list</p> <ul style="list-style-type: none"> • Home learning for PP children with specific target. 	<p>point to note progress. Example – RWInc data – end of each half term tracks each 6-week block of intervention. ELSA provision uses in some cases Strength and difficulties questionnaire (data) or more qualitative data.</p>		<p>intervention monitoring impact.</p>
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Wider Strategies

<p>To improve mental health and well-being of pupils</p>	<p>Pupils mental health and well-being is prioritised</p> <p>ELSA trained assistants utilise strategies effectively to support pupils.</p> <p>Pupils feel safe, valued and reassured.</p>	<ul style="list-style-type: none"> • <i>Increase in pupil attendance- no evident gap between attendance of PP and non-PP pupils</i> • <i>Effective support and intervention addresses wellbeing and mental health needs of our most vulnerable pupils.</i> • <i>Pupils are confident and happy- they can all name a trusted adult they can go to</i> • <i>Opportunities for enrichment activities are developed to enhance the curriculum and boost motivation</i> • <i>Fixed term exclusions are rare.</i> 	<p>Early intervention family worker available at open morning to discuss any concerns parents may have e.g. sleep issues, transition.</p>	<p>Senior Mental Health Lead training (DFE Grant £1200). Effective ELSA support. Working alongside mental health support team (MHST)– termly planning and referrals open to identified children. MHST – accessible to parents at parent’s evening. Play leaders trained and</p>	<p>Termly meetings with our link MHST (mental health support team). Whole school approach planned as part of Mental health lead training.</p> <p>Coffee morning planned June 23 – MHST present</p>
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		<ul style="list-style-type: none"> • Mental health Team (using DfE funding)/Mental Health Support Team with parents incl. coffee mornings. • Play leaders introduced at break times. 		implemented provision at breaktimes.	
PSHE is prioritised and is taught with consistency.	Pupils receive high quality PSHE provision which ensures that they develop the knowledge and awareness of key concepts and citizenship.	<ul style="list-style-type: none"> • <i>There is consistent programme for PSHE in place.</i> • <i>PSHE is prioritised through assemblies, displays and in lessons.</i> • <i>Pupils talk confidently about their learning and understanding of areas of the PSHE curriculum which they have been taught.</i> • <i>Pupils are able to use and apply their knowledge to wider areas of the curriculum.</i> • Emotional literacy assemblies. • Learning behaviours themes taught through school values assemblies. Consolidated and reinforced in the classroom (One learning behaviour per week e.g. collaboration). 	PSHE – weekly lessons. Planned assemblies, including visits to church and visitor assemblies.	<p>Children’s mental health week.</p> <p>Weekly PSHE lessons. Assembly themes – school values.</p> <p>Behaviour monitoring and highlighting of expectations and consequences has led to children verbalising expectations and identifying which behaviours are best for learning.</p>	<p>Displays in classrooms of behaviours</p> <p>Assembly themes clearly planned and communicated in assessment and monitoring timetable.</p> <p>STEPS training – training day to ensure consistency of approach with all staff.</p>

Spending Activity this academic year

This details how we intend to spend our PP (and recovery premium funding) this academic year to address the challenges and barriers listed

Linked Priorities	Action	Rationale	Monitoring	Staff Lead	Cost (approx./proposed spending)	Review Date
Teaching	<p>Ensure that teaching and support staff have access to high quality training and development opportunities</p> <p><i>(EEF- Using the Pupil premium to improve teaching quality benefits all pupils and has a particularly positive effect on pupils eligible for the Pupil Premium)</i></p> <p><i>Tuition – using the catch up premium 2022-23 (£3,402)</i></p>	<p>Staff knowledge and skills should be developed to improve the quality of teaching and learning benefitting all learners leading to accelerated progress.</p> <p>One to one or up to one to three tuition. During Spring term to promote accelerated progress (prioritise PPG pupils).</p>	<p>Learning walks Lesson observation Work scrutiny External visits Pupil Progress meetings Governor monitoring</p>	<p>Headteacher to identify training needs of staff through appraisal and monitoring</p>	<p>£1,400</p> <p>£3,402</p>	Annually
Teaching	<p>Maintain smaller class size in KS1 and EYFS through splitting of year groups between two classes (EEF+3)</p>	<p>Provision to allow all pupils to make rapid progress from those assessed on baselines.</p>	<p>Assessment Monitoring of teaching and</p>	<p>Class teachers Assessment lead</p>	£8,000	Termly review of progress to

	Phonics EEF	Additional support within the classroom and smaller groups of children will provide greater opportunity for focused support.	learning LA Visits SEF	Headteacher		identify impact
Teaching	All Support Staff to attend inset days and relevant training	All staff are upskilled and developed to support teaching and learning in the classroom thereby improving Quality of Teaching and Learning.	Lesson observations-focus upon support staff role Staff feedback	Appraisal Leads for TAs	£2,000	5 inset days per year + additional training to meet CPD needs
Targeted Academic support	Additional staff appointed to lead phonics across EYFS and KS1 Including a member of staff assigned to deliver 1:1 tuition for PP pupils to target individual gaps in learning (EEF +4)	Pupils benefit from small groups and this will allow for pupils to be grouped appropriately according to programme assessments thereby addressing learning needs and accelerating progress. Also allows more specific and targeted tuition for RWinc	Phonics monitoring and coaching RWInc implementation Phonics tracker	English Lead SLT Class teachers	£8,000	6 weekly assessments and review of groupings and pupils identified for 1:1 tuition
Targeted Academic support	Support staff across school in KS2 to provide small group tuition/ intervention across RWM- Including Fresh Start, RWInc comprehension, Get Writing, Attack Spelling and First Class at Number/ Arithmetic, ELKLAN and ELSA training and support. (EEF +4) Social and emotional learning EEF	Where there are specific gaps in learning additional intervention will be used to target these and support pupil progress across all core areas.	Provision mapping Intervention evaluations and observations Pupil progress	SEF English and Maths Leads Class Teachers	£8,000	Review with regularity with ongoing assessment - provision maps

			ss meetings Annual report to governors			to be reviewed at least half termly
Targeted Academic support	Targeted support for emerging SLCN through ELKAN and NELI. (EEF +5)	Teachers quickly identify emerging SLCN and ensure that there is targeted intervention and support in place to address these.	Provision mapping CLL assessments Observations Pupil discussion Assessment	SENCO English Lead Class Teachers SLT	£500	Review with regularity with ongoing assessment - provision maps to be reviewed at least half termly
Wider strategies	Pupils will access a range of off-site visits to enhance learning and personal development- subsidised to ensure accessibility to all. (EEF +4)	All children are able to be involved in visits, including outdoor adventure experiences, which support their learning and provide enrichment opportunities and develop cultural capital Parents of eligible children to be given amount to pay for school trips, PP funding to cover agreed percentage.	Pupils feedback Teacher evaluation of visits Topic discussions	Class Teachers	£2,000	Enrichment visits to enhance topics across a range of subjects. KS2-1 residential per year
Wider strategies	Pupils to access a wide range of resources for academic/social and well-being.	Access to resources which will consolidate, and positively	Assessment	CT TA SEND Co	£1,135	

	Mastery Maths EEF / NCTEM / White Rose Mental Health Lead training (DFE funded – not PP) but resources following audit and action planning.	impact progress and attainment as well as mental well-being. To include adult and children play leaders.	Pupils feedback Teacher evaluation of visits Topic discussions			
		Total			£ 31.13	

Part B: Review of outcomes in the previous academic year

Ofsted Inspection Targets (2022):

- Some subject leaders are new to their roles. They have not had sufficient training and support to check the quality of the provision in their area of responsibility. Leaders should ensure that these staff receive the additional training and support required to monitor the quality of what pupils are taught in their subjects.
- In early years, leaders have not ensured that the curriculum is designed as well in the outdoor environment as in the classroom. Resources have not been as carefully selected to support children's needs. Leaders should implement their improvement plans so children have more opportunity to learn effectively when learning outside.

Attendance:

GROUP SESSION SUMMARY	10/1/2022	01/11/2022	01/12/2022	1/1/2023	01/02/2023	01/03/2023	4/1/2023
Monthly Analysis							
Whole School - Attendance	93.30%	91.50%	93.20%	92.80%	93.50%	92.86%	93.18%
Authorised Absence	5.60%	6.20%	5.80%	6.00%	5.40%	5.62%	5.25%
Unauthorised Absence	1.10%	1.20%	1.10%	1.10%	1.10%	1.52%	1.56%
PP - Attendance	87.80%	89.10%	91.50%	91.10%	91.70%	90.34%	90.43%
Authorised Absence	10.90%	9.20%	6.90%	7.10%	6.50%	6.46%	6.28%
Unauthorised Absence	1.30%	1.70%	1.60%	1.80%	1.80%	3.20%	3.28%
LAC - Attendance	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Authorised Absence							
Unauthorised Absence							
PERSISTENT ABSENCE	24.40%	23.50%	24.70%	27.10%	23.30%	26.14%	18.18%
Number of pupils on Roll	86	85	85	86	90	88	88

Attainment

Quality of Education 2021-22

EYFS GLD	85%
Y1 Phonics	45%

- Those children who did not pass the phonics screening test will retake the test in the Autumn of 2022.
- The RWI advisor will advise the Y2 children of how to track those children apply the correct interventions. The English Advisor will also be working with the Y1/2 teacher to track the progress of those children. The EYFS advisor will be working alongside the English advisor and school English subject lead to maintain the standards in attainment and progress for the current EYFS cohort as they move through Y1.

Data Headlines 2021/22

EYFS Outcomes

- 7 EYFS Pupils: 2 boys 5 girls 1 PPG
- 100% reached GLD
- When assessed using NELI 2/7 have been identified as needing more support with NELI
- 1/7 is significantly below that of her peers in literacy and new class teacher has accounted for this in provision map for next academic year
- **Yr 1 Phonics**

All (16)	43.75%
Boys (11)	45.45%
Girls (5)	40%
PPG (5)	20%
Non PPG (11)	54.54%

End of Keys Stage 1 Assessments

	Reading	Writing	Maths	Combined
All ARE+ (15)	46.66%	46.66%	46.66%	46.66%
All GDS (15)	1.3%	0%	0.6%	0%
Girls (9)	44.4%	44.4%	44.4%	44.4%
Boys (6)	50%	50%	50%	50%
PPG (5)	40%	40%	40%	40%
Non PPG (10)	50%	50%	50%	50%

End of Keys Stage 2 Assessments

	Reading	Writing	Maths	Combined
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All ARE+ (18)	33.3%	38.8%	33.3%	27.8%
All ARE+ (16)*	37.5%		37.5%	31.25%
Girls (8)	25%	50%	25%	25%
Boys (10)	40%	30%	40%	30%
PPG (7)	14.3%	14.3%	14.3%	14.3%
Non PPG (11)	45.5%	54.5%	45.5%	45.5%

*Minus 2 children absent during SATs

PP Data - Spring 2023 Data.

(Please note children new to school are not yet included in this data).

% of PP children on track or not on track to reach At Age related expectations.

	Reading		Writing		Maths	
	On track.	not on tr	On track	not on tr	On track.	not on tr
EYFS (1 pupil)		100%		100%		100%
Year 1 (1 pupil)	100%		100%		100%	
Year 2 (4 pupils)	50%	50%	50%	50%	50%	50%
Year 3 (3 pupils)	33.3%	66.6%	33.3%	66.6%	33.3%	66.6%
Year 4 (7 pupils)	42.9%	57.1%	42.9%	57.1%	71.4%	28.6%
Year 5 (3 pupils)	66.6%	33.3%	66.6%	33.3%	66.6%	33.3%
Year 6 (9 pupils)	33.3%	66.6%	33.3%	66.6%	44.4%	55.6%

Of those children entitled to PP funding:

EYFS			SUMMER
not on track			2023
Reading	Writing	Maths	Combine d
100%			
100.0		100.0	
	100.0		100.0
40	40	40	40
60	60	60	60

Y3			
20	20	40	20
80	80	60	80
Y4			
37.5	37.5	62.5	37.5
62.5	62.5	42.85714 286	62.5
Y5			
66.7	66.7	66.7	66.7
33.3	33.3	33.3	33.3
Y6			
44.4	44.4	33.3	33.3
55.6	55.6	66.7	66.7

% year group on track (at age expected)			
EYFS			
33			
Reading	Writing	Maths	Combine d
Y1			
71	43	71	43
Y2			
67	67	67	60
Y3			
47	47	53	47
Y4			
57	57	71	57
Y5			
60	40	40	40
Y6			
57	57	64	47

Externally provided programmes

Listed below are the names of any non-DfE programmes that we have purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
n/a	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our pupil premium strategy will be implemented by additional activities that are not funded by pupil premium or recovery premium. This will include: offering parental support from our education support family advisor and mental health support team e.g. attendance at whole school events, emails and information offering support, family work.

We have also applied for the DFE grant of £1200 to support the training of the SENCO and PP lead as Mental Health Lead (Donna Suttle).

Using evidence from EEF – much is being researched as part of the research of the SENCO for the National SENCO award, it is also very relevant to our PP strategy.

Written by Donna Suttle November 2022.

Reviewed

Dec 22,

April 23

July 23