



SOUTH MOLTON UNITED CHURCH OF ENGLAND PRIMARY SCHOOL

PUPIL PREMIUM ACTION PLAN 2022-23

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	226
Total number of PP eligible pupils	62 (27.4%)
Amount per pupil	£1345
Total PP Funding	£83,390
Key Contextual Factors	<ul style="list-style-type: none"> • 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. • 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"> • Deprivation and lack of access to opportunity and other services <ul style="list-style-type: none"> • Complex needs and SEN alongside PP • Significant numbers of new families entitled to FSM due to changes in circumstances during the Covid 19 Pandemic. <ul style="list-style-type: none"> • Impact of time out of school during national lockdown periods.

Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:

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."

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. For example of the 27 pupils in year 4, 5 and 6 last year in receipt of pupil premium, 10 had joined or rejoined within the previous 12 months.

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)

Writing PP 45% EXS+ vs 29% EXS+ (All)

Maths PP 55% EXS+ vs 47% EXS+ (All)

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.

Internal 2021 School Data relating to KS2 Pupil Premium Outcomes, using 2019 KS2 SATs papers completed under test conditions in July 2021

5 pupils - 4 were mobile pupils. One joined April 2021, one September 2020 and two others joined during year 4.

Reading PP 20% EXS vs 65% EXS.

Writing PP 40% EXS vs 65% EXS

Maths PP 80% vs 78% EXS

KS1 Data

11 pupils – 3 on SEN register with complex needs + 2 more children on SEN register.

Reading PP 36% vs 55% EXS.

Writing PP 27% vs 52% EXS

Maths PP 36% vs 59% EXS

Please note. Progress from Reception baseline for PP pupils. 50% achieved Reading EXS at end of reception and 40% achieved Writing EXS, 70% achieved maths. 40% of disadvantaged pupils achieved GLD. Please note the significant disruption that this cohort have had to their education as a result of school closures due to the pandemic.

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.	£2000 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. Class Competition for KS2 to encourage home reading. Mentoring of children who struggle to meet target.	
Reading	Limited reading at home both independently and with an adult.	£2500 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. Class competition for KS2 to encourage home reading. Mentoring of children who struggle to meet target with focus on those who are	

					not supported at home.	
Reading	Prosody and Comprehension skills mean children missing meaning from their reading.	TA and Teacher Training in Herts For Learning Reading Fluency to boost prosody and reading comprehension skills £2000 for training time and CPD + phase leader time to monitor and support.	Enhance 1:1 and small group reading for pupils so that their comprehension skills improve.	90% PP children with this intervention make better than expected progress with book bands, STAR reader assessments and Headstart/SATS assessments.	Impact measured through observations and analysis of test outcomes.	
Reading	Independent reading habits not well established. Limited Vocabulary.	1:1 and additional small group reading for those children who do not read regularly at home. £12,000 contribution to TA budget line to provide this. Additional contribution of around £3000 from PP budget towards School Lead Tutoring for pupils.	Daily 1:1 or small group reading/phonics to support those children who are not reading regularly at home across all years. This is within the school day.	All PP children with this additional reading support make at least expected progress with 75% making better than expected progress.	Impact measured by phase phonics assessments, book band progression, SALFORD reading age test, AR Star Reader Test Data and Headstart/SATs assessments.	

Reading (Phonics)	Enhance Staff CPD for teaching phonics. All TA staff to undertake 6 hours Little Wandle Training.	£3000 PP contribution to support training and CPD for quality first teaching and intervention as well as leadership time to monitor and support impact.	In autumn half term 1, all staff to undertake the 6 hours Little Wandle Training. This will support more effective phonics teaching and interventions	85%+ of year 1 pass PSC 95%+ of year 2 pass PSC 80%+ of Reception on track to pass PSC.	Monitoring of phonics teaching, interventions and tutoring shows consistently highly effective practice.	
Vocabulary	Limited vocabulary, especially more formal vocabulary, limiting understanding	No additional cost	Weekly direct teaching of vocabulary based on structured programme across the school - "Know, grow, show"	Evidence of vocabulary taught being used in children's productive vocabulary.	Monitoring of learning shows pupils using taught vocabulary in their productive language.	
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.	
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.	
Speech and Language (KS2)	Limited Vocabulary Communication and Understanding	Junior Language Link £250	Work with identified pupils with additional	Weekly programme ongoing through the year to support	Outcomes measured by programmes. All children to make at	

		1:1 work with TA	needs to develop confidence and communication skills.	pupil's in developing their language skills.	least expected progress.	
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. Monitoring through class competition, engaged times and questions correct.	All pupils to acquire X table and associated facts. Year 4 MTC shows no gap between PP children and NPP children.	
Maths	Lack of sharpness with known facts	NUMBOTS subscriptions £150	Years R-3 to support counting to calculating, confidence with addition and subtraction and mathematical fluency.	Monitoring through class competition, engaged times and questions correct.	Observations show increasing confidence with number. Outcomes at KS1 show an upward trend.	
Maths	Widened gap in attainment due to more limited support during home schooling. Gaps in pupil's learning.	1:1 and small group precision maths teaching by class teacher and TA to ensure gaps and misconceptions are addressed - all years. NUMBERSTACKS intervention. £15,000 contribution to staffing budget to	All year groups have dedicated time when TA/Teacher can provide support for this.	Monitoring of assessment data using PP and intervention tracking data.	Numberstacks baseline and exit data shows improved outcomes. Headstart Assessments to support assessment information.	

		cover proportion of PP children and Subject Leader time to monitor.				
Year 4 Focus	High proportion of PP students within the cohort with additional needs	Larger sized class Additional TA support to the class 1FTE TA	Additional TA support to enable greater small group work and release class teacher to do this.	Gaps for PP pupils narrowing towards others.	Review pupil progress in book bands/STAR Reader and Maths as well as Headstart.	
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	
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	
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	
Raising Aspirations	Limited life experiences	Trips and Experiences to	No child to miss out on trip or	Broad range of experiences offered.		

		develop life skills, e.g. residential £1500 to contribute towards costs to minimise cost to parents. Planned Residential for years 3 and 4 and year 6.	opportunity due to finance.			
Home Learning Support	Lack of resources to support home learning	CGP books to provide pupils with quality home learning resources £2000 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	
Leadership Capacity within school to support implementation	Dedicated time for leaders to implement actions and monitor impact	£5000 per year contribution to pay for AHT release, KS1 and 2 Phase leader release and maths subject leader release.	Weekly AHT release and fortnight KS1, 2 and maths leader release.	Leaders able to implement actions and monitor impact.	See above.	