

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Horton Kirby C of E Primary School
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	25.3%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Glenn Pollard Headteacher
Pupil premium lead	Jan Lawrence Inclusion Manager
Governor / Trustee lead	D Tremain and L Carty

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,000
Recovery premium funding allocation this academic year	£8000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£86000

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support possibly through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils within our school. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and Maths.</p>
3	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been around 28% lower than for non-disadvantaged pupils. But attendance for the whole school has improved by 4% between 19-20 and 20-21</p> <p>34% of disadvantaged pupils have been 'persistently absent' compared to 5.6% of their peers during that period. However, the percentage for disadvantaged pupils drops to 23% when not including families that have moved out of the area but then had difficulties finding new school placements so remained on role. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>There have 29 requests for support from the emotional well-being team. 9.3% have been non disadvantaged pupils with 14.2% concerning disadvantaged pupils.</p> <p>With the increase number of disadvantaged pupils and the impact of Covid on working families, there has been an increase in families seeking financial support to access extra curricular activities such as swimming and the residential trip.</p>

	Currently 48.8% of non disadvantaged children attend extra curricular clubs compared to 45.6% of disadvantaged pupils
5	Our assessments and observations indicate that whilst lower PP children make good progress. There is less progress with the greater depth pupils, Data (2019)

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 20%.</li> </ul> the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 15% lower than their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by:

	<ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• PP children in participation in enrichment activities is in line or better than non PP children, particularly among disadvantaged pupils. 60% of disadvantaged pupils attending extra curricular clubs and 100% accessing swimming and residential trip.</li> </ul>
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more 75% of disadvantaged pupils met the expected standard.
Improve greater depth attainment for PP children in Reading, Writing and maths.	KS2 outcomes in 2024/25 show that 20% of disadvantaged pupils achieve greater depth in reading, writing and maths to be

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £36380

Activity	Evidence that supports this approach	Challenge number(s) addressed
To raise attainment in writing and maths, with a focus on greater depth PP children	Focus on QFT with highly skilled TAs enhancing in class learning alongside the class teacher. Supporting whole class teaching, small groups and individual support. Approach based on research	2
Ensure that quality of teaching over time is at least good for all pupils and improved percentage of outstanding	<p>QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015) Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. - EEF Spotlight on disadvantage report – NGA.</p> <p>Pupil premium usage is not the only determinant of disadvantaged pupils progress and attainment.</p> <p>The survey data revealed a clear correlation between outcomes for all pupils and outcomes for pupil premium pupils.</p> <p>EEF: feedback +8.</p>	2

<p><i>Training for staff on the Little Wandle method of teaching</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teacher to allow for smaller maths groups</p>	<p>QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015)</p> <p>QFT is one of the biggest drivers of pupil attainment, particularly those from a disadvantaged background EEF            PP children have been disproportionately affected by school closures</p>	<p>2</p>
<p><i>Pixl Maths for expected and greater depth groups</i>  <i>School Led Tuition</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>



<p><i>Pixl writing for expected and greater depth groups</i> <i>School Led Tuition</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p><i>Pixl reading for greater depth groups</i> <i>School Led Tuition</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p><i>Buy into extended speech and language services, in order to have fortnightly access to a trained speech and language therapist in school. This will provide assessments, blocks of direct support, TA and teacher training and support.</i></p>	<p>Poor language and communication skills are a barrier to accessing learning and often result in negative behaviours and difficulties in forming relationships. Early years and oral interventions have a very good impact on pupils success (EEF Toolkit)</p>	<p>1</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance To ensure that focus PP children have access to a balanced breakfast.</p> <p>To support PP families with child care. Regular tracking and monitoring Attendance PSP meetings for PA</p>	<p>Attendance at breakfast club has proved effective in improving attendance.</p> <p>Children will begin school with breakfast which is proven to be beneficial to learning</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	3
<p><i>Improve well being for PP children with access to trust counsellor and EDUKIT</i> <i>Regular well being surveys</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers</p>	4
<p><i>To ensure that PP children have access to a wider school curriculum, including funding for swimming and trips, including year 6 residential trip</i></p>	<p>Raising cost of living and reduction in temporary increase to universal funding is having an impact on family finances</p>	4
<p><i>Improve well being and attendance for PP children with access to Honey the school dog mentor</i> <i>Focused specialist training for 4 staff</i> <i>Whole school training</i> <i>Individual target setting and rewards</i></p>	<p>Our dog mentor has already started to have a positive impact on pupils, both a calming effect around the school and as a targeted reward for improved attendance and for calm starts to the day for those pupils who struggle to come in, in the mornings.</p>	4

**Total budgeted cost: £86,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*For detailed review of pervious academic year PP strategy please  
see*

Horton Kirby CE Primary School Pupil Premium Strategy  
Statement- Feb 2020, reviewed July 21

Attached as appendix to this document

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

## Horton Kirby CE Primary School Pupil Premium Strategy Statement- Feb 2020, reviewed July

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### Summary of information

There has been a significant increase of pupils eligible for PP since the start of the pandemic, 37% of FSM pupils have become eligible since March 20 which is 9% of the whole school. The school actively promoted awareness of FSM to ensure families received the support they were entitled to.

School	Horton Kirby CE Primary School				
Academic Year	2020/21	Number of pupils eligible for PP	77	Total PP Budget	£88,710
Total number of pupils	261	Whole school Percentage	29.5%	Date for next internal review of this strategy	July 21

### Previous attainment 2019

There were 5 pupils in KS2, For the children that did not get the expected standard (2 Pupils) one of whom made accelerated progress in all subjects from EYs and KS1 levels. The second child made accelerated progress in maths and reading. Progress of the KS2 cohort was expected or better in most cases.

Taking into account contextual value added, PP children performed significantly higher than national average in overall achievement and particularly in maths.

With progress for KS2 pupils being +3.3

KS1

There is a high level of need within the cohort. With 13 PP children with is a large number compared to the rest of the school. Taking into account contextual value added FSM were a lower performing group in reading and writing but a higher performing group in maths. . This was a focus group going into year 3 where progress had started to improve prior to school closure.

	KS2 (National)	KS2 PP (Kent)	KS1 (National)	KS1 PP (Kent)
		5 pupils		13 pupils
% achieving expected + in RWM	71% (74%)	29% (52%)	71% (69%)	13% (N/A)



% achieving expected + in Reading	80% (79%)	43% (62%)	80%(74%)	38% (58%)
% achieving expected + in Writing	80% (84%)	57% (70%)	89%(74%)	13% (52%)
% achieving expected + in Maths	86% (84%)	86% (64%)	80%((76%)	38% (61%)

#### Previous attainment 2020 (Teacher assessment)

There is a significant improvement in the attainment of PP children achieving expected in RWM combined. In KS2 this measure rose from 29% to 50% and in KS1 there was a dramatic from 13% to 63% due to high quality personalised interventions even through remote learning. The gap between PP children and non PP children in both key stages closed and in KS1 writing PP children performed better than non PP children nationally in writing and broadly in line in maths.

	KS2 (National) (7 pupils)	KS2 PP	KS1 (National)	KS1 PP (8 Pupils)
% achieving expected + in RWM	96% (75%)	50% (52%)	72% (66%)	63%
% achieving expected + in Reading	96% (84%)	70% (62%)	81% (75%)	63% (58%)
% achieving expected + in Writing	96% (81%)	70% (70%)	75% (70%)	75% (52%)

% achieving expected + in Maths	100% (83%)	80% (64%)	84% (76%)	75% (61%)
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Current attainment 2020-21 (Term 6 data)				
	Year 6 Non PP	Year 6 PP	Year 2 Non PP	Year 2 PP
% achieving expected + in RWM	76%	44% (52%)	62%	66%
% achieving expected + in Reading	79%	56% (62%)	62%	66% (58%)
% achieving expected + in Writing	83%	44% (70%)	69%	66% (52%)
% achieving expected + in Maths	86%	75% (64%)	69%	100% (61%)

## Planned expenditure 2020 to 21

The three headings demonstrate how we are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### Teaching and learning for all.

Intended outcome	Action/intervention	What is the evidence and rationale for this action.	How will impact be evaluated.	How will it be monitored	Allocated amount to this action/intervention	Evaluation
To raise the attainment and progress for all learners with a particular focus on PP	Additional teacher to allow for smaller maths groups.	QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015)	Pupils make expected or better progress.  Attainment for all pupils is in	Regularly monitor provision for all pupils.  Book scrutiny focused on PP children with staff identifying next steps.  All SLT involved in regular monitoring.	£10,000	Yr 6 PP was above national average attainment in maths. With all PP making expected progress from KS1 across the curriculum.

children in years 5 and 6		QFT is one of the biggest drivers of pupil attainment, particularly those from a disadvantaged background EEF	line or better than National	Regular monitoring to include learning walks, book scrutiny, pupil voice, observations  Focused on groups of children		KS1 attainment was better than national for PP in all subjects
To raise attainment in reading, writing and maths	Teaching assistants to support individuals and groups of pupils throughout EYFS, KS1 and KS2  Training for TAs	Focus on QFT with highly skilled TAs enhancing in class learning alongside the class teacher. Supporting whole class teaching, small groups and individual support. Approach based on research evidencing the high impact of	Pupils make expected or better progress.  Attainment for all pupils is in line or better than National	Regularly monitor provision for all pupils.  Book scrutiny focused on PP children with staff identifying next steps.  All SLT involved in regular monitoring.  Regular monitoring to include learning walks, book scrutiny, pupil voice, observations  Focused on groups of children	£1000 for out of hours training  £53,810	Staff had training in a variety of interventions and awareness training in colour blindness.

		<p>effective feedback for all pupils.</p> <p>QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015)</p>				
<p>Ensure that quality of teaching over time is at least good for all pupils and improved percentage of outstanding</p>	<p>SLT supporting QFT</p> <p>Regular monitoring including learning walks, book scrutiny, pupil voice and observations.</p> <p>Whole school training/CPD</p>	<p>QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015)</p> <p>Quality of teaching is one of the biggest drivers of pupil attainment, particularly for</p>	<p>Pupils make expected or better progress.</p> <p>Attainment for all pupils is in line or better than National</p>	<p>Regularly monitor provision for all pupils.</p> <p>Book scrutiny focused on PP children with staff identifying next steps.</p> <p>All SLT involved in regular monitoring.</p> <p>Regular monitoring to include learning walks, book scrutiny, pupil voice, observations</p> <p>Focused on groups of children.</p>	<p>£0</p>	<p>100% of observations were Good, with 70% being outstanding.</p> <p>Book Looks that there is effective teaching and learning across the curriculum and any minor points for development have been addressed with staff. Training from subject leaders and SENCo have</p>

		<p>those from disadvantaged backgrounds. - EEF Spotlight on disadvantage report – NGA.</p> <p>Pupil premium usage is not the only determinant of disadvantaged pupils progress and attainment.</p> <p>The survey data revealed a clear correlation between outcomes for all pupils and outcomes for</p>				<p>improved differentiation in foundation subjects.</p>
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		pupil premium pupils.  EEF: feedback +8.				
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Targeted support						
Intended outcome	Action/intervention	What is the evidence and rational for this action.	How will impact be evaluated.	How will it be monitored	Allocated amount to this action/intervention	Evaluation
Improved speaking and listening & language skills impacting on literacy	Speech and language interventions for individual and small groups	Poor language and communication skills are a barrier to accessing learning and often result in negative behaviours and difficulties in forming relationships. Early years and oral interventions have	Target pupils will make better than expected progress in their literacy.	Against SMART targets on individual provision maps. Evaluation of impact by class teachers on small group interventions.  Pupils progress in Literacy	£1000	Pupils made good progress against their sp and language targets. However access to NHS services and increasingly becoming difficult so the school will look at buying in additional time

		a very good impact on pupils success (EEF Toolkit)				through the extended offer for next year.
To ensure that greater depth learning is achieved for focus pupils	KS1 Great depth Maths	EEF Mastery learning +5  We want to ensure that PP children have high achievement  PP children have been disproportionately affected by school closures	Target pupils will reach greater depth	Regular monitoring to include learning walks, book scrutiny, pupil voice, observations  Pupils progress and attainment tracked through PPM and ambitious targets set	£350	Although no pupils reached greater depth they did all meet expected.
To ensure that greater depth learning is achieved for focus pupils	Ks1 2 Great depth Literacy	EEF Mastery learning +5  We want to ensure that PP children have high achievement  PP children have been	Target pupils will reach greater depth	Regular monitoring to include learning walks, book scrutiny, pupil voice, observations  Pupils progress and attainment tracked through PPM and ambitious targets set	£350	No pupils reached greater depth but 66% PP did meet expected although this below slightly national.



		disproportionately affected by school closures				
<p>To ensure that focus PP children have access to a balanced breakfast.</p> <p>To improve attendance</p> <p>To support PP families with child care.</p>	Breakfast club and after school club paid by school	<p>Attendance at breakfast club has proved effective in improving attendance.</p> <p>Children will begin school with breakfast which is proven to be beneficial to learning</p>	<p>Reduced number of children not having breakfast.</p> <p>Improved attendance</p>	Records kept of pupils attending breakfast club and there progress and attendance tracked	£3500	Wrap around care has had a positive impact on attendance for those pupils for whom child care was a contributing factor to their poor attendance
To support PP families with school uniform as needed	<p>Funds for uniform.</p> <p>Supply of second hand uniform which can be given out.</p>	<p>Uniform helps develop a sense of community within school where everyone is equal.</p> <p>Uniform can be expensive</p>	All children having access to school uniform regardless of	All pupils in school uniform	£300	This was not needed this year as clothing was sourced from spare second hand stock within school.

		<p>particularly for large families.</p> <p>EEF collaborative learning +5</p> <p>Cultural enrichment is needed to succeed in life</p>	financial constraints			
<p>To ensure that pupils have an opportunity to process and work through difficult experiences and situations in a safe and supportive space</p>	<p>Well being practitioner</p> <p>Play therapy</p> <p>Nurture group</p>	<p>Covid has had an impact on the mental wellbeing of many children.</p> <p>EEF social and emotional learning +4</p> <p>Individual children have been identified by class teachers and or parents</p> <p>Children will be emotionally better off which as been</p>	<p>Increased well being measured through SDQs and observation within class</p>	<p>SDQs</p> <p>Observation from class teachers</p> <p>Feedback from parents and pupils</p>	£1500	<p>Due to covid and bubble restrictions nurture group ran differently this year with lunchtime nurture support being offered within classes or bubbles. The well being practitioner offered support to several families as well parent workshops which were well</p>

		proven to be beneficial to learning				attended. Play therapy was offered to 12 pupils with in school and feedback from parents was very positive.
To improve reading, writing and maths	Provide a year 6 pupil , with a tutor 1 hour per week	EEF one to one tuition +5  Excellent and supportive relationships formed	Progress and attainment	Reviewed against progress and attainment  Targets in provision map	£1200	Pupil was expected across the curriculum having made expected progress in literacy and better than expected progress in maths
To ensure that PP children have enhanced	Laptops and Chrome books for PP children	Access to technology may be reduced for PP children	PP Pupils able to access technology to support homework and learning	PP pupils able to complete homework and having access to apps e.g. spelling shed	£3000	During school closure 30 laptop/chrome books were loaned to families with PP given priority, This

access to resources			apps also for home learning as needed			allowed for an increased/more effective engagement in home learning, Those pupils still struggling to engage were invited into school to access learning on site with adult support.
To ensure that barriers to learning are identified and strategies put in place by EP support for teachers	SBR with educational psychologist	Teachers supported to identify barriers to learning and having the confidence to put appropriate strategies in place.	Improved progress and attainment for focus pupils  Monitoring of interventions and strategies	Feedback from class teachers  Impact of strategies on provision maps	£1000	25% of pupils discussed with EP were PP. Staff reported the advice offered had a positive impact on pupils via strategies and staff confidence at support pupils needs. This included abstract discussions for

						pupils with complex needs who were due to start in Sept 21
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Whole school Policy						
Intended outcome	Action/intervention	What is the evidence and rational for this action.	How will impact be evaluated.	How will it be monitored	Allocated amount to this action/intervention	Evaluation
To ensure all pupils have access to	School trips	PP families have lower income and without support	All pupils having full access to a	Attendance of pupils on school trips and reasons for non-	£1200	Due to covid restrictions there were less school

school trips regardless of families financial constraints		some children would miss out on school trips  Cultural enrichment is needed to succeed in life.  EEF: collaborative learning +5	broad and balanced curriculum.  Pupils having experience of cultural capital and feeling part of the school community through shared experiences	attendance discussed with parents and school financial support if this is the barrier.		trips than usual however funding was available to support PP children in year 6 for swimming
To further develop inclusive practice to ensure the needs of all learners are met.	Training for staff in differentiation and SEN across the whole curriculum.  Whole school in:  Dyslexia  Colour blindness	Spotlight on disadvantage report- NGA. The survey data revealed clear correlation between outcomes for all pupils and outcomes for PP children.	Barriers to learning are clearly identified  Teachers have increased confidence in differentiation	Regular monitoring to include learning walks,  book scrutiny, pupil voice, observations  Pupils progress and attainment tracked through PPM and data	£1000	Whole training was delivered to staff as planned with the exception of Dyslexia training due covid restrictions and STLS staff not coming in to deliver training.  SENCO and subject leads delivered

	<p>Incredible 5 point scale</p> <p>Sensory circuits</p> <p>Shadow reading</p> <p>Phonics</p> <p>Phonological awareness</p> <p>precision teaching for dyslexics</p> <p>Memory strategies</p> <p>Differentiation across the curriculum</p> <p>Adjustments to the learning environment for pupils with SEN</p>	<p>QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015)</p> <p>QFT is one of the biggest drivers of pupil attainment, particularly those from a disadvantaged background EEF</p>	<p>Pupils have their needs met and make good progress across the curriculum</p>			<p>training on differentiation in foundation subjects. Which has had a positive impact on teaching and learning and also on staff confidence as evidenced in book scrutiny and observations</p>
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<p>To improve home school relationships with hard to reach families and encourage greater parental engagement</p>	<p>Achievement for all</p> <p>Virtual coffee morning style sessions for parents</p> <p>Use of Flesh Reading Ease scale to check readability of letters sent to parents to ensure accessibility for all. (Scale score of 70+ which is considered easy to read)</p>	<p>Relationships between home and school are crucial.</p> <p>16.4% of the UK population have very poor literacy skills- National Literacy Trust</p>	<p>Parents feel that communication with school is improved</p> <p>Improve engagement with hard to reach parents</p>	<p>Parent surveys</p> <p>Improved outcomes for pupils</p> <p>Increased attendance</p>	<p>£7000</p>	<p>AFA delivered constructive conversation training to all teachers, this resulted in improved engagement with a number of hard to reach families. Weekly parent group on line meetings were trailed, on various days and at various time of day, however these were very poorly attended by parents. Staff member acting as flow has had a very positive impact on parent engagement,</p>



						particularly for some previously hard to reach families.
PP Champion to ensure consistent, targeted and effective use of PPG	PP champion regular monitoring  Use of data to track progress and attainment of vulnerable groups  Ensure PP are represented	NFER report on supporting attainment for PP  Data driven and responding to evidence (supporting disadvantaged pupils briefing NOV 2015)  Clear responsive leadership is key	Positive impact of PPG for the outcomes for PP children in terms of progress, attainment and wellbeing.	Regular monitoring to include learning walks,  book scrutiny, pupil voice, observations  Pupils progress and attainment tracked through PPM and data		PP data has been monitored and analysed. As shown above.  Observations were done when possible and book scrutinise undertaken. Data for PP show an improvement against 2019 figures which were the last figures published. With PP children reaching expected in RWM in KS1 up to 66% from 13% in 2019. PP children reaching expected

						in RWM up to 44% from 29% in 2019
To improve whole school attendance with particular focus on PP children to bring them in line with National and peers	<p>Increased monitoring of whole school attendance with a focus on persistent absence pupils.</p> <p>Rigorous first day calling.</p> <p>New Flo/attendance officer role with focus on increasing attendance</p> <p>Systematic rewards and celebration of good attendance</p>	<p>PP children are statistically more likely to have a higher rate of absence than non PP peers, it is difficult to raise attendance if children are not in school.</p> <p>NfER briefing for school leaders identifies attendance as a key step.</p>	Attendance improves with a reduction in persistent absences	<p>Reduced persistent attendance</p> <p>Improved attendance</p>	£500	23/34 PA pupils are also PP. The school attendance lead works with these families to improve attendance by meeting with families and offering support such as EH and wrap around care. Attendance did improve but remains above national. 10/23 PA were families that moved out of the area and then struggled to find new schools, This was partly due to some schools not being able to accept new during school

						closures and also due to lack of school places being available in their new area.
To improve reading progress across the school but with a particular focus on those children with reading delays	<p>Staff training in interventions and supporting reading.</p> <p>Increased assessment in dyslexia assessment.</p> <p>Workshops for parents on reading at home</p> <p>New wholes NON Fiction reading scheme</p>	<p>In September 44% of children identified as having delays in reading were PP. PP are disproportionately affected as they make up only 26% of the whole school population</p> <p>EEF reading comprehension strategies +6</p> <p>One of the most effective teaching</p>	<p>Improved progress for all pupils but particularly in pupils previously making slow progress</p> <p>Barriers to learning clearly identified and support strategies put in place</p> <p>Parents more confident in supporting reading at home</p>	<p>Star reading tests</p> <p>Single word reading tests</p> <p>Parent attendance at workshops</p> <p>Parent and pupil voice</p>	£2000	<p>A new non fiction scheme was purchased for KS2 as this was an area that needed better resourcing. This has proved popular with pupils.</p> <p>There has been an increase in pupils being identified with Dyslexia and a specific program of intervention devised by the school and the STLS service that has since been rollout across the North Kent area.</p>

		strategies for ensuring high levels of fluency and accuracy is precision teaching	Greater engagement in reading			All staff have been trained to deliver it. 100% of PP making expected progress in reading in year 6. 66% of PP made expected or better progress in year 2, despite online books being available and staff hearing pupils via google classrooms. it is clear that home learning had a greater impact on reading for the pupils in year 2
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