

3 YEAR PUPIL PREMIUM STRATEGIC PLAN

Organisation

The Pupil Premium Strategic Plan is organised into 3 sections and based on the long-term approach to Pupil Premium planning recommended by the DfE and the Education Endowment Foundation (EEF).

Section	Focus	Contents
Section 1	School context & approach to the PPG	Philosophy, school context & barriers to learning, implementation, review and accountability
Section 2	Long term (3 year) overview (2020 – 2023)	Setting long term goals to reflect the school context
Section 3	Academic Year Action Plan & Impact Statement	Action plan for the current academic year, funding and evaluation of impact

SECTION 1

SCHOOL CONTEXT & APPROACH TO THE PUPIL PREMIUM GRANT (PPG)

PHILOSOPHY & PRACTICE

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy which is fully aligned to our School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, which effectively coordinate use of Pupil Premium and wider school improvement strategies for maximum impact on pupil outcomes.

We build our practice around the 7 areas of principle (below) and have adopted the Education Endowment Foundation (EEF) recommended ‘tiered’ approach to define our priorities and ensure balance. Our tiered approach comprises three categories: **Teaching, Targeted Academic Support & Wider Strategies**.

Area of Principles	School Practice
<p>Whole-school ethos of attainment for all</p>	<ul style="list-style-type: none"> • We actively ensure that teaching and learning opportunities meet the needs of pupils eligible for Pupil Premium. We do this by really getting to know each pupil as an individual, understanding their unique context and learning needs. We seek to build on their interests and strengths. • We ensure that appropriate provision is made for pupils eligible for Pupil Premium. As a school community we actively prioritise the needs of any pupil facing challenging circumstances. We work together to ensure each pupil is assessed and actively pursue positive outcomes for each individual person. • Pupil Progress meetings provide focus for regular discussions about this group of pupils. • We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. • Pupil Premium funding is ‘pooled’ for maximum benefit to the greatest number of children. It is allocated following a needs analysis which identifies priority classes, groups or individuals. • All our work through the Pupil Premium is aimed at accelerating progress, reducing any gaps and improving the personal development of pupils. Pupil Progress meetings provide focus for regular discussions about this group of pupils as does the monitoring work carried out by our named Governor for disadvantaged learners. • We focus on the qualitative aspects for PP children including all things that cannot be measured.
<p>Addressing behaviour and attendance</p>	<ul style="list-style-type: none"> • We ensure effective behaviour strategies are in place • We respond quickly to poor attendance and work with families to improve the situation

	<ul style="list-style-type: none"> We provide strong social and emotional support, including working closely with families through our parent Support Advisor
High quality teaching for all	<ul style="list-style-type: none"> We aim to deliver 'quality first teaching' and provide consistently high standards across the school by setting expectations, monitoring performance and sharing best practice Interventions are delivered by Teachers and Teaching Assistants
Meeting individual learning needs	<p>We:-</p> <ul style="list-style-type: none"> identify each pupil's challenges and interests. Seek the best strategies to help each pupil make the next step in his or her learning. Provide individual support for specific learning needs and group support for pupils with similar needs. Provide social and emotional support regularly for all children where appropriate
Deploying staff effectively	<ul style="list-style-type: none"> We aim to devolve responsibility to frontline staff, use our best teachers to work with pupils who need the most support and train Teaching Assistants to effectively support pupils' learning
Impact driven and responsive to evidence	<ul style="list-style-type: none"> Using both, qualitative and quantitative data effectively, and other evidence, to identify pupils' learning needs, ensures that reviewing progress regularly addresses underperformance and need in a timely manner. Having manageable Assessment for Learning systems, provide clear feedback for pupils. Use evidence and evaluations to make decisions about further support strategies.
Ambitious leadership	<ul style="list-style-type: none"> We have high aspirations and lead by example. We hold all staff accountable for raising attainment and do not accept low aspirations and variable performance. We use best practice within, and beyond, the school and invest in staff training regularly. There is a clear ethos for all to achieve

The following tables support understanding of our school context and are used to identify areas of strength and development (long, medium and short term)

OVERVIEW OF SCHOOL CONTEXT														
Characteristic	EYFS PP	EYFS non-PP	Year 1 PP	Year 1 non-PP	Year 2 PP	Year 2 non-PP	Year 3 PP	Year 3 non-PP	Year 4 PP	Year 4 non-PP	Year 5 PP	Year 5 non-PP	Year 6 PP	Year 6 non-PP
Year Group	2	28	4	25	1	28	5	25	5	25	5	27	6	24

	7%	93%	14%	86%	3%	97%	17%	83%	17%	83%	16%	84%	20%	80%
Boys	0 0%	13 43%	1 3%	12 41%	0 0%	17 59%	2 7%	10 33%	2 7%	12 40%	2 6%	11 34%	5 17%	10 33%
Girls	2 7%	15 50%	3 9%	13 44%	1 3%	11 38%	3 10%	15 50%	3 10%	13 43%	3 9%	16 50%	1 3%	1 47%
SEN Support	1 3%	2 7%	0 0%	1 3%	0 0%	2 7%	2 7%	0	2 7%	2 7%	0 0%	5 16%	2 7%	2 7%
EHC Plan	0 0%	0 0%	0 0%	0 0%	0 0%	1 3%	0 0%	3 10%	0 0%	1 3%	0 0%	0 0%	0 0%	1 3%
EAL	0 0%	4 13%	0 0%	2 7%	0 0%	2 7%	1 3%	4 13%	0 0%	5 17%	1 3%	4 13%	0 0%	4 13%

ASSESSMENT DATA

EARLY YEARS FOUNDATION STAGE (EYFS)							
	All pupils 30	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium	National average	PP data from previous 3 years		
					2017 - 18	2018 - 19	2019 - 2020
Good Level of Development (GLoD)	21 (70)	1	29	72	70	76	
Reading	23 - 76	100					

Writing	18 – 59%	0					
Number	25 - 80	100					
Shape	25 - 80	100					

YEAR 1 PHONICS SCREENING CHECK						
All pupils Number (%)	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium	National average	PP data from previous 3 years		
				2017-18	2018-19	2019-20
29	5	24	82	93	93	

END OF KEY STAGE ONE (KS1)							
	All pupils	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium	National average	PP data from previous 3 years		
					2017 - 18	2018 - 19	2019 - 20
% achieving expected standard or above in Reading, Writing and Maths	21 (69%)	1 (100%)	20	65	71	70	
% making expected progress in Reading					77	83	

% making expected progress in Writing					71	73	
% making expected progress in Maths					81	80	

END OF KEY STAGE TWO (KS2)							
	All pupils	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium	National average	PP data from previous 3 years		
					2017 - 18	2018 - 19	2019 - 20
% achieving expected standard or above in Reading, Writing and Maths	67%	7%	60%	65%	65	71	
% making expected progress in Reading	74%	100%	58%		76	71	
% making expected progress in Writing	74%	100%	58%		83	87	
% making expected progress in Maths	74%	100%	58%		69	90	

ATTENDANCE							
	All pupils	Pupils eligible for PP	Pupil not eligible for PP	National average (2018/2019)	Data from previous 3 years		
					2017-18	2018-19	2019-20
Overall Attendance				96	95.8	95.8	90.2
Overall Absence				4	4.2	4.2	9.8

Unauthorised absence				1.1	0.8	0.9	
Persistent absentees	<i>Criteria needed?</i>			8.2			

BEHAVIOUR

	All pupils	Pupils eligible for PP	Pupils not eligible for PP	National average 2018/2019			Data from previous 3 years		
				All	PP	Non-PP	2017-18	2018-19	2019-20
% Permanent Exclusions	0	0	0	0.1	0.27	0.06	0	0	0
% Fixed Term Exclusions	0	0	0	5.36	13.76	3.83	0	0	0

SAFEGUARDING

	All pupils	Pupils eligible for PP	Pupils not eligible for PP	Data from previous 3 years		
				2017-18	2018-19	2019-20
Number of Referrals				0	0	0
% Child Protection (CP)						
% Child in Need (CiN)				1	1	1

% LAC				0 +3	0 +4	2 +4
% Early Help				0	0	0

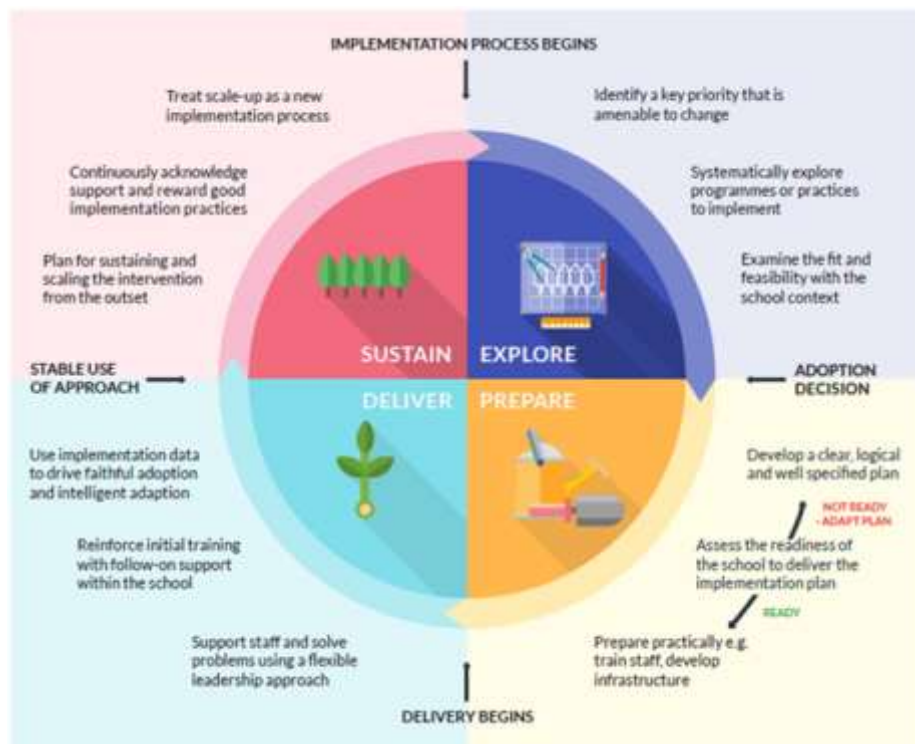
SUMMARY OVERVIEW OF SCHOOL BARRIERS (ACADEMIC & NON-ACADEMIC) IDENTIFIED TO ADDRESS THROUGH THE PUPIL PREMIUM GRANT (PPG)

- A number of pupils eligible for PP also have significant SEND. This impacts on attainment across all areas.
- Levels of resilience lower in some pupils eligible for PP. This impacts on attainment and ability to 'perform well' in a test situation
- Gaps in learning in some pupils eligible for PP.
- Whilst Personal Development outcomes are 'good', a significant number of pupils lack self-esteem and the resilience to approach pressured situations, such as tests.

External barriers (issues which also require action outside school, such as low attendance rates)

- Some pupils eligible for PP not able to access suitable resources and space to complete their home-learning
- Attendance rates for a small number of pupils eligible for PP reduces school hours and causes gaps in learning.
- Some pupils eligible for PP not able to fund trips and After School Clubs
- Lack of parental support re homework and daily reading etc.

IMPLEMENTATION PROCESS



We believe in selecting a small number of priorities and giving them the best chance of success. We use the EEF Implementation Process Wheel to support and inform the development of our strategic Pupil Premium plans. In our implementation, we will:

Explore: what problems are we seeking to solve in the academic year? Are there adequate solutions, in the form of evidence-informed practices or programmes?

Prepare: do we have a clear, logical and well-specified plan? Do staff fully understand what is being implemented and how? What is the readiness of the school and staff to undertake these changes?

Deliver: how best can staff best deliver upon new approaches? Are there mechanisms in place to improve their use over time? Can we reinforce our approaches with initial training and continuous wrap around support?

Sustain: how do we best maintain new practices, for both staff and pupils, across a full academic year? How we will nurture motivation and ensure that we acknowledge and support good practice?

OUR REVIEW PROCESS

We believe in evidence-based interventions and learning from our experiences, which is why we carry out termly Pupil Premium progress review meetings, and on-going checks during interventions to ensure clear progress from a pupil's baseline and towards end of year objectives. To ensure our approach is effective, we will cease or amend any interventions that are not having the intended impact. A detailed summary of evaluation of all interventions is reported to the Governors at the end of Aut/ Spr/Sum. The progress of pupils in receipt of the PPG is regularly discussed (termly) with teachers at pupil progress review meetings. At the end of full term, we fully evaluate the impact of all our actions and strategies on pupil outcomes and use this information to inform next steps.

<i>The impact of the action/intervention is:</i>	<i>Far above expectations</i>		<i>Above expectations</i>	x	<i>As expected</i>		<i>Below expectations</i>		<i>Far below expectations</i>	
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ACCOUNTABILITY

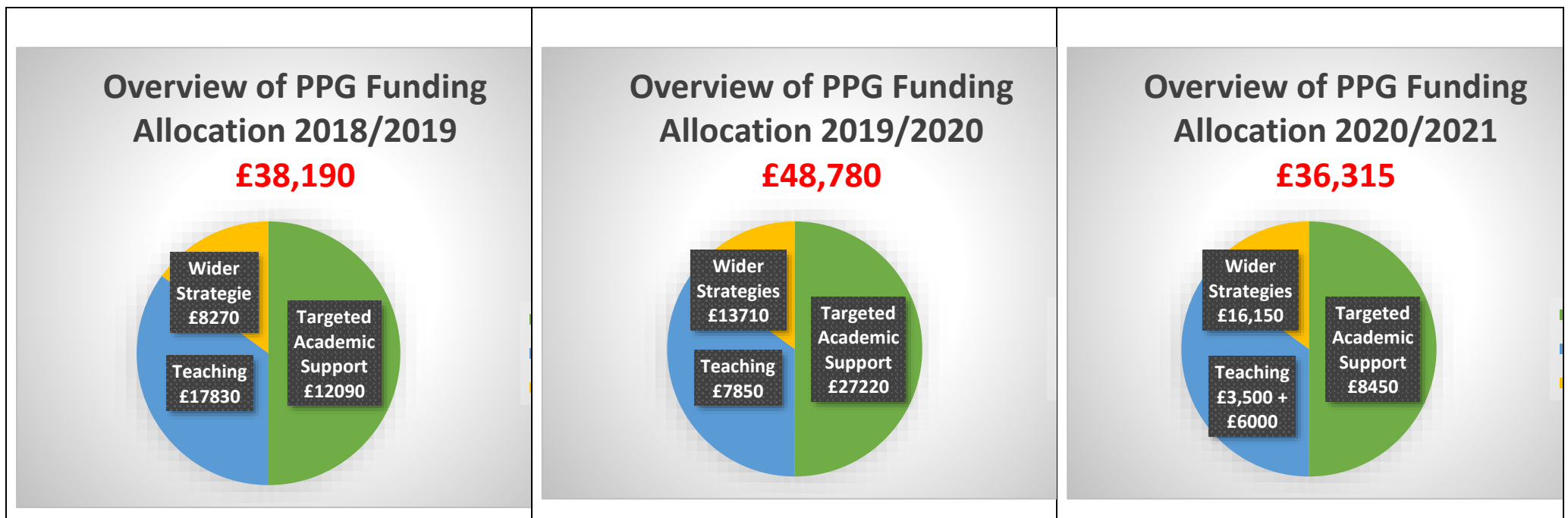
The Local Governing Body has an allocated Governor with oversight of the impact of the Pupil Premium Grant (PPG) and outcomes for pupils. Governors scrutinise the school's strategy for using the Pupil Premium Grant on an annual basis as well as monitoring the attainment and progress of disadvantaged pupils during the course of any academic year. They receive a termly report on qualitative and quantitative data on all PP children as well as an evaluation of the interventions that are used to support these children.

The Headteacher and Pupil Premium Leader is accountable for securing high standards and positive outcomes for all pupils in receipt of the PPG and, often, Performance Management for all school staff reflects this priority.

Ofsted inspection reports on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school annually publishes its evaluation of the strategy for using the Pupil Premium Grant (PPG) and for the current academic year on the school website.



FUNDIN

SECTION 2: LONG TERM (3 YEAR) OVERVIEW

SETTING THE PRIORITIES

Setting priorities is key to maximising the use of the PPG. Our long term priorities are identified in our 3 year strategic overview and progress towards them outlined in a detailed action plan relevant to each academic year (see Section 3). When establishing our priorities, we draw on research and evidence to understand strategies that will have maximum impact on pupil outcomes and relate them to the EEF tiered approach.

HEADLINE AREAS FOR DEVELOPMENT 2020 – 2023		
PP AREA FOR DEVELOPMENT (2020 – 2023)	TIERED FOCUS AREA, RESEARCH & EVIDENCE	PP DESIRED OUTCOME
1 To Raise standards at KS2 to at least the same attainment levels as non-PP pupils for PP pupils without SEND.	Teaching & Targeted Academic Support Small group tuition +4 months 1:1 tuition +5 months	By the end of KS2, >90% pupils achieving the expected standard or better in Reading, Writing and Maths
2 To ensure that PP pupils with SEND make good progress	Teaching & Targeted Academic Support	All pupils and all cohorts make good progress year on year and from their starting points
3 To Raise standards in Phonics and Reading for PP pupils in line with non-PP pupils.	Teaching & Targeted Academic Support Reading Comprehension strategies +6 months Early Years interventions +5 months	All pupils able to read fluently <ul style="list-style-type: none"> • 85% or better pass the phonics test in Year 1 • 85% of pupils achieve the expected standard or above by the end of KS1 • >85% of pupils achieve the expected standard or above by the end of KS1
4 To continue to reduce the gap in attainment between PP and All children in all subjects	Evaluation of Attainment data Targeted year groups & individuals ARE sheets - evaluation	Gap for each year group is + Individual provision demonstrates impact Progress gap data is +
5 To improve attendance and punctuality for pupils eligible for PP	Wider Strategies	No gap between FSM and all pupils' attendance with all >national

		Social and emotional learning +4	
6	To establish a clear culture for positive behaviour safeguarding and well-being	Wider Strategies Social and emotional learning +4	Resilience and PSED progress and outcomes improve and impact on attainment.

SECTION 3: ACADEMIC YEAR 2020/2021 ACTION PLAN & IMPACT STATEMENT



Areas for development reflect the EEF tiered model approach and support achievement of the school 3 year strategically planned outcomes:

Tier 1 Teaching: Objectives that ensure effective teaching in every class and support teachers to keep getting better (Professional development; Training; Support for Early Career teachers; Recruitment and retention)

Tier 2 Targeted Academic Support: Objectives that link interventions to support classroom teaching, and includes teachers and Teaching Assistants (Structured interventions; Small group tuition; 1:1 support)

Tier 3 Wider Strategies: Objectives that relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. Linked to the needs of the community (Behaviour strategies; Breakfast Club; Increasing attendance)

LINKED TO 3 YEAR STRATEGIC OUTCOME:		<p>Area 1 : Raise standards at KS2 in all subjects to at least the same attainment levels as non-PP pupils for PP pupils without SEND.</p> <p>Area 2: To ensure that PP pupils with SEND make good progress</p> <p>Area 3: To Raise standards in Phonics and Reading for PP pupils in line with non-PP pupils.</p>		
ACADEMIC YEAR 2020/2021 OBJECTIVE:		<p>Raise standards at KS2 in reading to at least the same attainment levels as non-PP pupils for PP pupils without SEND</p> <p>To ensure that PP pupils with SEND make good progress in reading from 19/20</p>		
RESPONSIBILITY		Deputy Head – CPD, Subject leaders (Lit lead) DL Lead SENcO		
AREA OF SPEND	PP SPEND	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
CPD	£600	Identified training for Teaching Assistants – Local Authority <ul style="list-style-type: none"> – Providing effective feedback & promoting independence – Supporting DL & supporting QFT 	Upskilling of TA who work with PP children	
Comprehension assessments Reading interventions	£100	Staff to identify gaps in reading and establish targets by end Term 1 Regular small group work with class teacher focussed on overcoming identified gaps in learning. SEND team work with external agencies to ensure provision maps are used effectively and have impact and match identified gaps Use of PSED grids Progress meetings with class teachers at mid-point each term as part of 360 monitoring. Evaluate and review at Pupil Progress Meetings.2,4,6.SENCo and PP lead to attend meetings and monitor agreed actions.	Gaps identified specifically in comprehension Evidence of gaps closing and good progress for PP pupils. Evidence of increased comprehension age in KS2. Phonics attainment for PP pupils without SEND in line with non-PP pupils. View of children on reading is positive	
Book boxes 5 children @ KS1	£2250	Identify children who will benefit from Book Boxes to encourage and improve attitudes to reading	Book boxes to encourage and contribute to improved attainment in reading	

4 x Yr 3/4 6 x Yr 5/6 For 10 months		PP governor to monitor additional 1:1 reading, passport work and Learner Outcome sheets. PP lead to follow up actions from Pupil	PSED grid to measure improved Learner Outcomes	
PSA to work as TA in reception class daily	£1000	Better pupil/adult ratios in classrooms with particular focus in EYFS to improve emotional resilience and build learning stamina. (Aut. Term) Extra TA time for Year 1 to support phonic catch up	Pupils who enter school with v low baseline scores leave EYFS at national average Phonics attainment in line with national	
LINKED TO 3 YEAR STRATEGIC OUTCOME:		Area 4: To continue to reduce the gap in attainment between PP and All children in all subjects		
ACADEMIC YEAR 2020/2021 OBJECTIVE:		Establish additional 'catch up' interventions to close the gap for non-SEND PP pupils Use high impact interventions to ensure that PP pupils with SEND make good progress.		
RESPONSIBILITY		Headteacher, Subject leaders SENCo DL Lead		
AREA OF SPEND	PP SPEND	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Staffing for Catch Up tuition. See Catch spend KS1 KS2	 £3000 £3000	Intervention groups with teachers who are known to the pupils. Term 2 Class teachers to liaise with DL lead on progress against targets. Catch-up staff to evaluate entry and exit data. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Ensure that space is provided for Catch-Up groups	Evidence of gaps closing and good progress for PP pupils with SEND .Pupils without SEND achieve at least the same attainment levels as non-PP pupils. Evidence of gaps closing. Attainment and progress impacted in Pupil Progress Meetings for PP pupils without SEND	
ELSA /Social Skills	£1000	Social skills groups and 1:1 work with the school ELSA or experienced TA. ELSA/PSA identifies pupils in consultation with parents and staff.	This intervention is valued by parents and pupils. Improved scores on PSED grid, resilience, peer interactions and extended friendship groups.	
1:1 or small group teaching	£3500	Booster groups for PP maths in Year 6 prior to SATS. Identified focused gaps to be addressed	Evidence of focused gaps been assimilated especially in maths	

(6 children x 1 hr x 10 wks)				
Resources and training for interventions Dyslexia screening tools	£300 £250	Identify and purchase any additional resources to support individual / groups e.g Toe by Toe books etc. Dyslexia screening purchased to support individuals with SEN concerns who are PP	Identified resources supporting interventions TA's positive feedback Children made identified progress	
Additional phonics groups 5 children x 15mins 4 x week	£1000	Literacy support groups to close gaps in phonics using recognised high impact interventions. Teacher led phonics focus groups	Reading age scores at age related Evidence from tracker at pupil progress meetings – children on track	
Additional TA hours to support PP in Year 3	£4200	Barriers to progress are identified and supported by using diagnostic tools and external advice In class support to promote independence and feedback	Impact identified in reading ratio-gain for PP pupils with significant SEND.	

LINKED TO 3 YEAR STRATEGIC OUTCOME:

Area 5: To Improve attendance and punctuality for pupils eligible for PP

		Area 6: To Establish a clear culture for positive behaviour safe-guarding and well-being		
ACADEMIC YEAR 2020/2021 OBJECTIVE:		To ensure that attendance for all PP pupils is above 95% To improve self-esteem and quality of PP pupils experiences and opportunities		
RESPONSIBILITY		Headteacher, DL Lead, PSA		
AREA OF SPEND	PP SPEND	DESCRIPTION OF ACTIONS	INTENDED OUTCOMES & EVIDENCE	IMPACT
Funding for trips, music lessons swimming, horse riding etc breakfast club and after school clubs,	£6000	Pupils eligible for Pupil Premium have access to, and are encouraged and supported to take part in a range of extra-curricular activities (e.g. music, sports and the arts) to enrich their learning experiences and enhance their self-esteem. Disadvantaged Learner Lead to monitor trips, clubs etc and ensure all children are able to take part.	All children have access to residential visits and extra-curricular activities. No PP pupil will miss any educational visits which will impact on future learning opportunities and enriched experiences or broaden their horizons.	
Residential visit Yr 5 & 6 Osmington 2021 = 11 x £400	£4400	This supports the school's ethos and values of inclusion and equality. Letter to parents / PSA to discuss.	All children value and enjoy the experience Further develop their wider opportunities (abseiling etc)	
Funding of additional school meal per week for E6 pupils in KS2 5 children x 2 meal pw @ £2.30 x 39	£870	Forever 6 children receive PP money but are not entitled to FSM therefore these children will choose their 2 free meals a week for the whole school year	Improved engagement and self-worth	
PSA hours./ ELSA. Book Boxes	£1000	PSA to regularly contact parents of PP pupils and to ensure that Parents Evenings, well-being and attendance concerns are supported. Good attendance recognised by text. Improved opportunities for PP children and access to high quality texts.	PSED grids demonstrate high levels of confidence, esteem, etc Evidence of high degree of parental engagement in all areas of PSA home-school liaison.	

<p>Next Tranch</p> <p>13 children x 15 x 10 months (2021)</p>	<p>£2000</p>	<p>Roll out to ALL PP children for a years subscription.</p>	<p>Improved confidence, self-worth & self-esteem that have been chosen to receive high quality gift through the post each month</p>	
<p>TOTAL</p> <p>Catch Up</p>	<p>34480</p> <p>-6000</p> <p>£28,480</p>			