



Contextual Information			
Number of pupils on roll in September	177	Academic year or years covered by statement	2020/2021
Total number of pupils eligible for PP grant	27 (19%)	Publish date	September 2020
Amount of PPG received per pupil	£1,345	Review date	July 2021
Total amount of PPG received	£36,315	Statement Authorised By	Sally Brading

Disadvantaged Pupil Attainment 2018/2019 (No 2019/2020 data due to pandemic)				
Measure	Pupil Premium Pupils At Expected Standard	Non Pupil Premium Pupils At Expected Standard	Pupil Premium Pupils At Greater Depth Standard	Non Pupil Premium Pupils At Greater Depth Standard
KS1 Reading	33.3%	100%	0%	33.3%
KS1 Writing	33.3%	79.2%	0%	25.0%
KS1 Maths	33.3%	100%	0%	33.3%
Year 1 Phonics	66.7%	95.7%		
Year 2 Phonics	100%	N/A		
EYFS GLD	100%	74.1%	0%	0%

Disadvantaged Pupil Progress 2018/2019 (No 2019/2020 data due to pandemic)				
Measure	Pupil Premium Pupil Expected Progress	Non Pupil Premium Pupil Expected Progress	Pupil Premium Pupil Better than expected progress	Non Pupil Premium Pupil Better than expected progress
Reading	69.6%	85.1%	39.1%	23.9%
Writing	65.2%	65.2%	30.4%	26.9%
Maths	33.3%	78.3%	39.1%	23.9%



Pupil premium strategy aims for disadvantaged pupils

Aim	Target	Target Date
Progress in reading	Disadvantaged pupils at all attainment levels will make at least expected progress and where they need to diminish the difference, they make accelerated progress in reading.	July 2021
Progress in writing	Disadvantaged pupils at all attainment levels will make at least expected progress and where they need to diminish the difference, they make accelerated progress in writing.	July 2021
Progress in maths	Disadvantaged pupils at all attainment levels will make at least expected progress and where they need to diminish the difference, they make accelerated progress in maths.	July 2021
Phonics	To be in line with or exceed the national average for the expected standard in the Phonics Screening Check.	July 2021
GLD	To be in line with or exceed the national average for children achieving a Good Level of Development.	July 2021
Attendance	To raise attendance towards the national average and reduce the percentage of pupils classified as persistent absence.	July 2021
Enrichment	To improve enrichment opportunities for eligible children.	July 2021
SEMH	To reduce the impact of SEMH challenges on the progress of PP pupils.	July 2021



Spending priorities and rationale for the current academic year - Teaching Priorities				
Priority	Barriers to Learning	Evidence/Rationale for course of action	Implementation	Staff Lead Review Date
To provide a programme of CPD for all teachers at all levels.	Disadvantaged pupils have lower starting points than their peers in the core subjects. This then negatively impacts upon their ability to engage with other subjects across the curriculum.	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.	Provide leaders with dedicated leadership time to plan and implement strategies relating to their subject areas. Enrol colleagues new to leadership on programmes to enhance their knowledge and understanding of strategy particularly for vulnerable groups. Allocate a member of staff specifically as a point of contact for all CPD opportunities. Respond to the emerging CPD needs of staff through regular monitoring and auditing.	Termly Review SLT CPD Lead NQT/ITT Lead
To improve progress in reading and writing.	Oral language skills, particularly in Reception, are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. High ability pupils who are eligible for PP are making less progress than other high ability pupils. Given low starting points and challenges to reading, writing typically is effective as a bi-consequence.	Phonics has been consistently proven to effectively support younger readers in mastering the basics of reading with an average impact of an additional four months' progress. EEF toolkit highlights that carefully selected texts and comprehension activities provide an effective challenge and therefore improve reading capabilities.	Subscribe to the Phonics Play Website Resource the Learner Lounge library with an array of books including those from other cultures and in other languages.. Maintain a suitable level of phonetically decodable books relative to the growth of the school. Termly Pupil Progress Meetings will monitor the performance of disadvantaged children. Resource and implement the Reading and Writing Rainbows.	SLT English Lead PYP Coordinator Termly Review



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To improve progress in maths.	PPG pupils attain lower than their peers in maths as they typically have lower starting points.	Most children who are solely classified as Pupil Premium achieve at least expected progress. All children will benefit from the strategies put in place to support vulnerable groups as they all support quality first teaching. This is a resource which has been independently evaluated and shown to be effective in other schools.	Continue with our subscription to Power Maths to improve Maths Mastery. Enhance the teaching of maths through the use of a range of manipulatives. Embed the use of stem sentences to enhance the pupils articulation of maths. Implement maths within inquiry learning. Termly Pupil Progress Meetings will monitor the performance of disadvantaged children.	SLT Maths Lead PYP Coordinator Termly Review
To develop and enhance opportunities for outdoor learning through CPD and resourcing.	PP pupils typically lack in confidence and self-esteem due to their low starting points therefore potentially perpetuating and compounding any differences academically.	Non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes. If adventure learning interventions are effective because of their impact on non-cognitive skills, then explicitly encouraging students to actively apply these skills in the classroom is likely to increase effectiveness.	Develop the outdoor area around the tipi to provide a specific space for outdoor learning. Enrol staff on a CPD programme for effective implementation of outdoor learning in the curriculum. Enrol the EYFS lead onto the Forest School training programme. Acquire resources to compliment the implementation of outdoor learning.	SLT Social Studies Lead PSPE Lead Termly Review
Projected Expenditure	£19000			



Spending priorities and rationale for the current academic year - Targeted Academic Support				
Priority	Barriers to Learning	Evidence/Rationale for course of action	Implementation	Staff Lead Review Date
To improve progress in reading and writing.	<p>Oral language skills, particularly in Reception, are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.</p> <p>High ability pupils who are eligible for PP are making less progress than other high ability pupils.</p> <p>Given low starting points and challenges to reading, writing typically is effected as a bi-consequence.</p>	<p>Phonics has been consistently proven to effectively support younger readers in mastering the basics of reading with an average impact of an additional four months' progress.</p> <p>EEF toolkit highlights that carefully selected texts and comprehension activities provide an effective challenge and therefore improve reading capabilities.</p> <p>Most children who are solely classified as Pupil Premium achieve at least expected progress. All children will benefit from the strategies put in place to support vulnerable groups as they all support quality first teaching.</p>	<p>Subscribe to Speech and Language Link to provide structured and targeted intervention.</p> <p>Provide time to release staff to undertake targeted interventions</p> <p>Buy in the OWL Service for specialist speech and language therapy for those with severe Speech and Language needs.</p>	SLT English Lead SENC Termly Review
To improve progress in maths.	PPG pupils attain lower than their peers in maths as they typically have lower starting points.	Most children who are solely classified as Pupil Premium achieve at least expected progress. All children will benefit from the strategies put in place to support vulnerable groups as they all support quality first teaching.	Implement pre-teach and post teach opportunities for pupils to secure understanding of mathematical concepts. Resourcing for maths intervention.	SLT Maths Lead Termly Review
To minimise the impact of poor SEMH through making provisions for Social and Emotional Learning..	Typically, pupil premium eligible learners face an increased number of barriers that may result in low	According to the EEF Teaching and Learning Toolkit, on average, SEMH interventions have an	Provide time for trained ELSAs to deliver their programme for referred children.	SLT SENC



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	self-esteem and poor regulation of emotions.	identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Train allocated adult and provide time for children to spend time with the Dog Mentor Buy in Dog Therapy with a trained therapist for children who needs are greater. Buy in the services of two trained counsellors to work with children who have particular SEMH needs..	Termly Review
To meet the needs of pupil premium children who also identify as having an SEN.	Not only is there the barrier of low income but also the barrier of need which potentially is further compounded to the lack of access to appropriate resources, support and professionals.	In school data demonstrates the positive impact on a child's progress that is a consequence of having in place the right targeted support that is recommended by professionals.	Buy in Medway NHS O/T for children for those with, for example, poor fine motor skills, visual perceptual skills and sensory processing. Buy in the Leigh Academies Trust & Medway Educational Psychologists to support the provision of appropriate support	SLT SENCO Termly Review
Projected Expenditure	£8000			



Spending priorities and rationale for the current academic year - Wider Strategies				
Priority	Barriers to Learning	Evidence/Rationale for course of action	Implementation	Staff Lead Review Date
We will ensure that disadvantaged pupils attend school regularly.	Low attendance rates affect progress and attainment. Attendance for pupils eligible for Pupil Premium have an attendance of 91.2% and 30% have attendance of 90% or below.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Nominated member of school staff to implement policy and practice, and monitor effectiveness. Regular reports to the Senior Leadership Team. AO to hold weekly catch ups with those identified as falling below 93%. Ensure school procedures are tight and smoothly applied to reduce absence and increase attendance rates consistently to 97%, rewarding 100% attendance per term through the presentation of certificates in reward assemblies. publishing weekly attendance % and minutes lost in learning on Primary Newsletter. Provide regular awards for good attendance in place for children and families. Buy in the LA's attendance services to ensure that formal proceedings for attendance are followed up.	SLT Termly Review
We will ensure that disadvantaged pupils will consistently benefit from our wider curriculum opportunities to develop individual interests and talents.	Financial implications typically affect a child's access to wider life experiences.	Without this support a child would not be able to realise opportunities available to them and access wider life experiences.	Provide financial support for trips, workshops and experiences Provide financial support for after school clubs that may require a fee Prioritise places in free after school clubs for disadvantaged pupils	



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We will ensure that disadvantaged pupils will be well equipped for school.	Incorrect uniform affects wellbeing and involvement consequently progress and attainment.	As uniform signifies a sense of belonging to the school, it should be worn with pride. When a child is not wearing the same standard of uniform as their peers, this can have a negative impact on their wellbeing.	Provide financial support for uniforms. Provide financial support for school equipment.	
Ensure that disadvantaged pupils have access to adequate resources for good physical health in regard to both nutrition and hygiene.	Poor nutrition can impede both physical and cognitive growth. Financial implications may reduce the access to key items to maintain good personal hygiene.	Calcium is scientifically proven to strengthen bones but also is necessary to absorb Vitamin D which is important for a healthy immune system. By minimising the anxiety attached to not have access to items for good hygiene, could negatively impact on the child's wellbeing and therefore development.	Cool Milk company is used. Deliveries of milk x2 a week. Engage with the local Hygiene Bank to acquire items like toothbrushes, hand gels, soaps, face masks etc.	JZD
Projected Expenditure	£9315			

2019/2020 Impact

Progress in reading	Disadvantaged pupils at all attainment levels will make at least expected progress and where they need to diminish the difference, they make accelerated progress in reading.
Progress was not measurable due to pandemic.	
Progress in writing	Disadvantaged pupils at all attainment levels will make at least expected progress and where they need to diminish the difference, they make accelerated progress in writing.



Progress was not measurable due to pandemic.

Feedback processes were firmly embedded and children have become adept at conferencing both with their peers and teachers.

Progress in maths

Disadvantaged pupils at all attainment levels will make at least expected progress and where they need to diminish the difference, they make accelerated progress in maths.

Progress was not measurable due to pandemic.

Power Maths is well embedded and talk for maths continues to be embedded. Every class has a comprehensive bank of math manipulatives and children are able to make informed decisions about which to use to support their mathematical thinking. This is stronger in ks2 than ks1. Mathematical talk in EYFS is strong.

Phonics

To be in line with or exceed the national average for the expected standard in the Phonics Screening Check.

Progress was not measurable due to pandemic.

We were currently at 76% (22/29) of pupils in Year 1 on track to pass the phonics screening prior to the pandemic. There were an additional 2 children who were just on the cusp from being on track. These were receiving additional and focused phonics input to get them to the expected standard. With those included that would mean 83% were forecast to definitely pass.

GLD

To be in line with or exceed the national average for children achieving a Good Level of Development.

Progress was not measurable due to pandemic.

At the last data point prior to the pandemic, 70% were on track to achieve GLD. There was no specific area of weakness although speech and language was a particular barrier for those not yet expected.

Attendance

To raise attendance towards the national average and reduce the percentage of pupils classified as persistent absence.

Progress was not measurable due to pandemic.

Attendance was improving prior to the pandemic although still below the national average as a result of very specific contexts.