

Pupil Premium Intended Outcomes 2022-23

This details the desired impact that our pupil premium activity will have on pupils in the 2022-23 academic year.

<p>1. Improve pupil's confidence, social skills and emotional well-being.</p> <p><u>Through:</u> Meet and Greet will support the transition into school Additional pastoral support and interventions</p>	<p>Pupils are included in all aspects of school life. Pupils are able to confidently communicate with others and self-regulate Attendance improves for targeted children</p>
<p>2. Support families through processes including Early Help to continue to develop and maintain positive relationships.</p>	<p>All children appropriately supported Families have access to specific resources to support their child's development</p>
<p>3. All PP and other identified children make at least expected progress from their starting points in reading</p>	<p>Make at least expected progress from their own individual starting points.</p>

Activity	Evidence that supports this approach	Costs Total £2730
Trips	Evidence from EEF – the Guide to PP: A tiered approach to spending	£200
Sporty Holiday Club x4	Evidence from EEF – the Guide to PP: A tiered approach to spending	£120
Residentials	Evidence from EEF – the Guide to PP: A tiered approach to spending	£300
TA support Meet and Greet	Behaviour interventions = +4 months Social and emotional learning = +4 months	£1045
Attendance and wellbeing TA hours	Parental Engagement = +4 months	£836
Reading environment and books EYFS	Evidence from EEF – the Guide to PP: A tiered approach to spending	£329

Intended Outcome	Success criteria
<p>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children.</p>	<p>Those pupils who have ‘fallen behind’ are supported and tracked closely to ensure they make accelerated progress and ‘catchup’ or exceed prior attainment standards. Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders.</p> <p>Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions. Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.</p>
<p>The language deficit for student in receipt of pupil premium/targeted learners funding is diminished. A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the schoolcommunity.</p>	<p>All pupils are exposed to tier 1, tier 2 and tier 3 vocabulary throughout the curriculum. Targeted pupils receive additional language intervention. Parents are engaged in the development of their child’s speech and language. Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading. Consistent implementation of excellent practice and high expectations across the school for reading. Increased % of pupils are working at ARE or above across the school in phonics and reading.</p>
<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. Pupils love learning and have access to an engaging, broad and varied curriculum</p>	<p>The curriculum will provide pupils with an exciting, varied curriculum. Teachers and support staff will plan a wide range of visits, WOW events and experiences to inspire and enhance learning and make it memorable. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. Home learning, reading and access to TT Rockstars will be offered to children who need support during lunchtime so that they can use the internet and devices that are available in school. All children in KS2 have access to high quality reading books at school. Children are given regular opportunities to change their home reading and/or school library book. Home learning is organised in a project-based menu to support the link between home and school to enrich the children’s learning experiences more.</p>

<p>All disadvantaged pupils will meet national expectations for attendance and persistent absence.</p>	<p>Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). Monitoring of attendance by Head teacher brings about an increase in PP pupils' attendance and a decrease in persistent absence.</p>
<p>All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence</p>	<p>Children know and understand the meaning of our learning behaviours. Teachers teach and model these behaviours. Children demonstrate these behaviours throughout the school day and in their lives outside of school. Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff. Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.' Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.</p>

<p>Improve pupil's confidence, social skills and emotional well-being.</p>	<p>Pupils are included in all aspects of school life. Pupils are able to confidently communicate with others and self-regulate Meet and Greet will support the transition into school Additional pastoral support and interventions Attendance improves for targeted children</p>
<p>Support families through processes including Early Help to continue to develop and maintain positive relationships.</p>	<p>All children appropriately supported Families have access to specific resources to support their child's development</p>
<p>All PP and other identified children make at least expected progress from their starting points in reading</p>	<p>Make at least expected progress from their own individual starting points.</p>