



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
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.

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.

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.

72% of PP group passed the phonics screen in November 2020 and a further 9% passed in June 2021, meaning 81% passed the phonics screen by end of year 2.

Year 1 Phonics Screen – Full PSC completed in late June 2021, using past check. 15 children.

88% of Pupil Premium Pupils passed the PSC at end of year 1 vs 84% overall within school. This is above the normal national average.

Reception GLD - 8 pupils

63% of PP achieved GLD vs 72% overall.

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.	
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.	
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	

	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	
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.	
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	No additional cost	Embedded through the curriculum. Weekly "Wordy	Evidence of pupil's oracy supporting and enabling their	Evaluation of teaching and	

	listening to an audience		Week" home learning task.	understanding throughout the curriculum.	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 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.	
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 activities to support.	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.	
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.	
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.	
Year 3 Focus	This year group has the highest proportion of PP students 47% and has been most affected by Covid-19 disruption to education	Class split into two smaller classes both led by teachers to support catch-up. 0.4 teacher salary to reflect proportion of PP pupils in the class. Also 0.4 TA support additional.	Smaller class sizes to support learning.	Baseline Data for September 2021 All children to make expected progress from start points and 75% to make better than expected in R, W and M.	Half Termly Pupil Progress Meetings to review book band/phonics/STAR Reader/STAR Maths data alongside other data.	
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	Baseline Data for September 2021 Targeted children to make better	Review pupil progress in book bands/STAR Reader and Maths	

			class teacher to do this.	than expected progress from start points	as well as Headstart.	
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.	
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 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.	No child to miss out on trip or opportunity due to finance.	Broad range of experiences offered.		
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	