

Summary information					
Academic Year	2020 2021	Total PP budget	63,525	Date of most recent PP Review	Sept 2020
Total number of pupils	210	Number of pupils eligible for PP	42 PP 3 LAC 3	Date for next internal review	July 2021

1. Attainment and Progress in 2019-2020		
Internal Teacher Assessments	<i>Disadvantaged (your school)</i>	<i>Disadvantaged pupils national average) FFT NATIONAL COMPARISON</i>
% making at least the expected standard in reading	71% (77)	69%
% making at least the expected standard in writing	43%	65%
% making at least the expected standard in maths	71%	67%
% making at least the expected standard in grammar, punctuation &	43%	69%
% making at least the expected standard in read, writing, maths combined	43%	57%
Progress score Reading	0.0	0
Progress score Writing	-1.9	0
Progress score Mathematics	+1.1	0
Progress scores Maths and Reading combined	+0.6 (-0.2)	0

## 2. Barriers to future attainment (for pupils eligible for PP)

**In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Lower levels of communication skills (in 2018 100%, 2017 43% and in 2016 33% arrived below the typical abilities of a child in the 30-50 month age range for 'Speaking'); this leads to difficulties with social communication and development of reading and writing skills.
<b>B.</b>	Self-confidence, mental well-being, concentration and focus
<b>C.</b>	Aspirations for education and learning; understanding how attendance at school and education could have an impact on the future
<b>D.</b>	Approximately 25% of PP pupils are on the SEND register
<b>E.</b>	Understanding of E-Safety and appropriate use of social media sites. Access to technology to support learning.

<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>A.</b>	Starting at school without basic skills such as toileting; dressing, knife and fork etc.
<b>B.</b>	Rates of attendance; understanding the impact that a week away on holiday can have on learning. Punctuality.
<b>C.</b>	Attitudes towards school itself and the regular practice/development of skills at home e.g. reading, times tables etc. Low resilience and low expectations for expected quality.
<b>D.</b>	Poor health and diet along with a higher number of medical visits.
<b>E.</b>	Broken family structures – family stress and smaller network of support structures.
<b>F.</b>	Readiness for school and learning. Access to suitable technology to support learning at home.
<b>G.</b>	Safeguarding and welfare issues which may lead to the involvement of social services
<b>H.</b>	Understanding of social media; safe and monitored access to the internet. Lack of suitable devices to support home learning.

<b>I.</b>	Attendance at camps, trips and clubs and lack of resources to support and develop learning. Eg. Reading books, stationery etc..	
<b>J.</b>	Family attendance and engagement at school-run workshops or with homework support e.g. Maths, E-Safety.	
<b>K.</b>	Lack of structures and routines to support academic progress and preparedness for school.	
<b>3. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Maintain levels of attendance rates which are in-line with non-pp children (school target is 96.5%).	Average attendance of PP children across the school is at least within 1% of Non-PP. NB: any extreme cases not to be included in figures.
<b>B.</b>	Increase the level of engagement with reading, homework, workshops etc.	More PP children are reading at least four times a week (with an adult at home) at the end of the year than at the beginning. Likewise teachers' and Learning mentor's records show that there is an increase in engagement with home learning and workshops etc. All children have access to suitable computer devices for blended learning.
<b>C.</b>	PP are as engaged, focused and can talk as confidently about their learning as Non PP children.	Pupil conferencing, books and lessons indicate that a similar proportion of PP are as confident in their learning as Non-PP children. Children discuss their high expectation for themselves and their learning, including the presentation of their work.
<b>D.</b>	Increase the proportion of PP children across the school, making progress which is in line with their year group standard.	Tracking of pupils (books, lessons, assessments) indicates that a higher proportion of PP children are working at an age-related standard at the end of the year in comparison with at the start.

#### 4. Planned expenditure

Academic year

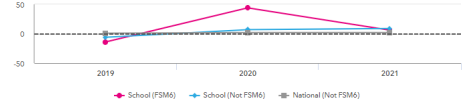
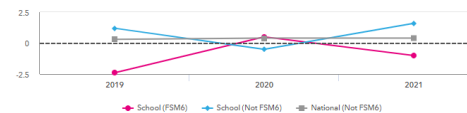
2020-21

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

##### i. Quality of teaching for all

Expenditure	Chosen action / approach	Intended Outcomes	How will outcomes be measured?	Impact
<p>In-class TA support across Reading, Writing and Mathematics</p> <p>£23,445</p>	<p>Specific interventions are timetabled, where appropriate, for all children across these subjects either 1:1 or in groups. These interventions are detailed on class provision maps.</p> <p>Interventions and support are provided for a variety of groups, enabling the class teacher to provide quality first teaching to PP and non-PP children alike.</p>	<p>Interventions and quality first teaching support PP children to make at least the same progress as Non-PP children.</p> <p>The provided support will allow the teacher to focus quality teaching to both PP and Non-PP children.</p>	<ul style="list-style-type: none"> <li>• End of Key Stage results show that PP children achieve as well as 'PP' children nationally.</li> <li>• Provision maps track provision and identify where additional support is required.</li> <li>• Children have individual targets set with their class teacher.</li> <li>• PP children who are all SEND have regularly updated OPPs.</li> <li>• In-house pupil data tracking will demonstrate that the progress made by PP children is at least equal to non-PP children.</li> <li>• In-house pupil data will demonstrate that any gaps within cohorts/subjects does not widened.</li> <li>• Children have access to reading interventions which promote GDS in reading and maths.</li> </ul>	<p>In house data across all children in Years 1 – 6 indicated that the gap between PP and non-PP closed for reading (at standard) and did not widen for the other subjects:</p> <p>2020-2021 All pupils – R 79%, W 74%, M 76% PP – R 68%, W 57%, M 61%</p> <p>2019-2020 All pupils – 78%, W 76%, M 76% PP – R 58%, W 55%, M 60%</p>

Additional resources to promote the use of high quality language and application in writing £ 1200	A broad and balanced curriculum is supported with language rich resources which promote a depth of knowledge. Children's writing standards improve.	Children are able to access a range of texts linked to the curriculum Language is explored and discussed and promote a curiosity about words.	<ul style="list-style-type: none"> <li>• End of Key stage results show that increased numbers of PP children are working at ARE and at GDS.</li> <li>• Children have access to high quality texts which promote reading across the curriculum</li> <li>• Children have reading books which develop their early reading.</li> <li>• Percentage of PP children achieving ARE is in line with PP children nationally.</li> <li>• In house assessments demonstrate the progress of PP children is in line with non PP children at Wansdyke.</li> </ul>	<p>The in-house SATs results at Year 6 indicated an increase in PP children at standard in writing:</p> <p>2019-2020 R 72%, W 43%</p> <p>2020-21 R 76%, W 63%</p> <p>Reading resources were purchased for themes and topics that supported the wider curriculum. Children were able to read widely across the curriculum and access themes and topics through high quality texts.</p>
<b>Total budgeted cost</b>				<b>£ 24,645</b>
<b>ii. Targeted support</b>				
<b>Expenditure</b>	<b>Chosen action / approach</b>	<b>Intended Outcomes</b>	<b>How will outcomes be measured?</b>	<b>Impact</b>

<p>Reading support materials, including phonics books are purchased as well as the Reading Gladiators programme.</p> <p>£3000</p>	<p>The reading support teaching assistant carries out 1:1 and small group interventions with children in Years 1 and 2, including some with PP as appropriate.</p> <p>Years 2,4,5 and 6 participate in the Reading Gladiators programme</p>	<p>Our reading support programme is an intervention designed to support children's individual needs. This will be supported through phonically decodable texts and phoneme spotters,</p>	<ul style="list-style-type: none"> <li>• Children are benchmarked against National Reading recovery levels at the start and end of the programme.</li> <li>• NFER scores are used to assess children according to their age.</li> <li>• Year 1 Phonics Screener and termly Phonics gap-analysis.</li> <li>• Children are targeted to attend GDS groups such as Reading Gladiators to ensure they access high quality materials.</li> <li>• % of children achieving the phonics screener will be above national</li> <li>• % of PP children in these year groups meeting the HL or GDS increased on their previous year's assessment.</li> <li>• Children have access to a range of high quality texts and participate in national competitions and projects. High quality presentation is celebrated.</li> </ul>	<p>Across the school, % of PP children working at standard and greater depth in Reading increased as follows:</p> <p>2019-20 At standard 58%                      Greater depth 8%</p> <p>2020-21 At standard 68%                      Greater depth 11%</p> <p>Children at EXS in KS1 over three years:</p> <p>KS1 progress for disadvantaged pupils 2021 % Expected Standard + (Re, Wr, Ma) ▾</p>  <p>Progress in scaled scores for reading and maths across three years in KS2:</p> <p>KS2 progress for disadvantaged pupils 2021 Average Scaled Score (Re, Ma) ▾</p> 
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<p>Teaching assistant to roll out interventions in reading in phase 1 for reading and writing £4320</p>	<p>The reading support teaching assistant supports Year 1 children individually and in groups to meet the standard of the Year 1 Phonics Screener. Books are purchased to ensure that they are phonetically decodable and linked to the current level of phonics.</p> <p>The reading support teacher collates and follows up families not adhering to reading expectations following planner checks.</p>	<p>This daily intervention aims to rapidly develop a child's decoding abilities so they catch up to age related expectations by the end of Year 2.</p> <p>The ultimate aim of this intervention is to ensure that all children can decode text and therefore access the full curriculum; this does not mean that children's comprehension skills, ability to summarise texts etc will have moved on at the same accelerated rate. Children can form letters accurately, have access to support for spelling and write sentences which demonstrate their ability to meet the standard in their year group.</p>	<ul style="list-style-type: none"> <li>• Children are benchmarked against National Reading recovery levels at the start and end of the programme.</li> <li>• NFER scores are used to assess children according to their age.</li> <li>• Year 1 Phonics Screener and termly Phonics gap-analysis.</li> <li>• Children are targeted to attend GDS groups such as Reading Gladiators to ensure they access high quality materials.</li> <li>• % of children achieving the phonics screener will be above national</li> <li>• % of PP children in these year groups meeting the HL or GDS increased on their previous year's assessment.</li> <li>• Children have access to a range of high quality texts and participate in national competitions and projects. High quality presentation is celebrated.</li> <li>• Children receive targeted intervention to support the development of early writing including spelling and handwriting.</li> <li>• PP children assessed against NC writing standards and secure Kpis for their key stage.</li> <li>•</li> </ul>	<p>As above.</p> <p>Children at EXS in KS1 over three years:</p> <p>KS1 progress for disadvantaged pupils 2021</p> <p>% Expected Standard + (Re, Wr, Ma) ▾</p> <table border="1"> <caption>KS1 progress for disadvantaged pupils 2021</caption> <thead> <tr> <th>Year</th> <th>School (FSM6)</th> <th>School (Non-FSM6)</th> <th>National (Non-FSM6)</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>~0%</td> <td>~0%</td> <td>~0%</td> </tr> <tr> <td>2020</td> <td>~45%</td> <td>~0%</td> <td>~0%</td> </tr> <tr> <td>2021</td> <td>~0%</td> <td>~0%</td> <td>~0%</td> </tr> </tbody> </table>	Year	School (FSM6)	School (Non-FSM6)	National (Non-FSM6)	2019	~0%	~0%	~0%	2020	~45%	~0%	~0%	2021	~0%	~0%	~0%
Year	School (FSM6)	School (Non-FSM6)	National (Non-FSM6)																	
2019	~0%	~0%	~0%																	
2020	~45%	~0%	~0%																	
2021	~0%	~0%	~0%																	

<p>Year 4 support £4572</p>	<p>A teacher is timetabled to Year 4 to provide extra support for PP and Non-PP children in writing and reading for 2 ½ days. This is focused on individuals and groups of children who are making less progress than we would expect them to and to ensure progress for groups of children with an aim to increase children reaching GDS.</p>	<p>Children who are 'at risk' of not making the expected standard for their year group have specific gaps in learning clearly identified and teaching targeted to these gaps.</p> <p>This teacher will either provide intervention for PP children or work with the class to allow the class teacher to work with PP children. Teacher will run Reading Gladiators programme.</p>	<ul style="list-style-type: none"> <li>• In-house pupil tracking shows which gaps have been identified and achieved over the year.</li> <li>• % of children at GDS in reading will have increased on their ks1 assessment. NFER assessments to support teacher judgements for these assessments.</li> <li>• WMAT NFER assessments tests demonstrate that any gap in reading/maths age are minimised.</li> <li>• Children's assessments demonstrate progress throughout the academic year linked to personalised targets.</li> <li>• All children are closer to working towards the standard for their year group (in terms of objectives achieved) than they were a year ago.</li> </ul>	<p>The Year 4 class made progress as follows:</p> <p>2018-19 (Year 2) EXS R 63%, W 67%, M 60% GDS R10%, W 7%, M 7%</p> <p>2020-21 (Year 4) EXS R 80%, W 87%, M 73% GDS R 37%, W 27%, M 23%</p>
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**Total budgeted cost    £11892**

**iii. Other approaches**

Expenditure	Chosen action / approach	Intended Outcomes	How will outcomes be measured?	Impact
<p>Materials to support blended learning £5500</p>	<p>Financial support provided for families who may not be able to contribute fully towards planned trips, camps and swimming lessons. Equipment and resources</p>	<p>The attendance of pupil premium children is in line with that of non-pp children.</p> <p>All children can start their school day with the uniform and resources required; they are ready for learning.</p>	<ul style="list-style-type: none"> <li>• Attendance of PP children will be compared with non-PP children.</li> <li>• In-house pupil data tracking will demonstrate that the progress made by PP children is at least equal to the progress made by non-PP children.</li> <li>• There is a low level of behaviour incidents at lunchtimes as recorded in lunchtime behaviour log and 'red slips' given.</li> <li>• Digital resources purchased to support access to home learning.</li> </ul>	<p>All children, including those in receipt of PP were provided with devices and software to access Seesaw and Teams from home. From January onwards, all children had access to live interaction and input with their teachers in either small groups or whole class on a daily basis during lockdowns/isolation.</p>



	<p>(including uniform) provided where appropriate to ensure that all children are prepared for each day and ready to learn. Some breakfast club sessions are provided where appropriate, again to ensure that all children are ready for each day's learning.</p>	<p>All children have the opportunity to a range of experiences, including after school clubs etc.</p> <p>All children enjoy happy lunchtimes and develop good social skills.</p>	<ul style="list-style-type: none"> <li>• Children will complete home learning</li> <li>• Children can access online provision</li> </ul>	<p>Attendance for PP children in 2020-21 was 93.2%, which was very similar to 2019-20 93%. In 2019-20 this was close to the attendance of all children but was 3% lower than all children in 2020-21 which was linked to the low attendance of a small number of children. Their attendance is being closely monitored and challenged in the 2021-22 academic year.</p>
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<p>Feedback and Coaching, focusing on Writing, Reading, Maths and attitudes to learning</p> <p>£9144</p>	<p>Every teacher to have a minimum of two half days per seasonal term in which to discuss learning and well-being 1:1. This includes: checking their reading levels; frequency of reading at home; discussing feedback to marking; attendance at clubs etc.</p>	<p>Teachers are expected to know all pupils well. This extra time aims to ensure that teachers can fully understand children's interests and better understand strengths and weaknesses within learning. It also allows more detailed discussions on learning which takes place at home, attitudes towards learning etc.</p> <p>Teachers will use this time to carry out benchmarking for reading and help children choose suitable, challenging books.</p>	<ul style="list-style-type: none"> <li>• Children's well-being; teachers to provide notes from each session and act on anything which could improve well-being or learning.</li> <li>• Attendance levels.</li> <li>• Pupil conferencing (including books) shows that across the school PP children understand the teachers' marking and respond to it where appropriate.</li> <li>• Children have individual targets to work towards and regularly work towards these.</li> <li>• Teachers have shared age related expectations.</li> <li>• Children are assessed for reading and are provided with suitable and challenging reading materials.</li> </ul>	<p>Our pupil survey indicated last year that only one pupil said they do not feel challenged in lessons. 93% of parents said they feel that our school sets high expectations for their child(ren).</p>
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<p>PP lead/English Lead to teach and assess writing with groups of children. £2000</p>	<p>PP lead works with groups of children to support teaching and assessment of writing.</p> <p>Opportunities for teachers to have writing moderated and for preparation for future teaching.</p>	<p>Moderated writing is fed back to the teacher and planning is adapted to support next steps in learning.</p> <p>General/whole school areas for development are identified and used to plan for teachers and TA's CPD.</p> <p>Teachers have a clear idea of gaps in writing.</p> <p>Children are taught in small groups which promote high expectations for outcomes.</p>	<ul style="list-style-type: none"> <li>• Children have individual targets to work towards and regularly work towards these.</li> <li>• Teachers have shared age related expectations for writing and these are shared with children.</li> <li>• Children are assessed for writing and are provided with suitable and challenging reading materials to develop their use of language.</li> <li>• Grammar sessions develop and promote their use of language and aim to provide opportunities to write for purpose.</li> <li>• PP children's assessments demonstrate that they have begun closed their gaps in learning.</li> <li>• No of children achieving pen licences and spelling badges increase on previous year.</li> <li>• Teachers share a clear understanding of areas for development and work to promote the teaching of these areas.</li> <li>• Data for PP children demonstrates that the % achieving ARE is in line with national figures for PP children.</li> </ul>	<p>As above.</p>
<p>Learning mentor to support children and families with barriers to learning.</p>	<p>Learning Mentor in post to work with children and families in order that internal and external barriers can be identified</p>	<p>Patterns in children's attendance, behaviour and engagement in learning are communicated</p>	<ul style="list-style-type: none"> <li>• Behaviour, attendance, homework and reading records.</li> <li>• Attendance of families at workshops.</li> <li>• Children's engagement in the classroom (according to teachers and other adults, supporting the children's learning).</li> <li>• Families are engaging with online provision</li> </ul>	<p>Attendance for PP children in 2020-21 was 93.2%, which was very similar to 2019-20 93%. In 2019-20 this was close to the attendance of all children but was 3% lower than all children in 2020-21 which was linked to the low attendance of a small number of</p>

£10,164	<p>and addressed, including:</p> <ul style="list-style-type: none"> <li>-Tracking attendance</li> <li>-Tracking behaviour</li> <li>-Tracking homework/reading</li> <li>-Providing workshops for parents</li> <li>-Promoting children's mental health and well-being</li> </ul>	<p>and discussed with parents.</p> <p>Solutions are developed and reviewed by the Learning Mentor working alongside the family and class teacher.</p> <p>Children's mental health is recognised throughout the school and children's awareness of their own mental health is developed.</p>		<p>children. Their attendance is being closely monitored and challenged in the 2021-22 academic year.</p> <p>93% of parents said that they felt the school makes sure our pupils are well behaved. 97% of pupils said that they felt behaviour of other pupils around the school is good.</p>
				<b>26,808</b>
<b>Total budgeted cost</b>				<b>63,345</b>