



## SOUTH MOLTON UNITED CHURCH OF ENGLAND PRIMARY SCHOOL

### PUPIL PREMIUM ACTION PLAN 2021-22

This document sets out how the school intends to use its Pupil Premium Funding for the coming academic year.

SOUTH MOLTON UNITED C of E PRIMARY SCHOOL PUPIL PREMIUM PROFILE	
Total number of pupils in the school	213
Total number of PP eligible pupils	62
Amount per pupil	£1345
Total PP Funding	£83,390 + £7540 Recovery Premium
Key Contextual Factors	<ul style="list-style-type: none"> <li>• Mobility - there is significant mobility within the school, with many families joining the school outside of normal transition points. This is especially true of children in receipt of PP funding.</li> <li>• Parental mental health and well-being (this has been exacerbated by Covid-19 pandemic, but was a significant issue prior to the pandemic) and rural isolation               <ul style="list-style-type: none"> <li>• Deprivation and lack of access to opportunity and other services                   <ul style="list-style-type: none"> <li>• Complex needs and SEN alongside PP</li> </ul> </li> </ul> </li> <li>• Significant numbers of new families entitled to FSM due to changes in circumstances during the Covid 19 Pandemic.               <ul style="list-style-type: none"> <li>• Impact of time out of school during national lockdown periods.</li> </ul> </li> </ul>

<p><b>Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:</b></p>	<p>Ofsted Inspection March 2018  School judged "Good" in all areas and "Good" Overall.  "Gaps between those pupils who are disadvantaged and others are diminishing."  "The use of pupil premium funding is carefully monitored by governors."  "The school's work to promote pupil's personal development and welfare is good. Pupils gain in self-confidence and are protected from harm. Those new to the school are well supported, so they flourish and blossom."  "Teaching is good. Staff have consistently good subject knowledge."</p> <p>CONTEXT:  Significant impact of Covid-19 on disadvantaged pupils in terms of time out of school and missed learning, impact on parental mental health and families. There has been a significant increase in the number of pupils entitled to FSM. A significant proportion of pupils were in school during the 2021 period of school closures as vulnerable pupils. Pupil mobility is higher for this group than other groups.</p>
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**Summary of school's performance data:**

**Please note the impact of Covid – 19 Lockdown Measures. No published data for 2020 or 2021 assessments, however, review does utilise internal school data to March 2020 to support evaluation of the impact of actions. For 2021 data, a full range of assessments were completed during the summer term to inform and make judgements.**

2022 School Data

Year 6: KS2

9 pupils – Four pupils joined in September/October of year six with very significant gaps in learning. Only one pupil was at the school for the whole of KS2.

Reading PP 66% EXS+ (including 22% at GDS) vs 53% EXS (All). Progress PP –1.3 vs All –2.1

Writing PP 45% EXS+ vs 29% EXS+ (All). Progress PP –3.7 vs All – 5.4

Maths PP 55% EXS+ vs 47% EXS+ (All). Progress PP – 3.1 vs All – 3.1

SPAG PP 55% EXS+ vs 35% EXS+ (All)

KS1 Data

12 pupils: Lower mobility for this group with only one joining in April 2022. All others were in school for all of year one.

Reading PP 73% EXS+ (18% GDS) vs 72% EXS+ (All) National: 68%(based on DataLab estimate)

Writing PP 67% EXS+ vs 69% EXS+ (All) National: 59% (based on DataLab estimate)

Maths PP 67% EXS+ vs 74% EXS+ (All) National: 70% (based on DataLab estimate)

Year 1 Phonics

86% of PP pupils passed vs 91% of all pupils. National Average has historically being around 82% passing.

In year 2 92% of PP pupils passed by the end of year 2.

Reception: GLD

75% of PP pupils achieved GLD, vs 70% of all pupils. National average per covid was around 70% for all pupils.

As a school, we prioritised our youngest pupils for interventions and tutoring as we felt it was vital for them to be secure in the foundational aspects of learning.

FOCUS	BARRIERS TO LEARNING	PUPIL PREMIUM USE AND AMOUNT ALLOCATED	CHOSEN STRATEGY	SUCCESS CRITERIA	HOW IMPACT WILL BE MEASURED	EVALUATION
Reading	Lack of access to high quality texts. Limited reading experiences. Limited vocabulary.	£1750 per annum based on the percentage of PP children.	Devon Schools Library Service Subscription to provide Topic Boxes and regular book swaps of new titles. Advice on "hot reads" and suggested reading lists for year groups.	Termly Topic Boxes for each class to provide high quality reading materials to support wider curriculum areas. Accelerated Reader engaged time for PP readers. 90% of pupils above Y3 15 mins p.d. Y4 20 mins p.d. Y5 and 6 25 mins p.d.	Half termly monitoring on AR. Mentoring of children who struggle to meet target.	PP quizzing data shows children broadly in line with targets, but some inconsistency during the year.
Reading	Limited reading at home both independently and with an adult.	£2000 per annum, Accelerated Reader subscription to support independent reading.	Accelerated Reader to monitor home reading and motivate children to read independently.	Accelerated Reader engaged time for PP readers. 90% of pupils above Y3 15 mins p.d. Y4 20 mins p.d. Y5 and 6 25 mins p.d.	Half termly monitoring on AR. Mentoring of children who struggle to meet target.	67% of PP children made expected or better than expected progress in STAR reader tests.
Reading	Independent reading habits not well established.	1:1 and additional small group reading for those children	Daily 1:1 or small group reading/phonics to	All PP children with this additional reading	Impact measured by phase phonics assessments, book	67% of PP children made expected or

	Limited Vocabulary.	who do not read regularly at home. £12,000 contribution to TA budget line to provide this. Additional contribution of around £1000 from PP budget towards School Lead Tutoring for pupils.	support those children who are not reading regularly at home across all years. This is within the school day.	support make at least expected progress with 75% making better than expected progress.	band progression, SALFORD reading age test and AR Star Reader Test Data	<p>better than expected progress in STAR reader tests.</p> <p>80% of PP children having specific reading fluency intervention improved their word reading age by over 20 months in 10 month period.</p>
Reading (Phonics)	Independent reading habits not well established. Limited Vocabulary. Children in KS1 who are not on track to pass PSC.	£2000 to support in school and outside of school time phonics interventions for pupils who are in the lowest 25% in phonics.	Continued CPD, building on work with Cornerstone English Hub from 2020-21, to support high quality TA led interventions (keep up and catch up) 1:1 and in small groups.	All PP children make good progress in phonics and building early reading skills.	85% + of Year 1 pupils pass phonics screen. 95%+ of year 2 pupils pass phonics screen 85% of Reception pupils on track to pass phonics screen.	<p>Year 1: 86% PP passed PSC</p> <p>Year 2: 92% PP passed PSC</p> <p>Reception: 75% of PP children achieved EXS in reading.</p>
Vocabulary	Limited vocabulary, especially more formal vocabulary, limiting understanding	No additional cost	Weekly direct teaching of vocabulary based on structured programme across	Evidence of vocabulary taught being used in children's productive vocabulary.	Monitoring of learning shows pupils using taught vocabulary in their productive language.	Oracy and vocabulary teaching has been highly evident in lesson observations.

			the school - "Know, grow, show"			
Oracy	Limited vocabulary Limited confidence in speaking and listening to an audience	No additional cost	Embedded through the curriculum. Weekly "Wordy Week" home learning task.	Evidence of pupil's oracy supporting and enabling their understanding throughout the curriculum.	Evaluation of teaching and learning by subject leaders/SLT.	Greater consistency and application of strategies through the school.
Speech and Language (KS1)	Limited Vocabulary Communication and Understanding	TALK BOOST - £500  Infant Speech and Language Link £250	Two interventions run by TAs to support pupils with identified needs. All children to be screened on entry.	Weekly programme ongoing through the year to support pupil's in developing their language skills.	Outcomes measured by programmes. All children to make at least expected progress.	Significant improvements for pupils made, enabling them to more fully access the curriculum.
Speech and Language (KS2)	Limited Vocabulary Communication and Understanding	Junior Language Link £250 1:1 work with TA	Work with identified pupils with additional needs to develop confidence and communication skills.	Weekly programme ongoing through the year to support pupil's in developing their language skills.	Outcomes measured by programmes. All children to make at least expected progress.	Not used this year.
Maths	Gaps in Understanding due to missed school	Accelerated Maths for years 2-6 £1500 per annum to provide diagnostic assessment information and follow up activities.	Using STAR Maths tests and Accelerated Maths Activities to support and monitor progress of groups. Provides in class and home learning	Half termly STAR Maths tests to monitor progress through percentile rank and NRSS. TAs to provide support for interventions based upon this.	90%+ of PP pupils to make better than expected progress in PR and NRSS.	Whilst STAR maths tests were useful, the accelerated maths tasks and activities were not supportive of the curriculum and therefore

			activities to support.			this has been discontinued. NRSS scores went up by an average of 6 over the year.
Maths	Lack of sharpness with known facts	Times Tables Rockstars subscription £150	Years 2-6 to support learning of times tables facts.	Monitor of progress through in class tests.	All pupils to acquire X table and associated facts. Year 4 MTC shows no gap between PP children and NPP children.	PP Average MTC 17.18 Other Average MTC 18.5 Gap 1.3 marks
Maths	Widened gap in attainment due to more limited support during home schooling.	1:1 and small group pre and post teaching by class teacher and TA to ensure gaps and misconceptions are addressed - all years. £15,000 contribution to staffing budget to cover proportion of PP children.	All year groups have dedicated time when TA/Teacher can provide support for this.	Monitoring of assessment data using PP and intervention tracking data.	PP and Intervention tracking shows pupils make better than expected progress and gaps narrow. Headstart Assessments to support assessment information.	KS1 Focus: Gap for PP and Non-PP showed significant narrowing over the year. Year 6 PP group outperformed others. Between December and May 45% of group made 5+ Scaled score improvement
Year 3 Focus	This year group has the highest proportion of PP	Class split into two smaller classes both led by	Smaller class sizes to support learning.	Baseline Data for September 2021 All children to make expected	Half Termly Pupil Progress Meetings to review book band/phonics/STAR	STAR Reader Data Year group made average of 13

	students 47% and has been most affected by Covid-19 disruption to education	teachers to support catch-up. 0.4 teacher salary to reflect proportion of PP pupils in the class. Also 0.4 TA support additional.		progress from start points and 75% to make better than expected in R, W and M.	Reader/STAR Maths data alongside other data.	months progress in school year with average percentile rank up 4. All children made at least EXS progress. Headstart assessments showed all pupils improved their scores by at least five in reading and maths.
Year 4 Focus	High proportion of PP students within the cohort	Larger sized class Additional TA support to the class 0.4 TA	Additional TA support to enable greater small group work and release class teacher to do this.	Baseline Data for September 2021 Targeted children to make better than expected progress from start points	Review pupil progress in book bands/STAR Reader and Maths as well as Headstart.	Due to covid related staff absences this was inconsistent through the year. Therefore it is difficult to fully establish impact.
Year 2 Focus	Lower Prior Attainment and Impact of pandemic	Additional TA support within year 2. One additional TA 0.8	Additional TA support to enable greater small group work and release class teacher to do this.	Target that more than 70% of PP children achieve EXS+ in each of R, W and M with 20%+ achieving GDS.	PUPIL PROGRESS REVIEWS.	Target for PP pupils at EXS achieved. Not at GDS.



Pastoral Support	Lack of confidence, emotional resilience	Attachment Based Mentoring ELSA interventions Pastoral Support by Key Adults. Forest School	Small group and 1:1 pastoral support for pupils	Pupils show increasing confidence in themselves and resilience in learning.	Pupil dialogues	Pupil dialogues and observations of pupils show that this was effective in supporting pupils.
Pastoral Support	Lack of positive learning behaviours	In class support to support learning behaviours	Small group and 1:1 pastoral support for pupils	Improved learning behaviours leading to better academic outcomes.	Pupil dialogues Observations	Pupil dialogues and observations of pupils show that this was effective in supporting pupils.
Raising Aspirations	Lack of opportunity and "cultural capital"	Trips and Experiences to broaden "Cultural Capital" and enhance curriculum £4000 to contribute towards costs to minimise cost to parents.	Each class to have at least one trip to enhance the curriculum and develop "cultural capital".	Pupils develop understanding of locality, develop experiences and broaden experiences.	Pupil dialogues	All classes had at least two trips out during the year to enhance the curriculum.
Raising Aspirations	Limited life experiences	Trips and Experiences to develop life skills, e.g. residential £1500 to contribute towards costs to minimise cost to parents. Planned Residential for	No child to miss out on trip or opportunity due to finance.	Broad range of experiences offered.		All children were able to attend residential who wished to. All of years 3 and 4 attended their activity days. All but two attended the year six residential. (Not

		years 3 and 4 and year 6.				for financial reasons).
Home Learning Support	Lack of resources to support home learning	CGP books to provide pupils with quality home learning resources £1000 cost.	All children to have suitable home learning materials to support their learning.	All pupils to develop good home learning habits.	Pupil dialogues and homework records	More work needed to monitor the impact of this.