

Pupil Premium Strategy 2023/2024



This statement details our school's use of pupil premium and this academic year (23/24) we have the following numbers of PP children in school:

School Overview	
Detail	Data
Number of pupils in school	68
Proportion (%) of pupil premium eligible pupils	13% (9 children)
Academic year that our current pupil premium plan covers	23/24
Date this statement was published	May 2024
Date on which it will be reviewed	July 2025
Pupil Premium Lead	Miss Julie Wilson

Funding Overview	
Detail	Data
Pupil premium funding this allocation this academic year	£18,155

We have identified our Pupil Premium children as having the following barriers to future attainment:

- Complex family circumstances having an impact on pupil welfare – E.g. GRT both settled and travelling, separated families, siblings with complex needs;
- Some attendance issues;
- Parental engagement with school – especially regarding access to supporting learning at home;
- Behaviour – pupils with specific social and emotional needs which affect their learning;
- Self-esteem and independence.

These are the most common but should any other barriers be present then individual needs will be catered for.

Desired outcomes (for pupils eligible for PP, including high ability):

- A. The progress of more able Pupil Premium children is high compared to national outcomes, and compares favourably to their peers;
- B. To develop the knowledge of pupils’ individual social and emotional needs which affect their learning, and improve their readiness to learn;
- C. Increased Progress and Attainment for Pupil Premium children across the school

Our strategy is based on providing support via quality teaching for all, targeted support and using other approaches for pupils with specific needs. We have used the DfE recommended Education Endowment Federation (EEF) Toolkit to inform us of strategies of support that will have the maximum amount of impact on the learning outcomes for our Pupil Premium children. As part of this process we are now aware of best value for money in relation to cost and the suggestion of impact from research. As part of the review process we will assess impact on the pupils in our unique school setting to check whether this is different to the Toolkit analysis. Ongoing Review of impact takes place termly using a variety of monitoring activities such as: Pupil Progress Meetings, Book Scrutiny, Data Analysis, Learning Walks, SEND Assessment, Lesson Observations and Pupil Voice. This data is used to inform our future Pupil Premium Strategy.

Quality Teaching for All:

Desired Outcomes	Chosen Action/Approach	Rationale for Choice	Staff Lead
<p>Increased Progress and Attainment for Pupil Premium children across the school.</p> <p>The progress of more able Pupil Premium children is high compared to national outcomes, and compares favourably to their peers</p>	<p>Collaborative Learning - learning activities where students work together in a group small enough for everyone to participate. This can be where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity.</p> <p>Feedback – information is given to the learner about their performance</p>	<p>Pupils learn together recognising one another’s skills and providing role models. The ability to work together, recognise points of view, empathise and discuss tasks to deepen learning are important lifelong skills.</p> <p>It will produce improvement in students’ learning. Feedback leads to</p>	<p>Headteacher SENDCO Class teachers</p>

	<p>relative to learning goals. It can be verbal or written. The school uses teacher assessment, self and peer assessment strategies.</p> <p>Meta-cognition and self-regulation - This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning.</p> <p>Mastery Learning – Learning content is split into units with clearly specified objectives which are pursued until they are achieved. Pupils must demonstrate a high level of success on before progressing to new content. Those who do not reach the required level are provided with additional targeted support.</p> <p>Peer Tutoring - Learners work in pairs or small groups to provide each other with explicit teaching support. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.</p>	<p>pupils achieving the next steps in their learning.</p> <p>The intention is to give pupils a repertoire of strategies to choose from during learning activities. These 'learning to learn' approaches help learners think about their own learning more explicitly. They will be ready for Middle School challenges.</p> <p>Learners work through each block of content in a series of sequential steps, thus clarifying learning. Teachers will avoid unnecessary repetition by regularly assessing knowledge and skills, ensuring accelerated progress.</p> <p>Peer assessment involves the peer tutor providing feedback to children relating to their performance and can have different forms such as reinforcing or correcting aspects of learning. This enables all pupils to recognise the next steps in their learning.</p>	
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	<p>Read Write Inc Phonics - an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using sound patterns.</p> <p>Reading Comprehension Strategies - improving learners' understanding of text. They teach a range of techniques that enable pupils to remember, understand, apply, analyse, evaluate and create when reading.</p>	<p>Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Children will improve attainment in Reading, Spelling and Writing.</p> <p>Raised attainment and improved progression Reading which will prepare pupils to achieve across the whole curriculum.</p>	
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Targeted Support:

Desired Outcomes	Chosen Action/Approach	Rationale for Choice	Staff Lead
<p>To develop the knowledge of pupils' individual social and emotional needs which affect their learning, and improve their readiness to learn.</p> <p>Increased Progress and Attainment for Pupil Premium children across the school.</p>	<p>Behaviour Intervention - This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to general anti-social activities, aggression and bullying. The interventions themselves can be split into three broad categories:</p> <p>Approaches to developing a positive ethos across the whole school which</p>	<p>Improved student engagement and promoting positive aspirations for all pupils, to enable them to overcome any social, emotional or behavioural barriers to learning. This will give them a greater access to the curriculum and raise attainment and self-esteem.</p>	<p>Headteacher SENDCO</p>

<p>The progress of more able Pupil Premium children is high compared to national outcomes, and compares favourably to their peers</p>	<p>also aim to support greater engagement in learning.</p> <p>Universal programmes which seek to improve behaviour and generally take place in the classroom.</p> <p>More specialised programmes which are targeted at students with specific behavioural issues.</p> <p>Small Group or 1:1 Tuition – Tuition is where a teacher, teaching assistant or other adult gives a pupil or group intensive individual support. It is as a replacement for other lessons by withdrawing the pupil(s) for extra teaching.</p>	<p>The school ethos is one of developing independent learners who have the skills required for the next stage in their learning at Middle School. We aim to use the most relevant resources available to promote active learning and research in order to broaden and deepen the curriculum. This approach will be especially relevant for the Most Able Pupil Premium children.</p> <p>We aim to invest in personalising the learning for our pupils. Any gaps in learning will be targeted on an individual/group basis in order to bridge attainment differences.</p> <p>Through the use of our ELSA trained member of staff we will signpost relevant and targeted support where necessary</p>	
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Other Approaches:

Desired Outcome	Chosen Action/Approach	Rationale for Choice	Staff Lead
To develop the knowledge of pupils' individual social and emotional	Uniform Grant to eliminate stigma of low income families – £30 yearly uniform grant	The school places great emphasis on pastoral support and effective partnership and sharing of	Headteacher Office Manager SENDCO

<p>needs which affect their learning, and improve their readiness to learn.</p>	<p>Fruit/Milk/Trip Subsidy</p> <p>Parental Involvement - Parental Involvement covers the active engagement of parents in supporting their children’s learning at school. The school monitors all groups attendance and follows up any persistent absenteeism (and late registration) by working with parents on the importance of attendance. This is in the form of face to face meetings, letters and home visits from the Education Welfare Officer. Getting to know the families and brokering positive working relationships will enable teachers to recognise individual needs.</p>	<p>information with parents will enable staff to personalise children’s learning and offer support with social and emotional needs.</p>	
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