



3 YEAR PUPIL PREMIUM PLAN

SUMMARY INFORMATION			
Pupil premium strategy			
CURRENT PUPIL INFORMATION 2023/2024			
Total number of pupils:	243	Total pupil premium budget:	£154,864
Number of pupils eligible for pupil premium:	88	Amount of pupil premium received per child:	£1455 £2410 (LAC)

COHORT INFORMATION 2023/24		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	115	47.3
Girls	128	52.6
SEN support	19	7.8

COHORT INFORMATION 2023/24			
EHC plan	8		3.2
EAL	103		42.3

Assessment data

END OF EYFS 2022/2023						
	Pupils eligible for pupil premium	All pupils	National average	Data from previous years		
					2021/22	2022/23
At the expected level of development	11/14	30	?		50%	79.6%
Not yet at the expected level of development ('emerging')	3/14	30	?		50%	21.4%

YEAR 1 PHONICS SCREENING CHECK					
Pupils eligible for pupil premium	All pupils	National average	Data from previous years		
				2020/21	2021/22
10	30	81		60%	40%

END OF KS1 2022/2023						
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
		School average non PPG	National average for PPP		2021/22	2022/23
% achieving expected standard or above in reading, writing and maths	44	57.6				
% making expected progress in reading	40.7	66	51%			66
% making expected progress in writing	37.0	74	41%			74
% making expected progress in maths	40.7	66	52%			66

END OF KS2 2022/2023						
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
		School average	National average		2021/22	2022/23
% achieving expected standard or above in reading, writing and maths	50	65.3	TBC			50
% making expected progress in reading	72	70.2	TBC			72
% making expected progress in writing	68	60.6	TBC			68
% making expected progress in maths	74	66.1	TBC			74

OTHER DATA

Look at:	Strengths	Weaknesses
Attendance data	<p>The school's Attendance Officer works with a number of families to support them to address this ongoing issue. They work alongside the SENCo and Pastoral and Parental lead to work hard at removing barriers which have prevented this group of pupils attending in line with expectation.</p> <p>The Area Improvement Attendance Officer work closely with the Attendance Officer and Pastoral and Parental lead to work with parents and carers specifically to signpost them to a number of pathways which help them with the issues they face.</p> <p>Members of the Senior Leadership Team meet regularly with children on the PPG register who have been identified as Persistent Absentees to discuss the challenges and difficulties they face regarding their attendance.</p> <p>Families sign an agreement to improve outcomes for these pupils which is reviewed regularly.</p>	<p>There are a number of children who are persistent absentees who face a variety of challenges which preclude them from making accelerated rates of progress.</p> <p>This group of pupils continue to remain a priority across the school and are also one of the main groups who are monitored closely.</p>
Behaviour data	<p>Whilst behavior is a strength of the school the number of children involved in disruptive or low level incidents is not very high as a quantifiable measure</p>	<p>Certain pupils within this group experience interventions that help them to address behavior which are often a long-term pieces of work</p>

	<p>This group of pupil interact very positively with staff and understand the parameters around the expectation regarding behavior</p> <p>Behaviour patterns are explored and support mechanisms put in place - Behaviour & Wellbeing consultant, School Counsellor, Thrive, 1:1 child centred approach as required led by the school's Pastoral and Parental Engagement Officer</p>	<p>Referrals are made to support families where behaviour is an underlying issue and a barrier to learning</p>
<p>Safeguarding referrals</p>	<p>There are a variety of different pathways in place to support a number of children who need access to different services.</p> <p>High visible presence at the beginning and end of the school day allows for early concerns and others issues to be discussed</p> <p>Open door policy to all families encourages trust between school and home</p> <p>Access to external services including holiday clubs, food bank, vouchers, making GP appointments and paperwork to access a number of public services through the Pastoral & Parental Engagement Officer</p>	<p>Not every family engage positively with the services that try to remove barriers to learning</p> <p>Cases close too early at times due to poor engagement</p> <p>Systemic issues are not always addressed which can at times lead to re referral to external agencies</p>

LONG-TERM PLAN (3-YEAR TIMESCALE):

1. NARROW THE ATTAINMENT GAP BETWEEN PPG AND NON-PPG CHILDREN ACROSS THE SCHOOL
2. IMPROVE THE RATES OF ATTENDANCE OF PPG CHILDREN ACROSS THE SCHOOL
3. INTRODUCE A MENTORING AND COACHING PROGRAMME FOR TEACHERS
4. ENCOURGE TEACHERS TO ENROL ON THE NPQ PROGRAMMES AND CONTINUE TO DEVELOP AN EFFECTIVE CPD PROGRAMME

CHALLENGE 1 - NARROW THE ATTAINMENT GAP BETWEEN THE PPG PUPILS AND NON-PPG PUPILS ACROSS THE SCHOOL

Member of staff responsible: Headteacher

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when (include review dates)	Resources needed	Progress indicators
All teachers have a PPG target as one of their Performance Management targets and for it to be met annually	<p>PPG pupils across the school perform and attain in line with Non-PPG</p> <p>Behaviours for learning demonstrate understanding of tasks and is reflected in high quality work in books</p> <p>High quality lesson observations demonstrate teachers plan for and assess this group of pupils needs to support their learning</p>	<p>Teachers focus on delivering high quality first wave teaching through a series of support mechanism including a scheduled monitoring programme</p> <p>Data shows that teaching has an impact on PPG children's outcomes and is reviewed through th year. Where support is needed training offered and actions taken</p>	<p>EEF PPG Guide</p> <p>Govt guidance document</p>	All teachers	<p>October 23 / January 24 / March 24 / July 24</p>	<p>Time</p> <p>Staff meeting / CPD training opportunities</p> <p>Subject leader release time</p>	<p>Data</p> <p>Book scrutiny</p> <p>PPMs</p>

CHALLENGE 2 - IMPROVE THE RATES OF ATTENDANCE OF PPG CHILDREN ACROSS THE SCHOOL

Member of staff responsible: Headteacher / Pastoral & Parental Engagement Officer / SENCo / Attendance Officer

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when (include review dates)	Resources needed	Progress indicators
Remove barriers to learning which preclude PPG pupils from attending and making accelerated of progress	<p>PPG pupils have improved rates of progress due to the number of interventions and support mechanisms that are in place to address the issue</p> <p>Pupils receive school rewards for improved rates of attendance</p> <p>Pupils books demonstrate excellent behaviours for learning and clear examples of expected outcomes</p> <p>Pupils ad families work successfully with external agencies to implement a disciplined and susatined approach towards attendance</p>	<p>Members of the SLT and PPE and AO to work with small group of children and their families to address underlying issues</p> <p>Where necessary pupils are referred to the relevant service to support those families in most need</p> <p>PEO and AO work with the county AIO to hold surgeries to remind those at greatest risk of legal duty and responsibility</p> <p>Issue breach warning letters and issues to fine for those pupils with the worst attendance rates</p>	<p>EEF Guide to the Pupil Premium</p> <p>EEF Tiered model and menu of approaches</p>	Headteacher / SENCo / AO / PPEO	Ongoing through the year	<p>Time to meet as a team to discuss cases</p> <p>Time to meet with families and pupils together to discuss issues</p> <p>Time to make referrals</p> <p>Gifts for the toy trolley</p>	<p>Attendance in line with national expectations and analysed by SLT at regular intervals every half term</p> <p>Reports from external agencies which demonstrate positive engagement and a sustained approach to embedding objectives</p> <p>Monitor the number of PPG pupils who access rewards</p>

	Improved engagement with the school and the relevant personnel who can help drive sustained improvements and outcomes						
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CHALLENGE 3 - INTRODUCE A MENTORING AND COACHING PROGRAMME FOR TEACHERS

Member of staff responsible: Senior leader team

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when (include review dates)	Resources needed	Progress indicators
<p>All teaching staff to work with a professional mentor and or coach for a number of sessions (at first 6) to support their personal and professional development which in turn helps them to become more rounded and informed professionals</p>	<p>Improve confidence, wellness and understanding of purpose in the roles.</p> <p>Teachers become more effective in delivering high quality teaching because they have improved confidence and set clear goals for themselves</p> <p>Improved communication, less stress and better problem solving abilities</p>	<p>Headteacher to source two / three companies to deliver tailored coaching / mentoring to the cadre of staff in tranches over a 3 year period</p>	<p>Institute of coaching</p> <p>EEF – Motivating teachers through incentivized pay and coaching</p> <p>EEF – Effective Professional Development</p>	<p>Headteacher and member of the SLT</p>	<p>First tranche - October 2023 Second tranche – April 2024 Third tranche – October 2024 Fourth tranche – October 2024</p>	<p>Payment for coach / mentor</p> <p>Release time for teachers</p>	<p>Improved communications amongst staff</p> <p>Higher quality teaching evidence through data outcomes and monitoring of teaching</p> <p>Staff become more accomplished at making decisions and better at working more collaboratively for the good of the organisation</p>

CHALLENGE 4 – ENCOURGE TEACHERS TO ENROL ON THE NPQ PROGRAMMES AND CONTINUE TO DEVELOP AN EFFECTIVE CPD PROGRAMME

Member of staff responsible: Headteacher

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when (include review dates)	Resources needed	Progress indicators
<p>For the school to have a cadre of staff who are trained to be highly qualified teachers who can plan deliver and assess GOOD / OUTSTANDING lessons on a regular basis</p> <p>To utilize the opportunities from the NPQ programmes from individual research and reading across subjects to raise expectations and levels of progress and attainment</p>	<p>75% and over of the staff on roll over the next three years have enrolled and or completed an NPQ programme</p> <p>The quality of teaching and staff led CPD compliments the school's priorities and outcomes improve over time.</p> <p>Teachers become the future leaders of tomorrow and move on to successful posts within the school or at other settings</p>	<p>Headteacher to meet with all teachers who have yet to enroll on an NPQ programme and encourage them to do so</p> <p>Teachers to exposed to the NPQ programme at dedicated staff meeting and the benefits of the programme explained</p> <p>Continue to invest in high quality CPD through a mixture of bought in services and teacher led sessions</p>	<p>NPQ courses – Gov.uk</p> <p>EEF –Effective Professional Development</p> <p>EEF – What are the characteristic of effective professional development? A systematic review and meta – analysis</p>	Headteacher	Rolling programme over the next three years of 1 – 3 teachers enrolling	<p>Cost of the NPQ programme and release time to cover absence</p> <p>Planned costs of bought in professional services</p> <p>Time for colleagues to attend F2F days</p>	<p>Improve skill set</p> <p>Progress in your career</p> <p>Increase confidence in role.</p> <p>Support staff development in your school</p> <p>Teaching and understanding of roles as a senior leader or subject lead increases which in turn rises expectations and outcomes for all stakeholders</p>