



School Name

Pupil Premium Strategy Plan
2021-22



Summary Information

Academic Year	2021-22	Total PP Allocation	£10371
Total Number of Pupils	93	Total Number of PP Pupils	11
Date of latest PP Review	July 2022	Date of next internal PP Review	July 2023
Pupil Premium Lead	Clare Lodge	Governor Lead	Sally-Anne Walsh

Current Attainment (Data is displayed from 2018-2019 results due to Covid-19 School Closures in 2020)

2018-2019	Great Kimble C of E School DP GLD	National DP GLD	National GLD
EYFS	N/A	Not Reported	71.8%

2018-2019	GKS DP Reading (Exp+) (2 pupils)	National DP Reading (Exp+)	National All Other Reading (Exp+)	GKS DP Writing (Exp+) (2 pupils)	National DP Writing (Exp+)	National All Other Writing (Exp+)	GKS DP Maths (Exp+) (2 pupils)	National DP Maths (Exp+)	National All Other Maths (Exp+)
KS1	50%	62%	78%	50%	55%	73%	50%	62%	79%

In KS1 reports were released comparing Disadvantaged Pupils with 'National All Other.' This is in line with how we should be comparing data as we move forward.

2018-2019	GKS DP (Exp+)	National DP (Exp+)	National All Other (Exp+)	National (Exp+)
Y1 Phonics	100%	71%	84%	82%
Y2 Phonics	100%	Not Reported	Not Reported	91%

2018-2019	GKS DP Reading (Exp+)	National DP Reading (Exp+)	National Reading (Exp+)	GKS DP Writing (Exp+)	National DP Writing (Exp+)	National Writing (Exp+)	GKS DP Maths (Exp+)	National DP Maths (Exp+)	National Maths (Exp+)
KS2	N/A	Not Reported	73%	N/A	Not Reported	78%	N/A	Not Reported	79%

In KS2 reports for Reading, Writing and Maths did not release 'National Other' but comparisons were made with National data in general. This should be revised in forthcoming years. Reports did compare 'National All Other' for the Combined scores (see below).

2018-2019	Great Kimble C of E School DP Combined	National DP Combined	National All Other GLD
KS2	N/A	51%	71%

Barriers to Future Attainment (EEF model)			
A	To reduce gaps in attainment caused by absence during Covid-19		
B	To provide wider school experiences for pupils, such as trips and visits, to increase their cultural capital.		
C	To provide emotional well-being, behaviour support and specific learning difficulties identified for disadvantaged pupils.		
D	To ensure good attendance and punctuality of disadvantaged pupils.		
Actions & Impact (by end of Year 3 of PPSP)			
Desired Outcomes		Success Criteria	
A. Targeted interventions and support to lead to the narrowing the gaps for Disadvantaged pupils, and ensure progress is maximised.		<ul style="list-style-type: none"> On-going formative assessments, using Tapestry Learning Journal, is implemented across KS1 and KS2. Pupils who require targeted support are quickly identified and a clear plan of support is in place. Termly Pupil Progress Meetings (PPM) support teachers in identifying appropriate interventions for individual pupils. 	
B. Pupils will have the opportunity to attend all extra-curricular activities on offer, including trips, visits and clubs.		<ul style="list-style-type: none"> The school will maintain LOtC Gold Award. ½ termly 'Learning Outside the Classroom' (LOtC) opportunities are clearly planned into the curriculum. Pupils will attend at least 80% of external trips. 	
C. High quality support for pupils is achieved through targeted adult support.		<ul style="list-style-type: none"> ELSA accreditation achieved for key member of staff. Zones of Regulation consistently used across all classrooms to support pupils. Pupils are supported emotionally so they are able to successfully access learning, making good levels of progress. Specific Learning Difficulties are quickly identified and support plans put in place to address areas of concern. Pupil Premium children with additional SEN needs have a SEN support plan in place which clearly identifies areas to be addressed, sets SMART targets and clearly identifies additional support required. 	
D. DP attendance and punctuality will be in line with peers.		<ul style="list-style-type: none"> Strong relationships with PP families to enable open and honest discussions around attendance. Robust attendance procedures ensure pupil's irregular attendance is quickly addressed. Pupil's with poor attendance are praised and celebrated when this improves and where necessary, individual plans and motivational strategies are used. Whole School attendance is accurately tracked and reported on every half term with Disadvantaged Pupils and SEND groups identified within this. Half termly attendance letters to parents to reinforce high expectations. 	
Planned Expenditure			
Academic Year: 2021-2022		Desired Outcome: A	
Chosen Action/Approach	Evidence/Rationale	Implementation & Monitoring	Staff Lead
Targeted interventions and support to lead to the narrowing the gaps for Disadvantaged pupils, and ensure progress is maximised.	'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater	<ul style="list-style-type: none"> Termly analysis of PiXL assessments Termly Pupil Progress Meetings with HT Tapestry training for staff Tapestry used to record on-going formative assessments 	SENDCO Class Teachers

*To include COVID catch up funding of £1400	obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious' (Ofsted 'Closing the gap 2014')	<ul style="list-style-type: none"> • Termly monitoring of Tapestry content 	
Total Budget Cost:			£9,658
Academic Year: 2021-2022		Desired Outcome: B	
Chosen Action/Approach	Evidence/Rationale	Implementation & Monitoring	Staff Lead
Pupils will have the opportunity to attend all extra-curricular activities on offer, including trips, visits and clubs.	"We believe that EVERY child should be given the opportunity to experience life and lessons beyond the classroom walls as a regular part of growing up. These experiences expand the horizons of young people, opening their eyes to the wonders of areas such as art, heritage, culture, adventure and the natural world." (LOtC Council)	<ul style="list-style-type: none"> • Curriculum planning clearly shows planned opportunities for LOtC. • Termly monitoring of DP pupil attendance in LOtC opportunities. Termly monitoring of DP pupil attendance at clubs.	HT Class Teachers
Total Budget Cost:			£200
Academic Year: 2021-2022		Desired Outcome: C	
Chosen Action/Approach	Evidence/Rationale	Implementation & Monitoring	Staff Lead
The use of a member of staff who is a trained ELSA and Zones of Regulation approach to wellbeing and behaviour support. *To include COVID catch up funding of £200	"Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year." (Education Endowment Foundation - EEF)	<ul style="list-style-type: none"> • Reintroduction of ZONES with pupils through targeted PSHE lessons, followed by classroom displays and review of behaviour policy to include restorative approaches Planned ELSA interventions across the school	HT SENDCO Class Teachers
Total Budget Cost:			£1,365
Academic Year: 2021-2022		Desired Outcome: D	
Chosen Action/Approach	Evidence/Rationale	Implementation & Monitoring	Staff Lead
To improve attendance, support parents and develop strong partnerships tailored to the needs of each individual family.	"All children have the right to go to school and learn, regardless of who they are, where they live or how much money their family had." (UNICEF)	<ul style="list-style-type: none"> • Office Administrator to work in partnership with the HT to tailor school communications and promote positive dialogue between home and school. • Office administrator and HT to hold half-termly attendance meetings with particular focus on disadvantaged pupils. The meetings will agree actions, following robust attendance procedures, including both letters, phone call and celebration to re-enforce high expectations. 	HT
Total Budget Cost:			£960
Total Cost of PP spending			£10383
Total Cost (to include £1800 of catch up funding)			£12,183

Review of Expenditure		
Year: 2021-2022		Desired Outcome: A
Chosen Action/Approach	Impact	Lessons Learned
Targeted interventions and support to lead to the narrowing the gaps for Disadvantaged pupils, and ensure progress is maximised.	<ul style="list-style-type: none"> Progress from Autumn to Summer Term of pupils meeting age related expectations <p>Reading 20% increase Maths 14% increase Writing 17% increase</p>	<ul style="list-style-type: none"> Tapestry is being used across the school, with further development planned for next year. Staff capacity to provide after school tutoring was not sufficient. Money not claimed.
		Actual Spend: £10,198
Year: 2021-2022		Desired Outcome: B
Chosen Action/Approach	Impact	Lessons Learned
Pupils will have the opportunity to attend all extra-curricular activities on offer, including trips, visits and clubs.	<ul style="list-style-type: none"> The school has maintained LOtC Gold Award and 'Learning Outside the Classroom' (LOtC) is embedded through the use of Smokey Row and our local environment. During this academic year, every child in the school has attended at least one whole school trip which has helped with transition to their new mixed classes as well as enriching their learning. Whole Class trips have been available to all children – including pupil premium to ensure equality of opportunity. 	<ul style="list-style-type: none"> Whole school and class trips to continue next year Selection of venues for school trips to be more diverse to provide opportunities pupils do not receive outside of school.
		Actual Spend: £200
Year: 2021-2022		Desired Outcome: C
Chosen Action/Approach	Impact	Lessons Learned
High quality support for pupils is achieved through targeted adult support.	<ul style="list-style-type: none"> Pupils have expressed they have strategies to manage and regulate emotions. Staff report that they feel better able to support pupils using targeted support plans. 	<ul style="list-style-type: none"> ELSA to continue Support plans to continue to be implemented following school cycle of review.
		Actual Spend: £1,525
Year: 2021-2022		Desired Outcome: D
Chosen Action/Approach	Impact	Lessons Learned
DP attendance and punctuality will be in line with peers.	<ul style="list-style-type: none"> A clear procedure is in place for monitoring attendance Relationships with families requiring support are positive. Pupils benefited from, uniform, PE kits, milk and KS2 lunches. 	<ul style="list-style-type: none"> Attendance data and information regularly shared with parents highlights the importance of regular attendance – this will continue as it has aided open conversations with families Procedures need to be firmly embedded in order to impact data.
		Actual Spend: £960

Finance Breakdown 2021-2022 (Specifics & General):

Barrier A	Barrier B	Barrier C	Barrier D
<ul style="list-style-type: none">• Tapestry subscription for whole school• Additional time given to Learning Support Assistants (including HLTAs) to deliver targeted interventions	Purchase membership at extra-curricular clubs as well as trips, visits and experiences that would otherwise be chargeable.	<ul style="list-style-type: none">• ELSA accreditation• Dedicated SENDCo time• Resources to aid the progress of pupils with specific learning difficulties.	<ul style="list-style-type: none">• Purchase uniform, PE kits and milk for Pupil Premium children to ensure equality amongst their peers.• Attendance officer
£ 10,198	£200	£1,525	£960
Total: 12,883			