

<b>Academic Year</b>	20/21	<b>Total PP budget</b>	£2600	<b>Date of most recent PP Review</b>	20/4/21
<b>Total number of pupils</b>	23	<b>Number of pupils eligible for PP</b>	3	<b>Date for next internal review of this</b>	24/5/21
<b>1. Current attainment and progress (Last Year's figures in brackets)</b>		<b>School PP</b>	<b>School non PP</b>	<b>National non PP</b>	<b>Gap</b>
% achieving expected standard or above in reading, writing & maths		100%	33.3%	44.1% LA	
%achieving greater than expected in reading, writing & maths		0%	0%	3.3% LA	
% making expected progress in reading		100%	66.7%	80.2% LA	
% making expected progress in writing		100%	33.3%	82.2% LA	
% making expected progress in mathematics		100%	66.7%	77.6% LA	
<b>1. Barriers to future attainment (for pupils eligible for PP)</b>					
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>					
<b>A.</b>	Gross Motor skills (skills assessment to be carried out) possible dyscalculia				
<b>B.</b>	Handwriting orientation, number and letter reversals				
<b>C.</b>	Numeracy-Place value exchanging limited understanding of numeracy concepts				
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>					
<b>D.</b>					

### 3. Evaluation of the previous year against intended outcomes

No eligible pupils at the start of the academic year.

### 4. Strategies for Closing the Gap this Year. See SDP for further information on NEW Developments

Starting Point	Goal (Intended Outcomes)	Actions and Strategies being implemented this year.	Owner	Review and Notes including the evidence base for why we believe this will be effective.	Est. Cost
<b>Improving quality of teaching for all</b>					
On entry and Termly assessment in core subjects.	Ensure that PP low on entry make accelerated progress to meet NARE in at least 1 core subject by the end of the Key stage.  Ensure 100% of PP children make expected progress in Reading, Writing and Maths	Supporting staff (1 hour per week) with intervention planning.	VL		£2925
6 x half day visits	Ensuring all pupils requiring additional support including with outside agencies is being met.	Special Education Needs Co-ordinator half termly visits to support staff with individual pupil needs. IEPs, EHC reviews, working with outside agencies e.g. Speech and Language	VL/ K Pipe		£550

<b>Targeted Support</b>					
Pupils identified as not on track to make expected progress in core subjects	Gaps closed in individual pupils learning.	Third Space Learning to support closing gaps in Numeracy. 1:1 online tutor support. (2 pupils)	Headteacher and KS2 Lead	Initial assessment to identify gaps at start of program completed. Autumn progress reports indicates progress towards learning objective goals being achieved within year group. Pupils indicate 100% enjoyment and near 100% attendance.  Third Space Learning program of support to continue into Spring and monitor progress of individual pupils.	£400
<b>Other Approaches including Whole School Strategies and MAT Collaboration Strategies</b>					
	Gaps closed in individual pupils learning.	Twinkl membership  Times Tables Rock Stars  To provide additional online resources that support children in reaching their age related expectations and support staff in removing barriers to learning so closing gaps and children reaching National Age Related Expectations (NARE)	Headteacher	Subscriptions have proved to be extremely useful during the periods of Lockdown with pupils able to use their TT RS logins and practise their table.  Teachers and support staff have used many resources from Twinkl to support remote learning.  These will continue to use these subscriptions	TT RS £95 Twinkl £205
Upper KS1/KS2	Engagement in Reading, PSHE and wider curriculum	Purchase weekly First News publication.		This is an excellent resource, keeping pupils aware of a wide range of current topics and issues that concern young people.	£157

## 5. Further Notes

Any further relevant detail that should accompany this report

## 6. Status and Use of the Document

Status for 2018/19 – A common format of SMART document for consultation and trial with Headteachers

Status for 2019/2020 – We will have a standard version in use by all following the trials and discussions of 2018/19

Primary and Secondary difference – the data points in the summary section are the only intended differences, These are intended for context of the school only so need not be as detailed as the 'starting points' described against each strategy.

Governors – This document will be RAG rated and notes added each term as part of the SDP review each term,