



# 1. Pupil Premium Information (Summary)

<b>School</b>		Felton C of E Primary School		
<b>PP budget 2022-2023</b>		£10,925	<b>Date of most recent PP Review</b>	March 2022
<b>Total number of pupils(incl nursery)</b>	107	<b>Total Number of pupils eligible for PP during March 22- March 23</b>	4 LAC /post LAC 1 PP+ 3 Service/Ever 6	<b>Date for next internal review of this strategy</b> March 2023

2. Current attainment of Pupils eligible for PP		
	March 2021 ( 6 pupils) / child = 16.6%	March 2022 ( 7 pupils) / child = 14.3%
% achieving ARE/ARE+ in reading	33.3%	85.7%
% achieving ARE/ARE+ in writing	16.6%	42.8%
% achieving ARE/ARE+ in maths	66.6%	57.1%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers (issues to be addressed in school, such as poor oral language skills)</b>	
<b>A.</b>	Social, emotional and mental health issues
<b>B.</b>	Specific learning difficulty Literacy and Numeracy
<b>C.</b>	Lack of access to extracurricular opportunities

<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>		
<b>D.</b>	Low attendance for a very small minority	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children demonstrate increased self esteem and confidence resulting in positive attitudes and BfL to achieve their potential	<ul style="list-style-type: none"> <li>• The need for high levels of direct support will decrease</li> <li>• Children make demonstrable progress in all areas of their learning from individual starting points in September 2019</li> <li>• Children demonstrate improved behaviour for learning</li> </ul>
<b>B.</b>	Quality first teaching and targeted support and intervention combine to improve outcomes for pupils against identified individual areas of weakness to ensure that disadvantaged pupils are doing as well as other groups of students in all areas of their learning	<ul style="list-style-type: none"> <li>• Children make progress in identified areas eg Phonics / spelling writing fluency in reading against individual baseline assessments</li> </ul>
<b>C.</b>	All pupils increase their access to extra curricular experiences	<ul style="list-style-type: none"> <li>• Children attend one residential in 2022 -23</li> <li>• All are given free access to after school club</li> </ul>
<b>D.</b>	Improved attendance for identified child(ren)	<ul style="list-style-type: none"> <li>• Average attendance for children in receipt of PP is 96.8%</li> </ul>

5. Planned expenditure					
Academic year					
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					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
I Quality first teaching improves outcomes for pupils against identified individual areas of weakness	Programme of High quality CPD designed help staff further develop their ability to match the current key intentions for improvement in QE	Staff confidence improved by orchestrated CPD that fosters shared understanding of key intentions for improvement and how and that might best benefit a particular cohort (see most recent staff meeting and CPD agenda and HT's SER report and SIP report)	Daily planning and evaluation by CTs Individual TLA action plans for each cohort Rigorous monitoring and evaluation of the quality of TLA across school	CTs in each area  HT/ Govs	formatively across the term and then summatively half termly
	Reactive topic planning in according to mini adventures	Pupils are engaged and excited to learn if when topics reflect their interests and there are fresh challenges and ideas introduced regularly to reinvigorate their learning (Evidence by last year's self evaluation of curriculum and outcomes for pupils)			
	QE strategies (both group and individual work) in classroom that ensure all children needs are met in terms of support /challenge	The Sutton Trust (2012) and the Social Mobility Commission (2014) both cite the importance of good teachers (and teaching) for disadvantaged pupils			
Children demonstrate increased self esteem	Weekly FBL sessions with focus on developing	In line with current research and empiricist theory according to which			

and confidence resulting in positive attitudes and BfL to achieve their potential	positive behaviours for learning	we acquire ideas through our experience of the world.We believe FBL develops resilience, self confidence and cooperative behaviour alongside improved skills and knowledge in the short term which in the long term impacts on attitudes and behaviours for learning and therefore drives better academic outcomes  This evidenced by the positive impact on all pupils last year, but particular those with SEND or particular barriers to learning such as SEMH see HT SER/ SIP report			
<b>Total budgeted cost</b>					1,500
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Targeted support and intervention combine to improve outcomes for pupils against identified individual areas of weakness to ensure that disadvantaged pupils are doing as well as other groups of students.	Small group literacy and numeracy intervention groups using RWinc and success@number for identified pupils	Strategies have had previous positive impact for other pupils and allowed them to close gaps	Use of baseline and end of intervention information - including sandwell assessments to monitor impact on outcomes	Head Teacher Identified TAs	As part of intervention review half termly
THRIVE approach adopted by all 1: 1 support for SEMH	Support staff in all classrooms at all times to allow flexibility of approach as needed ( extra lunch time support from SEND/ Behaviour management TA in KS1 and KS2)	Close relationships and a supportive environment that understands impact of SEMH issues on behaviour allows pupils to be supported to reflect on their actions and de-escalate events or situations that may impact on a child's ability to learn	regular behaviour management reviews clear reporting of any incidents to allow for reflection and transparency of approach Integration of Head heart hands initiative across all curriculum	Head Teacher all staff  Identified TAs	As part of intervention review half termly
<b>Total budgeted cost</b>					8,300

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Minimum offer for all, entitles pupils to access residential trips and after school clubs and activities	As expressed on Teach First website we believe that a' child's socio-economic background – things they can't choose like the street they grew up on and how much their parents earn' should not have too much of an impact on their experience and how well they do at school and the aspirations and choices they have later in life.	Conversations with pupils regular check on access for all	HT and IL	termly
<b>Total budgeted cost</b>					<b>1,175</b>