



**Pupil Premium Plan**  
**2021 – 2022**  
**REVIEW**

**School overview**

<b>School name</b>	Abbots Ripton Church of England Primary School
<b>Pupils in school</b>	98
<b>Proportion of eligible pupils</b>	13.3% (13 pupils)
<b>Pupil premium allocation this academic year</b>	£17,450
<b>Academic year or years covered by statement</b>	2021-22
<b>Publish date</b>	1 <sup>st</sup> September 2021
<b>Review date</b>	1 <sup>st</sup> July 2022
<b>Pupil premium lead</b>	Mrs Claire Matthews (Headteacher)
<b>Governor lead</b>	Mr Richard Probyn

**End of previous academic year data for current eligible children**

<b>Reading</b>			<b>Writing</b>			<b>Maths</b>		
Below ARE	At+ ARE	Ex. ARE	Below ARE	At+ ARE	Ex. ARE	Below ARE	At+ ARE	Ex. ARE
25%	75%	8%	42%	58%	0%	42%	58%	17%
(3 chn)	(9 chn)	(1 child)	(5 chn)	(7 chn)	(0 chn)	(5 chn)	(7 chn)	(2 chn)

**Strategy aims for disadvantaged pupils**

<b>Priority 1</b>	To improve rates of progress to ensure that a greater number of disadvantaged chn meet end of year expectations in writing.
<b>Priority 2</b>	To improve rates of progress to ensure that a greater number of disadvantaged chn meet end of year expectations in Maths.
<b>Priority 3</b>	To ensure that disadvantaged chn have access to a wide range of opportunities such as after school clubs and residential visits.

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<b>Priority 4</b>	To support chn in KS2 who are demonstrating signs of anxiety following the return to school.
<b>Projected spend</b>	£17,826

**Priority 1** - To improve rates of progress to ensure that a greater number of disadvantaged children meet end of year expectations in writing.

<b>Approach/actions</b> (What will we do?)	<b>Budget allocation</b>	<b>Desired outcome</b> (What will the impact will be?)	<b>Rationale</b> (Why have we chosen to do this?)
<ul style="list-style-type: none"> <li>- Assess gaps in knowledge from phase 2 and 3 phonics for chn in KS1.</li> <li>- Begin an additional phonic session 3 times a week (in addition to the planned daily phonic lesson) to teach unknown sounds identified in assessments.</li> <li>- As chn progress, use these additional lessons to consolidate, revisit and revise learning.</li> <li>- For whole class phonics, an additional TA will be assigned to the class to allow for greater support (3 adults with 29 chn)</li> </ul>	<p><b>£850</b> (TA time) 30 minutes X 3 times a week</p> <p><b>£1425</b> (TA time) 30 minutes a day X 5 times a week</p>	<ul style="list-style-type: none"> <li>- All chn in Yr1 will pass the phonic check.</li> <li>- Chn will be able to apply their phonics to learning to read and to their writing at a level expected for their age.</li> </ul>	Phonics is essential for chn to become successful readers and spellers/writers in the early years of schooling and beyond.
<ul style="list-style-type: none"> <li>- An additional adult will be assigned to our KS1 class for English lessons (3 adults with 29 chn) in order that lessons can effectively meet the needs of all chn with appropriate support in place during whole class learning.</li> </ul>	<b>£4275</b> (TA time) 90 minutes a day X 5 times a week	<ul style="list-style-type: none"> <li>- Chn will make accelerated progress in writing across the year.</li> </ul>	Evidence shows that giving chn the opportunity to compose their sentences orally to an adult before writing them down, has a positive impact on early writers. An additional adult allows for this more frequently. Similarly for handwriting an additional

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			adult can pay closer attention to pencil grip, formation etc.
- Writing intervention groups set up – baselines taken and progress monitored by SENDCo. Intervention groups to include Write from the Start (x1 PP child), SNIP (x3 PP children) and ERT (x1 PP child)	<b>£2280</b> (TA time) 60 minutes a day X 4 times a week <b>£1000</b> (SENDCo time)	- We can demonstrate progress through the intervention using the baseline assessment. - Chn make at least expected progress in writing	Evidence based interventions are affective at accelerating progress if delivered consistently.
- KS2 teachers to complete online training in the JC Spelling approach. Agree what we will implement in school and then review impact. - All KS2 chn to complete the baseline spelling assessment (Sept) from JC spelling and the end of year assessment to review impact.	<b>£1800</b> (Resources, online training and monitoring)	- Our approach to the teaching of spellings will be consistent throughout KS2. - Teachers will feel confident in teaching spelling. - Chn’s independent spelling will be improved.	Chn’s spelling was identified as an area in need of improvement when we looked at the quality of writing over the last 2 academic years.
<b>Total for priority 1</b>	<b>£11,630</b>		
<b>Priority 1 Review</b>			
<ul style="list-style-type: none"><li>• All PP eligible chn in Year 1 passed the phonic check at the end of the academic year.</li><li>• All PP eligible chn in Year 1 met their end of year target for reading with 67% meeting age related expectations in reading at the end of the year. 1 child who did not meet a Good Level of Development in Early Years, met age related expectation in reading, writing and maths in Year 1.</li><li>• Accelerated progress evident in handwriting and fine motor skills for PP eligible chn in KS1.</li><li>• Improvements seen in confidence with spelling for chn involved in SNIP and ERT. However, poor working memory has been identified as a possible further barrier for some chn.</li><li>• Improved scores in end of term spelling tests from baseline for all PP eligible chn in KS2. Improvements also seen in independent spelling.</li><li>• In Key Stage 2, 57% (4 out of the 7) chn eligible for PP, met an age related expectation at the end of the year in writing.</li></ul>			



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**Priority 2** – To improve rates of progress to ensure that a greater number of disadvantaged children meet end of year expectations in Maths.

<b>Approach/actions</b> (What will we do?)	<b>Budget allocation</b>	<b>Desired outcome</b> (What will the impact will be?)	<b>Rationale</b> (Why have we chosen to do this?)
<ul style="list-style-type: none"> <li>- An additional adult will be employed for mornings to support Maths lessons in KS2 (up to break in Year 3/4 and between break and lunch in Year 5/6)</li> <li>- An additional adult will be employed to support Maths lessons in KS1. Chn will be taught as 2 separate year groups with a teacher teaching each group for 4 days a week.</li> </ul>	<p><b>£1032</b> (TA cost divided by all chn, multiplied by the PP chn)</p> <p><b>£1614</b> (Teacher cost divided by all chn, multiplied by the PP chn)</p>	<p>A greater % of our PP chn will achieve age related expectation in maths at the end of the year. Small group teacher allows for targeted learning, meeting the needs of the chn.</p>	<p>Data analysis shows that fewer PP chn achieve a greater depth in maths.</p>
<b>Total for priority 2</b>	<b>£2646</b>		
<p><b>Priority 2 Review</b></p> <ul style="list-style-type: none"> <li>• In Key Stage 2, 57% (4 out of the 7) chn eligible for PP, met an age related expectation at the end of the year in maths.</li> <li>• Of the 2 PP chn in Year 6, 1 achieved a greater depth in maths and the other made accelerated progress to achieve end of year expectations, from a starting point of not at age related expectation at the end of Year 5.</li> </ul>			

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**Priority 3** - To ensure that disadvantaged children have access to a wide range of opportunities such as after school clubs and residential visits.

<b>Approach/actions</b> (What will we do?)	<b>Budget allocation</b>	<b>Desired outcome</b> (What will the impact will be?)	<b>Rationale</b> (Why have we chosen to do this?)
Support with payments for visits out of school, residential trips and extra curricular opportunities. Visit and club letters to include a reminder for parents of PP children that financial support is available to them.	<b>£800</b> (estimated)	<ul style="list-style-type: none"> <li>- Chn will have opportunities to engage in learning outside the classroom.</li> <li>- Chn will the opportunity to engage in experiences that might not be available to them without financial support.</li> <li>- Chn will have an equal opportunity to take part.</li> </ul>	<p>We have some sports clubs which are provided by external providers and the cost would prohibit some chn from attending.</p> <p>Our residential cost is too high for some families, particularly when there are siblings.</p>
Provision of school uniform and PE kit. Uniform letters to include a reminder for parents of PP children that financial support is available to them.	<b>£250</b> (estimated)	<ul style="list-style-type: none"> <li>- To ensure that our PP children are fully inclusive in our school and have the uniform and kit that they need to take part.</li> </ul>	<p>Some families may find adhering to our uniform policy challenging and this support will mean that they are likely to be able to do.</p>
<b>Total for priority 3</b>	<b>£1050</b>		
<b>Priority 3 Review</b> <ul style="list-style-type: none"> <li>• 2 chn attended our Rise and Shine before school club to enable the parent to be at work on time.</li> <li>• 1 child was offered reduced costs for the residential visit at the end of the year.</li> <li>• School sweatshirts and fleeces were purchased for 2 chn who were pleased to wear uniform with a school logo.</li> </ul>			



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**Priority 4** - To support chn in KS2 who are demonstrating signs of anxiety following the return to school.

<b>Approach/actions</b> (What will we do?)	<b>Budget allocation</b>	<b>Desired outcome</b> (What will the impact will be?)	<b>Rationale</b> (Why have we chosen to do this?)
<ul style="list-style-type: none"> <li>- Training for Mental Health lead as well as ongoing workshops delivered by the emotional health and wellbeing practitioners.</li> <li>- Mental Health lead time to support chn 1:1 with their concerns.</li> <li>-Mental Health lead to run 'Invisible string' sessions to run alongside support for parents who have been referred.</li> <li>- Time for referrals to be written for family support to the emotional health and wellbeing team.</li> </ul>	<b>£2500</b> (release time for lead and resources)	Chn and families will have strategies to support them when they are anxious or when separating from parents is challenging.	We know that our chn need to feel safe and settled in order to learn. Chn will be well supported to feel these things. External support for parents is vital from a specialised service.
<b>Total for priority 4</b>	<b>£2500</b>		

**Priority 4 Review**

- A considerable amount of time has been spent this year supporting chn, including regular 1:1 sessions as well as small group social skills sessions in our Sunshine Club. 1 PP eligible child has been referred for direct work with the emotional health and well-being team as well as to our link Educational Psychologist. This included a meeting with parents which was extremely positive.
- 3 parents of children eligible for PP (4 chn) have accessed support from the Emotional Health and Well-being team and/or our Early Intervention family worker this academic year. Feedback was positive from all parents and some have implemented strategies at home that have made a significant difference to their home lives.
- Training has been undertaken by the Mental Health lead as well as by the whole staff team.
- Termly briefings for Mental Health Leads have also supported staff in school with referral routes, understanding mental health as well as discussing individual chn for advice.