

Pupil Premium Plan
2022 – 2023



School overview

School name	Abbots Ripton Church of England Primary School
Pupils in school	102
Proportion of eligible pupils	11.8% (12 pupils)
Pupil premium allocation this academic year	£16,580
Academic year or years covered by statement	2022-23
Publish date	1 st September 2022
Review date	1 st July 2023
Pupil premium lead	Mrs Claire Matthews (Headteacher)
Governor lead	Dr Robin Price

End of previous academic year data for current eligible children

Reading			Writing			Maths		
Below ARE	At+ ARE	Ex. ARE	Below ARE	At+ ARE	Ex. ARE	Below ARE	At+ ARE	Ex. ARE
8% (1 child)	92% (11 chn)	17% (2 chn)	25% (3 chn)	75% (9 chn)	8% (1 child)	33% (4 chn)	67% (8 chn)	8% (1 child)

Strategy aims for disadvantaged pupils

Priority 1	To improve rates of progress to ensure that a greater number of disadvantaged chn meet end of year expectations in writing.
Priority 2	To improve rates of progress to ensure that a greater number of disadvantaged chn meet end of year expectations in Maths.
Priority 3	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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Priority 4	To support our children's health and wellbeing.
Projected spend	£16,650

We will work towards achieving these objectives by:

- Ensuring all pupils receive quality-first teaching by embedding regular CPD which reflects current educational practice, to strengthen teaching skills.
- Considered use of assessment data to identify gaps in learning for priority pupils so additional support can be given.
- SEMH and wellbeing support for disadvantaged pupils and families through the work of our early intervention family worker and Emotional Health and Well-being practitioners
- Supporting families financially through subsidised trips, enrichment opportunities and experiences out of school such as residential trips.

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

Approach/actions (What will we do?)	Budget allocation	Desired outcome (What will the impact will be?)	Rationale (Why have we chosen to do this?)
Teaching (CPD) - Securing effective professional development through CPD - including: Five-a-day approach (explicit instruction, scaffolding, developing cognitive & metacognitive strategies, flexible grouping and the use of technology) - CPD focussed on importance of modelled writing (Jane Considine)	£2000 (Teacher release x 10 days)	Improvement in the quality of teaching including the effective use of modelled writing in English units of work. Improved rates of progress evident in writing.	Moving forwards, making a difference - A planning guide for schools 2022-23 The EEF's guidance states that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. It outlines the 'five-a-day' approach as being helpful to improve the quality of teaching overall.

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<ul style="list-style-type: none"> - Increase provision for support groups in KS2 focussed on elements of writing such as spelling, sentence structure etc. Include ERT, SNIP and FFT. - Assess gaps in knowledge from phase 2 and 3 phonics for chn in KS1 and run ERT sessions for these children to increase rates of progress and plug gaps in knowledge. 	<p>£850 (TA time) 30 minutes X 3 times a week</p> <p>£1425 (TA time) 30 minutes a day X 5 times a week</p>	<ul style="list-style-type: none"> - Chn will be able to apply their phonics to learning to read and to their writing at a level expected for their age. 	<p>Phonics is essential for chn to become successful readers and spellers/writers in the early years of schooling and beyond.</p>
<ul style="list-style-type: none"> - Writing intervention groups set up – baselines taken and progress monitored by SENDCo. Intervention groups to include Write from the Start (x2 PP child), SNIP (x1 PP child) and ERT (x1 PP child) 	<p>£2280 (TA time) 60 minutes a day X 4 times a week</p> <p>£1600 (SENDCo time)</p>	<ul style="list-style-type: none"> - We can demonstrate progress through the intervention using the baseline assessment. - Chn make at least expected progress in writing 	<p>Evidence based interventions are affective at accelerating progress if delivered consistently.</p>
Total for priority 1	£8155		

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

Approach/actions (What will we do?)	Budget allocation	Desired outcome (What will the impact will be?)	Rationale (Why have we chosen to do this?)
<ul style="list-style-type: none"> - 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). - Additional adult employed for Maths 	<p>£1332 (TA cost divided by all chn, multiplied by the PP chn)</p> <p>£788 (TA cost</p>	<ul style="list-style-type: none"> - 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. - Targeted support given by 	<p>The EEF Guide to the Pupil Premium: Evidence consistently shows the positive impact that targeted academic support can have.</p> <p><i>‘Considering how classroom teachers and teaching assistants can provide targeted academic support, including</i></p>

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lesson time (see previous approach) also employed for targeted Maths support in KS2 e.g. pre-teaching, consolidation after a lesson, catch up of missed learning etc.	divided by all chn, multiplied by the PP chn)	adult who has been part of the whole class maths journey will enable support to be very specific. A greater % of our PP	<i>how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy’.</i>
- Use of diagnostic assessment to address learning gaps – including Sandwell Maths assessment.	£1225 (release for trained TA to undertake assessments and feedback to teachers)	- Teachers and TAs running support sessions will have clear and precise information about strengths and areas for improvement in maths for individual chn.	Moving forwards, making a difference A planning guide for schools 22-23 states that when used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.
Total for priority 2	£3345		

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

Approach/actions (What will we do?)	Budget allocation	Desired outcome (What will the impact will be?)	Rationale (Why have we chosen to do this?)
Support with payments for visits out of school and residential trips and extra curricular opportunities. Visit letters to include a reminder for parents of PP children that financial support is available to them.	£1000	- Chn will have opportunities to engage in learning outside the classroom. - Chn will have the opportunity to engage in experiences that might not be available to them without financial support.	Curriculum enrichment through visits and visitor to school enable chn to have real experiences in order to help them learn, develop their vocabulary, broaden their knowledge and gain experiences of the world around them.
Subsidised places in extra-curricular	£800	- Chn will have an equal	

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clubs so that chn have access to a wide-range of experiences and opportunities which nurture different skills and talents. Club letters to include a reminder for parents of PP children that financial support is available to them.		opportunity to take part.	There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance.
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.	£500 (estimated)	- To ensure that our PP children are fully inclusive in our school and have the uniform and kit that they need to take part.	Some families may find adhering to our uniform policy challenging and this support will mean that they are likely to be able to do.
Total for priority 3	£2300		

Priority 4 - To support our children's health and wellbeing.

Approach/actions (What will we do?)	Budget allocation	Desired outcome (What will the impact will be?)	Rationale (Why have we chosen to do this?)
<ul style="list-style-type: none"> - Training for Mental Health lead as well as ongoing workshops delivered by the emotional health and wellbeing practitioners. - Mental Health lead time to support chn 1:1 with their concerns. - Sunshine Club to support chn who are anxious particularly about coming into school/separation. This to run alongside support for parents from the Early Intervention Family Worker. 	<p>£2500 (release time for lead and resources)</p> <p>£350 (TA time to run the club)</p>	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.

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- Time for referrals to be written for family support to the emotional health and wellbeing team.			
Total for priority 4	£2850		