



Pupil Premium Report

September 2022/2023

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	FSM 10.6% (25 children) Service 1.3% (3 children) 1 PLA 0.4% (1 child)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23-2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Joanne O'Connor
Pupil premium lead	Joanne O'Connor
Governor lead	Katy Chedzy

Funding overview 2022/2023

Detail	Amount
Pupil premium funding allocation this academic year	£37,995
Recovery premium funding allocation this academic year	£0
Pupil premium	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£37,995

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2022/2023:

- £1,385 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £320 per service pupil eligible in the last 6 years.
- £2,410 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order.

Rationale for Pupil Premium Spending 2022-2024

- To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, (see Teaching and Learning Policy), supported by use of additional, delegated funding as appropriate.
- To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- Pay for swimming, after school clubs and school trips so that the children can fully participate without additional pressure placed on families, and therefore raise their self- esteem and life experiences.
- Give opportunity to access other agencies such as Play Therapy/OT/Speech Therapy when necessary.
- To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under- performance is evident.

Strategy for the school's use of Pupil Premium Grant

The funding received from PPG will be used under the direct strategic leadership of the Headteacher to ensure pupils are identified promptly and appropriate support put in

place. Additional responsibilities:

Senior Administrative Officer:

- Monitor delegation of funding for pupil premium
- Provide information on allocation for pupil premium funding through monthly reports to governors.

Class teachers:

- Identify and list pupils in each class
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Use monthly Spot Check pro-forma to report monthly to Headteacher any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage
- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for pupil premium
- Attend training to further develop quality first teaching.

Governors:

Governors review and monitor the impact of pupil premium funding. They receive a written report of PP spending at each Governors meeting in the Headteacher's report.

Progress and impact of pupil premium funding on attainment are monitored by the Governor Data Committee who meet at two milestone points during the school year.

Key Principles

We provide a culture where:

- We deliver a mastery curriculum where all children can achieve
- We believe children's emotional well-being is a pre-cursor to academic achievement
- Underperformance is challenged and interventions are planned to overcome barriers
- A growth mindset is vital to enable children to become 'Visible learners'
- Staff are involved in the analysis of data so they are fully aware of the strengths and weaknesses across the school
- A wide range of data is used- achievement data, pupil's work, observations, learning walks, staff, parent and pupil voice
- Quality First Teaching is expected at all times so that all children receive at least good teaching, with increasing evidence of outstanding teaching
- LSAs are supported by teachers and the SENCo to deliver interventions that have a measurable impact from relative starting points.
- We will work with other agencies to bring in additional expertise
- Regular feedback about performance is given to parents with the opportunity for teachers to meet with parents more frequently if required.

Challenges

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

Challenge number	Detail of challenge <i>based on assessments, observations and discussions with pupils and parents</i>
1	Some PP children enter school with underdeveloped characteristics of key learning behaviours including curiosity and willingness to 'have a go'. This impacts all areas of the curriculum in EYFS and KS1.
2	Some PP children require social and emotional support and this can impact on behaviour and attitudes towards learning. This can negatively impact their development as readers (phonics and comprehension), writers (including poor fine motor control) and mathematicians.
3	Some PP children enter school with low prior attainment resulting in gaps in key skills in oral language development and vocabulary gaps.
4	Some PP children's home learning environments lack support for children's homework/school activities and events and provide limited enrichment opportunities outside school.
5	Some parents are reluctant to seek support from school, Family Support Services (FSS) or Parent Support Advisor (PSA).
6	Some PP children have poor parental support around reading at home and practising basic maths skills.
7	Some PP children have low attendance which impacts their life chances.

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
Children will be socially and emotionally ready for learning through the development of growth mindset/visible learner approach in KS1 and characteristics of learning in EY.	PP children will feel safe, secure and understand their emotions at an age appropriate level, therefore able to join in learning. PP children attend school clubs enabling them to develop their social and emotional intelligence including access to cultural capital (trips/theatre visits etc.)
Higher rates of progress from relative starting points for pupils with lower prior attainment in reading, writing and maths	% PP children achieve ARE/ARE+ in reading, writing and maths at the end of KS1. % PP children who pass the phonics screening in Year 1 will be in line with all pupils.

	Targeted support will be available to meet specific barriers to learning.
Strong parental support and engagement with school.	PP children read regularly at home and complete homework tasks. Parents attend school meetings/events. Parents feel confident to seek support when required from school or external agencies such as FSS or PSE. Parents understand that low attendance will be challenged.
All children will receive Quality First Teaching and interventions led by trained teachers/staff Emotional wellbeing supported through My Happy Mind and ELSA Strong parental support and engagement with school	Barriers are quickly identified and appropriate interventions enable children to make progress at least relative to their starting points. Children will learn how to recognise and manage their wellbeing.

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)

Budgeted cost: £0 school uses Primary Behaviour Support Service

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD What are behaviours telling us? Strategies shared with parents so shared approach from school and home	Maslow's hierarchy of needs indicates that if children's are not met they will not make progress.	All

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

Budgeted cost: £23113.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 interventions with LSAs,	EEF Toolkit evidence states that small group tuition has moderate impact for	1 2 3 4 6

planned and impact measured by class teachers, SENCo and SMT. Support for reading, phonics, handwriting and maths. Individual BRP intervention	low cost (+4 months) School evidence is measured in monthly spotcheck analysed by SMT and SENCo.	
Speech & Language Therapy from professional agency £6581.22	EHCP	2 3 4 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8299.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
My Happy Mind £1998 and ELSA £4002	Maslow's hierarchy of needs. EEF recommendation Improving Social and Emotional Learning in School links to positive outcomes in later life.	1 2
Parent Support Advisor £866.99	Following guidance from Hampshire Safeguarding Children Partnership (HSCP) Threshold Chart	5 6 7
Funding Support for families: Milk £504 After school/holiday clubs £426 Trips and events £503	As above 100% of children enjoy coming to school and have equal access to all learning and social opportunities, develop their self-esteem and grow in confidence	All

Total budgeted cost: £37995

Part B: Review of the previous academic year 2021-2022

Pupil premium strategy outcomes

Intention	Implementation	Impact	Cost																																																																																
Children will be socially and emotionally ready for learning through the development of growth mindset/visible learner approach in KS1 and characteristics of learning in EY	<p>Quality First Teaching</p> <p>ELSA Support</p> <ul style="list-style-type: none"> ➤ Small group ➤ 1:1 • <p>My Happy Mind</p> <p>Parent Support Advisor</p>	<p>END OF YEAR 2021/2022</p> <p>Y2 10 children</p> <table border="1"> <thead> <tr> <th></th> <th>%EXS+</th> <th>%GD</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>80%</td> <td>30%</td> </tr> <tr> <td>W</td> <td>60%</td> <td>0</td> </tr> <tr> <td>M</td> <td>80%</td> <td>0</td> </tr> </tbody> </table> <p>Y1 14 children</p> <table border="1"> <thead> <tr> <th></th> <th>%EXS+</th> <th>%GD</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>38%</td> <td>13%</td> </tr> <tr> <td>W</td> <td>29%</td> <td>0</td> </tr> <tr> <td>M</td> <td>43%</td> <td>0</td> </tr> </tbody> </table>		%EXS+	%GD	R	80%	30%	W	60%	0	M	80%	0		%EXS+	%GD	R	38%	13%	W	29%	0	M	43%	0	<p>4002.00 ELSA</p> <p>2215.00</p> <p>863.43</p>																																																								
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<p>Enrichment Opportunities to develop self esteem:</p> <ul style="list-style-type: none"> • Clubs- only resumed post lockdown • Special events 	<p>Children attended 9 after school sessions:</p> <p>Multiskills</p> <ul style="list-style-type: none"> ➤ 1 child to attend 2 holiday clubs <p>Events</p>	<p>100% of pupils enjoy coming to school, have equal access to all learning opportunities, develop their self-esteem and grow in confidence.</p>	<p>426.00 CLUBS</p> <p>407.34 EVENTS</p>																																																																																

	<ul style="list-style-type: none"> ➤ 28 children panto ➤ 3 children Miller's Ark ➤ 28 children Dance workshop 		
Milk	13 pupils	Children are able to access a valuable source of nourishment enabling them to thrive.	503.28
PLAC and PP child	<ul style="list-style-type: none"> ➤ 1:1 Speech Therapy sessions 	On track and achieved ARE at end of 20	1961.75
Taxi	May-July 2021	Medical Needs	1228.50
TRAINING and updates	Safeguarding	Children will be safeguarded	793.00
TOTAL			£31,210

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NA	

Service pupil premium funding (optional)

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

Measure	Details	Impact
How did you spend your service pupil premium last academic year (1 child)	See above	GD in reading, writing and maths