

Statement of Intent

The purpose of pupil premium funding received from the Government is to help pupils reach their full potential, regardless of their background or financial situation.

Pupils include those who:

- Are registered for Free School Meals
- Have been registered for free school meals at any point in the past 6 years
- Are of have been, in care
- Have parents in the armed forces

Our ultimate objective for those children, eligible to receive this funding is for them to be provided with opportunities that will enhance their learning, life experiences and well-being so that there is no apparent difference between the attainment of those children who are 'disadvantaged' and those that are not.

Our current pupil premium strategy considers the guidance outlined by the Education Endowment Fund (EEF) and works towards achieving these objectives by ensuring that our school delivers high quality teaching, through the continued professional development and training of its staff. It provides targeted intervention through the employment of staff to deliver intervention, where identified and provides opportunity for children to engage in activities that develop life-skills and nurture well-being.

The key principles of our strategy are:

- The school 'ring fences' the funding each academic year, ensuring that it is spent on the targeted group of pupils.
- The school recognises that eligibility for Pupil Premium does not imply low ability. Our focus is on supporting disadvantaged pupils in meeting their full potential, aspiring to achieve the highest levels.
- All teachers know which pupils are eligible for Pupil Premium, so they can take responsibility for accelerating their progress.
- The school uses data and teacher assessment to analyse which pupils are underachieving and why this is occurring.
- The school frequently uses attainment data to assess the effectiveness of interventions. If necessary, adjustments are made throughout the intervention period to maximise effectiveness.
- The school draws upon evidence from our own and others' experience to allocate the funding to the activities which were most likely to have an impact on improving achievement.
- School leaders make the key decisions and regularly evaluate the effectiveness of interventions for individual pupils.
- For some eligible pupils, funding is used to support social and emotional needs where necessary and appropriate.

- Pupil premium funding may be used to ensure that eligible pupils are able to take part in visits and residential due to financial constraint.
- Funding has been allocated to the employment of additional ETAs to support the catch-up process due to the impact of the COVID-19 impact.

Challenges

Low social and emotional well-being across school due to the impact of COVID-19.

Low motivation and resilience amongst Key Stage 2.

Low take up of Pupil Premium funding in KS1 due to universal free school meals.

SEND and PPC children not meeting expected levels of progress.

Broken family structures including 11% of Pupil Premium Children receiving funding for being LAC or Post-LAC.

Low parental engagement/parenting skills.

Safeguarding, welfare and well-being issues.

Mental Health Issues in the family or with the child (external trauma, loss, bereavement)

Socio-economic disadvantage e.g. poverty. 76% of our Pupil Premium Children receive funding for living in a disadvantaged area.

10% of our Pupil Premium Children also have Special Educational Needs and Disabilities

Large gaps in knowledge and learning of our disadvantaged pupils due to the disruption to school from the COVID-19 pandemic.

Intended Outcomes

Maintain and continue higher ability PP children's attainment in comparison to 'others' All staff aware of who the higher ability PPC are and target appropriately.

Pupils eligible for PP identified as higher ability make as much and more progress as 'other' pupils identified as high ability, across KS2 in Reading, Writing and Maths. Measured by teacher assessments and identified in pupil progress meetings