



Number of Pupils and Pupil Premium Grant Received	
Academic Year	2021-22
Number of pupils on roll (October 1st. 2020 census)	111
Number of pupils eligible for pupil premium funding this Academic Year	9
Amount of Pupil Premium Grant received @ Aut 2021	£15,795
Amount of Pupil Premium Grant brought forwards	£5,895
Total amount of Pupil Premium Grant available	£21,690
Date of most recent internal PP review	September 2021
Date of next internal review of this strategy	September 2022

Summary of the barriers faced by eligible pupils
<p>1. A number of our disadvantaged children are vulnerable in terms of their social and emotional wellbeing, which also impacts on their engagement and readiness to learn.</p> <p>Some pupils struggle to make and maintain friendships; some need support to work effectively with others; some struggle emotionally as a result of external factors which can lead to reduction in concentration and readiness to learn; some pupils have low self esteem and fixed mindsets leading to low ambition. Education may be a low priority in the home, leading to lack of encouragement and development; behaviour regimes lack consistency in the home so that pupils behaviour can need support. Post-pandemic, our disadvantaged children have often needed more support to build stamina for learning and to make positive relationships.</p>
<p>2. Speech and language skills and understanding of our disadvantaged children are often less well developed than for other children in school. The pandemic has further impacted on this.</p>
<p>3. Fine and Gross motor skills of some our disadvantaged children in KS1 are less well developed.</p>
<p>4. A number of our disadvantaged children are working below age related expectations in Reading, Writing and Maths. Some pupils lack resilience required to persevere when learning tasks are difficult; some pupils have SEND and require individual support to make progress. The pandemic had further impacted.</p>
<p>5. A number of our disadvantaged children have not had experience of enriching and engaging opportunities outside of school and may not have access to the same support and resources to support learning and wellbeing.</p>

Outcomes		
Desired outcomes and how they will be measured		Success Criteria
1.	Stronger emotional resilience and raised self-esteem and wellbeing for all disadvantaged pupils	-Emotional wellbeing, social skills, behaviour and mental health of pupils is supported -Targeted pupils experience raised self-esteem -Enhanced readiness to learn, which impacts on progress and attainment - Families are supported to build positive parenting skills and to work with school to raise aspiration for their children -Staff expertise in supporting through intervention is enhanced, leading to raised progress and attainment
2.	Speech and language skills improve leading to improved understanding and social interaction for targeted KS1 pupils	-Speech sounds in targeted children are better developed - receptive and expressive language skills improved -social interaction supported
3.	Improved fine and gross motor skills to support co-ordination and handwriting	-Targeted pupils demonstrate stronger co-ordination -Targeted pupils demonstrate improved fine motor skills including development of handwriting
4.	Interventions to support accelerated progress towards age related expectations in core subjects for targeted children	- Targeted intervention for disadvantaged pupils leads to raised attainment - overlearning and pre-teaching strategies support targeted children to retain learning and apply in new situations -Closer tracking of all disadvantaged pupils
5.	Equal access to enriching experiences for all children	-Equality of access to experiences which enhance learning raises engagement and readiness to learn

Planned Expenditure					
Academic Year		21-22			
Targeted Support					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review?
1.	Early intervention practitioner employed to work with children and families and to include training and supervision	-Emotional wellbeing, social skills, behaviour, mental health of pupils is supported- raised self-esteem - enhancing readiness to learn – impacts on progress and attainment - Families supported to build positive parenting skills and to work with school to raise aspiration for their children -staff expertise in supporting through intervention is enhanced, leading to raised progress and attainment	Regular meetings with HT to review programmes. Feedback from class staff and parents on wellbeing of child and engagement.  Progress data reflects raised engagement	JS	Half termly or as need arises

	of EFA school-based staff	<i>Evidence base: EEF Toolkit (mentoring +2 months for disadvantaged pupils) NFER Report (meeting individual needs)</i>			
Targeted Support					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review?
1.	Emotional Supporter staff @ 1 afternoon to supplement the work done with	<b>As above</b>	As above	MM JS	As above

Planned Expenditure					
Academic Year		21-22			
Targeted Support					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review?
1.	Forest School sessions for all children in school introduced Summer 21 post lockdown	<p>Following lockdown and the pandemic, we have been looking at ways to boost wellbeing, stamina and resilience – and Forest School has a proven positive outcome in these areas. A % pf costs has been met through PPG, as it will support disadvantaged children significantly.</p> <p><i>Forestresearch.gov.uk</i> <i>Evaluation suggests Forest Schools make a difference in the following ways:</i></p> <p><b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence <b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play <b>Communication:</b> language development was prompted by the children’s sensory experiences <b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time <b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills <b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment</p>	<p>Regular meetings with HT to review programmes. Feedback from class staff and parents on wellbeing of child and engagement.</p> <p>Progress data reflects raised engagement</p>	JS	Half termly or as need arises

Targeted Support					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review?
2.	'Let's Talk' Speech and Language provision – Jane McKean.	Targeted children in KS1 are supported to develop all aspects of speech and language, which also supports social interaction- and therefore engagement in learning and improved self esteem <i>Evidence Base: EEF Toolkit (Oral Language Intervention +5months), NFER Report (meeting individual learning needs)</i>	Programmes are reviewed regularly and SMART targets measured All class adults and SENCo work from programme to support Regular support from Let's Talk	Jane McKean (SALT) JS – SENCo Class adults	Half termly

Targeted Support					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review?
2.	Bespoke Speech and Language support - KS1 'Talk Boost' intervention – LM	School based bespoke support which builds on intervention above - Targeted children in KS1 are supported to develop all aspects of speech and language, which also supports social interaction- and therefore engagement in learning and improved self esteem <i>Evidence Base: EEF Toolkit (Oral Language Intervention +5months), NFER Report (meeting individual learning needs)</i>	Programmes are reviewed regularly and SMART targets measured	LM SENCo	Half termly

Targeted Support					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review the action?
3.	1:1 gym trail sessions to improve fine and gross motor skills to support co-ordination and handwriting	-Targeted children in KS1 build gross and fine motor skills and co-ordination to support them to be ready for writing	Regular review of programmes linked to OT support	SL JS MP	Half termly

Targeted Support					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review?
4.	<p>1:1 tuition for PPG pupils 2 hours weekly</p> <p>1 x morning session x Autumn and Spring Term to support KS2 SATS PPG</p> <p>Small group spelling support KS1</p> <p>Purchase of phonics package</p>	<p>Focused and targeted intervention to develop RWM skills for PPG – both SEN and MA</p> <p><i>EEF Toolkit (One to one tuition Intervention +5months)</i></p> <p><i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</i></p> <p><i>EEF Toolkit</i></p>	<p>Planning for interventions carefully monitored and recorded</p> <p>SMART targeting</p> <p>Progress in RWM is monitored to assess impact</p> <p>Book dips</p> <p>Lesson drop ins</p>	<p>JS</p> <p>SD</p> <p>KR</p> <p>PH</p> <p>All KS1 staff</p>	<p>After interventions</p> <p>Half termly progress meetings</p>

Targeted Support					
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How we will ensure it is implemented well	Staff Lead	When we will review?
5.	Ensure all children have equal access to enriching experiences by supporting costs and expenses	Equal access to enriching experiences for all children	Check that all disadvantaged children have same access to trips, experiences, uniform, kit etc	JS	As needed

Detailed breakdown of costs of each strategy/intervention is kept within school

Review of Expenditure			
Academic Year		2020-21	
Quality of Teaching for All			
Action	Intended Outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons Learned (will this approach be continued)
FAST team subscription – which includes training and supervision of EFA school based staff	Emotional wellbeing, social skills, behaviour, mental health of pupils is supported- raised self-esteem - enhancing readiness to learn – impacts on progress and attainment	FAST team have supported all PPG children and others during this period. Support varied- working directly with children, supervision for school staff working with children and direct support with parents and carers. This is highly effective support led to improved	<p>This is a successful intervention that will continue into next year.</p> <p>Through lockdown, this has been an important strategy for support for families and children and for reintegration</p>

	- Families supported to build positive parenting skills and to work with school to raise aspiration for their children -staff expertise in supporting through intervention is enhanced, leading to raised progress and attainment	self-esteem, behaviour, self-regulation, improved engagement and aspiration. Parents and carers well supported with some challenging situations, which has in turn supported children to be more settled and ready for learning. Highly successful in supporting children to be ready for learning – and therefore had a role in accelerating progress.	and recovery curriculum  Look at further ways to promote liaison with families
Emotional Supporter staff @ 1 afternoon to supplement the work done with FAST	As above		This is a successful intervention that will continue into next year.
1:1 tuition for PPG pupils 2 hours weekly  1 x morning session x Spring Term to support KS2 SATS PPG	Focused and targeted intervention to develop RWM skills for PPG – both SEN and MA  PPG children in KS1 receive intensive support while EHCP funding for significant additional needs is sought	This was budgeted for, but because of Covid lockdown and need to limit bubble mixing in Autumn term, it did not take place.  No SATS 2021	This will be an intervention that is reinstated next year.
<b>Targeted Support</b>			
Action	Intended Outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons Learned (will this approach be continued)
'Let's Talk' Speech and Language provision – Jane McKean.	Targeted children in KS1 are supported to develop all aspects of speech and language, which also supports social interaction- and therefore engagement in learning and improved self esteem	Invaluable support for the growing number of children with SpL delay. Children with PPG and others are well supported by this provision and making good progress. Talk Boost has supported KS1 pupils with PPG entitlement to build receptive and expressive language skills. This impacts on ability for children to take a more active part in their learning – because they can understand, ask and answer questions and take more responsibility for their learning.	This is a successful intervention that will continue into next year – increased budget has allowed support to extend, which will support more extensively and provide CPD for staff.
Bespoke Speech and Language support - KS1 'Talk Boost' intervention	School based bespoke support which builds on intervention above  - Targeted children in KS1 are supported to develop all aspects of speech and language, which also supports social interaction- and therefore engagement in learning and improved self esteem		
1:1 gym trail sessions to improve fine and gross motor skills to support co-ordination and handwriting	Targeted children in KS1 build gross and fine motor skills and co-ordination to support them to be ready for writing	This intervention has supported some of our children to be more confident learners using both fine and gross motor skills. This has impacted on their readiness to engage and therefore has supported progress.	This was very successful, meeting the criteria, but also giving the opportunity to develop positive relationships with key adult and supporting self esteem and confidence.

Other Approaches			
Action	Intended Outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons Learned (will this approach be continued)
Ensure all children have equal access to enriching experiences by supporting costs and expenses	Equal access to enriching experiences for all children	Funding this term has been used to provide access to school trips, which has supported children to feel integrated – leading to improved self-esteem.	This is a successful intervention that will continue into next year

### Academic Impact

	No. Pupils	Prior Expected+	% ARE+ Maths	% GD Maths	% Making at Least Expected Progress	% ARE+ Reading	% GD Reading	% Making at Least Expected Progress	% ARE+ Writing	% GD Writing	% Making at Least Expected Progress	% ARE+ Combined M,R,W	% GD Combined M,R,W
Year 6	3	66.7%	66.7%	0%	33.3	66.7%	0%	33.3	66.7%	0%	33.3	66.7%	0%
Year 5	1	0%	100%	0%	100	0%	0%	100	0%	0%	100	0%	0%
Year 4	2	0%	50%	0%	50	50%	0%	50	0%	0%	50	0%	0%
Year 3	3	0%	0%	0%		0%	0%		0%	0%		0%	0%
Year 2	1	0%	100%	0%	100	0%	0%	0	0%	0%	0	0%	0%
Year 1	1	0%	100%	0%	100	0%	0%	0	0%	0%		0%	0%

### Results end of summer 2021- Disadvantaged pupils Y1-6