

# Pupil Premium Strategy Statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

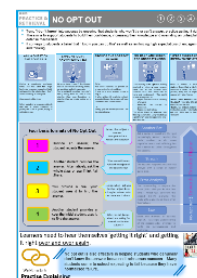
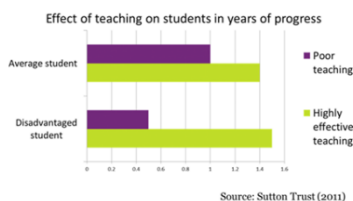
It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Wallscourt Farm Academy
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 2024 -2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Charlotte Black Principal
Pupil premium lead	Helen Rea Assistant Principal
Governor / Trustee lead	Kathryn Raftery

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,036
Recovery premium funding allocation this academic year	£12,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4972
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£138,768



## Part A: Pupil premium strategy plan

### Statement of intent

At Wallscourt Farm Academy our vision is to create ambitious, confident young people who are culturally aware and able to contribute to society and the lives of others as they become adults themselves. Our ultimate objective is to support children in receipt of the Pupil Premium Grant to achieve as well nationally in comparison to their non-PP peers. We do this through an established culture and practice that prioritises the needs of learners experiencing disadvantage even over other groups.

Our key principles for our strategy are:

- Our belief in 'one learning community' with adults and children as partners in their learning journey.
- Quality-first teaching
- Assessment and provision that meets needs and closes gaps
- A carefully sequenced, knowledge-rich curriculum, based on key concepts, skills and the importance of oracy across the curriculum.

We recognise that a range of strategies, within and in addition to quality first teaching, will support the progress and attainment of learners experiencing disadvantage. Quality first teaching (Sutton Trust 2011) is described as the single biggest variable (30%) that explains in school variation. We develop highly effective teaching through a rigorous approach to staff professional development including research based instructional coaching. These strategies also include a range of learning opportunities and experiences which develop cultural capital for our learners experiencing disadvantage.

We recognise the vital importance of Oracy. We know that the ability to communicate through spoken language is one of the strongest predictors of future life chances when children are at school. Left unaddressed, this gap will grow. The 'Speak for Change' report found that 66% of primary teachers said school closures during the pandemic had a negative effect on the spoken language development of pupils eligible for free school meals.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This is viewed alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" solution. We will ensure that all teaching staff are involved in the analysis of data and the identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated Senior Leader who contributes to termly reviews of impact and the sharing of best practice.
- Have a named Academy Councillor for Pupil Premium.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Academy Councillors.
- Provide funding for pupils entitled to Pupil Premium to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school's Key Performance Data (e.g. Attendance and DOOYA) has a reporting mechanism for Disadvantage.

In addition, we will use the following guiding principles when supporting children entitled to Pupil Premium:

- Firstly, all staff will be aware of the learners experiencing disadvantaged they teach. We consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on their growth as individuals, developing their talents and academic endeavours whilst acknowledging and addressing the unique barriers they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every learner experiencing disadvantaged is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We develop learners experiencing disadvantaged as leaders in our community: we believe in them, even when they don't believe in themselves. We prioritise them at every opportunity, proactively encouraging them to take on leadership roles and ensuring they develop the skills in order to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners' success. This, supported by our ambitious learning culture, our pedagogy, knowledge-rich cohesive curriculum, consistent routines, feedback, high expectations and our strong knowledge of individuals all make a significant difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we provide essential equipment, free uniform when possible and free study guides for learners experiencing disadvantage.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and we monitor their success throughout their school career, intervening, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. We develop strong links with The Children's University in order to encourage all students to broaden their horizons.  
We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<b>Language and Oracy development:</b> Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some learners experiencing disadvantage, from EYFS and through school to KS2. In KS1 and KS2 learners experiencing disadvantage are less likely to use talk to connect ideas and explain what is happening coherently.
2	<b>Low attainment on entry to the EYFS or on entry to the school in later year groups:</b> Most learners experiencing disadvantage are working below age-related expectations on entry to Reception and despite making accelerated progress, do not meet the Early Learning Goals. A high percentage of pupils joining the school in later year groups are experiencing disadvantage or have English as an additional language (EAL); they are frequently working below age related expectations.
3	<b>Attainment of key subject areas:</b> There is a historical trend that PP attainment is lower than non-PP attainment in the combined measure of Reading, Writing and Maths across the school. This is also shown in KS2 outcomes. We know from our analysis that many of our younger disadvantaged learners' education has been disproportionately impacted by partial school closures.
4	<b>Progress for pupils working at Greater Depth:</b> Progress for disadvantaged pupils is lower than that of other pupils and fewer learners experiencing disadvantage make Greater Depth.
5	<b>Reading:</b> We know that our learners experiencing disadvantage have lower levels of reading progress / attainment. Reading at home is practised less; they do not gain pleasure in reading or maintain positive attitudes to reading. Not being a fluent reader can impact adversely on learners' access and understanding of the curriculum.
6	<b>Basic Number Facts:</b> Knowledge of times tables is lower for pupils eligible for Pupil Premium than for other pupils; this is especially evident in Years 3 and 4
7	<b>Adverse Childhood Experiences:</b> Our analysis shows that learners experiencing disadvantage have a higher chance of exposure to an adverse childhood experience (ACE). Developmental social and emotional well-being impacts adversely on readiness to learn.
8	<b>Enrichment:</b> We know that many of our PP learners have narrow experiences outside of school and have reduced educational experiences (cultural capital). We aim for 100% of Pupil Premium children to take part in the Children's University; we offer enrichment by providing positive experiences in order to develop Cultural Capital.
9	<b>Attendance and Punctuality:</b> There is a historical trend that the overall attendance of our PP learners is below the national average (96%) and there is a gap between PP and non-PP attendance at school.
10	<b>Financial:</b> We know that our children have family stress as a result of shortage of money (FSM) and have direct or indirect effects of material deprivation and this has an impact on their health and well-being. Financial challenges can limit opportunities and/or isolate children.
11	<b>Parental Engagement:</b> We know that many of our PP learners have parents who are less engaged in learning and for a number of reasons do not support learning at home.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved language and communication skills for pupils entitled to Pupil Premium.	Teaching and Learning reviews, including pupil voice, reflect positive improvements in the development of learners' oracy and language development; all pupils entitled to PP achieve age-related expectations.
Improved progress and higher rates of attainment for PP pupils especially in the EYFS.	Learners will achieve as well nationally in comparison to their non-PP peers, making as much progress as their non-PP peers. Progress will be visible in learning walks, lesson observations and in Learning Journeys.
Improved attainment in Reading, Writing and Maths combined at the end of Key Stage Two for pupils entitled to Pupil Premium.	Learners will achieve as well as their non-PP peers in Reading, Writing and Maths combined at the end of Key Stage Two.
Improved progress and higher rates of attainment for pupils entitled to Pupil Premium at Greater Depth.	PP pupils identified as Greater Depth in KS1 or Exceeding in EYFS will make as much progress as 'other' more able pupils. Evidence will be seen in planning and in learner's books; this will be moderated by SLT. More PP pupils will achieve the Higher Standards at the end of KS2.
Pupils eligible for Pupil Premium maintain positive attitudes to reading and develop pleasure in reading at home and at school.	All pupils entitled to PP will maintain positive attitudes to reading and develop pleasure in reading unless restricted by a SEN. PP learners will make expected progress in reading and will achieve in line with or above ARE.
Pupils eligible for Pupil Premium will know their basic times tables to 12 x 12 fluently by the end of Year 4.	When tested at the end of Year 4, all pupils eligible for Pupil Premium will know their basic times tables to 12 x 12 fluently. At the end of Year 1 all disadvantaged pupils will be able to count to and across 100, forwards and backwards, from any given number.
Families where children have been exposed to an adverse childhood experience (s) are supported through a multi-agency approach.	Learners are ready to learn and able to access benevolent school experiences. Pupil voice reflects a high proportion of positive attitudes towards school and learning.
Pupils entitled to Pupil Premium experience enrichment, enjoying positive experiences in order to develop their Cultural Capital.	All PP pupils will experience at least 1 school visits each year including at least one residential visit in KS2. Over 75% of PP pupils will attend an extra-curricular activity and at least 50% of PP children will engage with learning a musical instrument or be part of the school choir.
Increased attendance rates and punctuality for pupils eligible for Pupil Premium.	The attendance of disadvantaged learners will have increased by +3% to be in line with the national average for all. The number of disadvantaged pupils who are late to school will be reduced.
Use of PP funds will ensure that financial challenges at home do not limit children's opportunities and experiences at school.	Funds / resources will be made available, at the discretion of the Principal, so that the experiences of PP learners are not limited due to the financial constraints of their families. Children may be supported to access school uniform, take part in visits and engage in activities such as learning a musical instrument.
Increased parental engagement and support from home.	Records are kept to ensure that: there is an increase in the percentage of parents of disadvantaged pupils attending Family Learning Conferences; all PP pupils complete and bring in home learning each week; all PP pupils read at home at least 5 times each week.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £86,138

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality First Teaching:</b> All learners receive a high standard of quality first teaching to ensure they meet expected standards for their age in reading, writing and maths.</p>	<p>The Sutton Trust report ‘Improving the impact of teachers on pupil achievement in the UK’  <a href="https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf</a>                      identifies the importance of effective teachers, with a particular focus on teachers serving disadvantaged learners.</p> <p>The EEF publication, ‘Using your Pupil Premium Effectively’ enables teachers to evaluate, ensuring misconceptions are addressed and personalised learning is available.  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	<p>1,2,3,4,5,6</p>
<p><b>Staff CPD</b> through coaching and instructional coaching, utilising principles from a range of sources including ‘Walkthrus.’</p> <p>Key research is used to guide regular staff CPD with a focus on quality first teaching.</p> <p>Professional Development sessions INSET days</p> <p>Leadership Training</p>	<p>Instructional coaching has a better evidence base than any other form of CPD in terms of impact on student outcomes.  <a href="https://www.ambition.org.uk/blog/what-instructional-coaching/">https://www.ambition.org.uk/blog/what-instructional-coaching/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-reaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-reaching</a></p> <p><a href="https://www.suttontrust.com/our-research/great-teaching/">https://www.suttontrust.com/our-research/great-teaching/</a></p>	<p>1,2,3,4,5,6</p>
<p><b>Language and Oracy development: Voice 21</b></p> <p>A whole school reading approach to provide deliberate Oracy opportunities throughout the curriculum to support language acquisition</p>	<p>Spoken language skills are one of the strongest predictors of a child’s future life chances but too many children are not given the opportunity to develop these crucial skills. On entry to school, disadvantaged children’s spoken language development is significantly lower than their more advantaged peers. These gaps grow as children move through school, widening from just a few months aged six, to five years’ difference by the age of 14. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties. (Voice 21)  <a href="https://voice21.org/why-oracy-matters/">https://voice21.org/why-oracy-matters/</a></p>	<p>1,2</p>

	<p>The EEF document, 'Preparing for Literacy' recommends that high quality adult-led interactions are important as adults have a vital role in modelling effective language and communication which provides the foundation for thinking and learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p>	
<p><b>Establish and consolidate a whole school reading approach</b> that includes:</p> <ul style="list-style-type: none"> <li>• Systematic Synthetic Phonics</li> <li>• Access to phonetically decodable texts</li> <li>• Phonics into reading</li> <li>• Reading Fluency</li> <li>• Reading to understand</li> <li>• Wallscourt Farm Academy Reading Spine – core books that all children will read during their time with us</li> </ul> <p>Teaching of reading is a daily focus in Learning Zones: phonics, being a reader sessions and end of day stories.</p>	<p>Reading is the gateway to knowledge and yet one in four learners experiencing disadvantage leave primary school unable to read well, and one in eight don't own a book. Children who own books are fifteen times more likely to read above ARE.</p> <ul style="list-style-type: none"> <li>• Systematic synthetic phonics</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <ul style="list-style-type: none"> <li>• Matthew Effect – impact on fluency and progress</li> </ul> <p><a href="https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/">https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/</a></p>	1,2,3,5,11
<p><b>Curriculum enactment:</b></p> <p>Continue to teach a cumulatively sufficient, knowledge rich curriculum that is broad and balanced. It uses the states of being within a framework built upon a cycle of knowledge acquisition and skills application and incorporates fluency throughout.</p>	<ul style="list-style-type: none"> <li>• <i>Why knowledge Matters – rescuing our children from failed educational theories</i> (E.D. Hirsch, Jr – 2017)</li> <li>• <i>The Curriculum – Gallimaufry to coherence</i> (Mary Myatt – 2018)</li> <li>• <i>Why children don't like school</i> (Daniel T. Willingham)</li> </ul>	1,2,3,4,5,6,8
<p><b>Phase Leader Release</b> to support in:</p> <ul style="list-style-type: none"> <li>• Ensuring high expectations of disadvantaged learners within year groups</li> <li>• Consistency of school wide approaches</li> <li>• Monitoring, assessment &amp; moderation</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></li> </ul>	1,2,3,4,5,6

<p><b>Core Team Meetings (CTM)/ Pupil Progress Meetings</b></p> <ul style="list-style-type: none"> <li>• Weekly CTMs for Y1-6</li> <li>• Focus on PP learners and SEND</li> <li>• Teachers assess trends and patterns</li> <li>• Curriculum adaptations made based upon trends and discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded Formative Assessment , Dylan Williams 2018</li> </ul>	1,2,3,4,5,6
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>PiXL Therapy approach</b> allows gaps to be identified and therapies delivered to support in closing these gaps.</p> <p>This is implemented from Y1 – 6 across the school and focuses on key children and monitors progress.</p> <p>Therapies are delivered for key children by class teachers and teaching partners.</p>	<p>PiXL aims to support the promotion of excellence for learners. One of the strategic approaches that PiXL promotes within everyday teaching, is through effective use of data to sharpen the focus on the key gaps in students’ learning, and then the implementation of specific personalised intervention for each learner to enhance standards. This is achieved through, what PiXL terms DTT (Diagnosis, therapy and testing) and is essentially a cohesive formalised AfL approach.</p>	1,2,3,4,5,6
<p><b>Speech &amp; Language Therapy</b> to support learners’ speech and language skills to ensure they are corrected or well developed.</p> <ul style="list-style-type: none"> <li>• EYFS focus on Speech, Language and Communication</li> <li>• Speech and Language screening for all learners in Reception</li> <li>• Specialist Speech &amp; Language screening for learners with higher need</li> <li>• Talk Boost therapy sessions (Y1)</li> <li>• Family drop-in sessions (South Glos)</li> </ul>	<ul style="list-style-type: none"> <li>• Communication Trust research supporting benefits of speech and language. Limited speech and language skills, which impacts on learning.</li> <li>• Oral language intervention  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a> </li> </ul>	1,2



## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Language and Oracy development:</b> To continue to implement deliberate Oracy opportunities throughout the curriculum to support language acquisition.</p> <ul style="list-style-type: none"> <li>• Improve oracy levels through embedding Voice 21 and WFA strategies to develop grammar and articulation.</li> <li>• Use Oracy Framework tool (key components of communication – linguistic, physical, cognitive and social &amp; emotional) for analysing oracy during monitoring processes.</li> </ul>	<p><b>Voice 21</b></p> <p>“Speaking is a huge priority. It’s one of the biggest indicators of success later in life. It’s important in terms of their employability as they get older. It’s important in terms of wellbeing. If children aren’t able to express themselves and communicate how they’re feeling, they’re not going to be able to be successful members of society.”</p> <p><i>Amy Gaunt, Voice 21</i> <a href="https://voice21.org/">https://voice21.org/</a></p>	1,2
<p><b>Financial Support</b></p> <p>- <b>Wrap around care:</b> Provide wrap around care on a case-by-case basis so that children can attend breakfast club and after-school club</p>	<p>According to research by <b>The Children’s Society</b> on the impact of money worries on children’s mental well-being and health, 2.4 million children live in families with problem debt in England &amp; Wales and these children are five times more likely to be at risk of having low well-being than those not facing difficulties with debt. Children living in low-income households are at greater risk of having poor mental health.</p>	8, 9, 10
<p><b>Financial Support</b></p> <p>- <b>Music Lessons:</b> Support parents of children who qualify for FSM through supplementing Bristol Beacon’s discount to provide a 50% discount for music lessons and free instrument hire.</p>	<p>Money pressure also left children and parents feeling isolated and excluded, ‘Debt meant not being able to go on outings, take part in activities like sports or school trips, missing out on things like birthdays, extended family gatherings or family holidays.’</p> <p><b>The working class: Poverty, Education and Alternative Voices – Ian Gilbert</b></p> <p>The indirect effects of material deprivation are social exclusion, leading to low self-esteem. The direct effects are health problems, poor diet and unsatisfactory housing.</p>	8,10
<p><b>Financial Support</b></p> <p>- <b>Uniform:</b> Supply PP learners with a free book bag and provide free uniform on a case-by-case basis.</p>	<p><b>Education Endowment Fund: Enrichment</b></p> <p>There is evidence on a diverse range of approaches that seek to enrich children’s school experience. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means or pursue wider goals because these are held to be important. Enriching education has intrinsic benefits. All children, including</p>	9,10

<p><b>Financial Support</b>  <b>- Extracurricular / wider opportunities:</b> Provide opportunities for children to attend paid for after school sports provision on a case-by-case basis.</p> <p><b>- Ensuring PP children are given priority for selection at extracurricular clubs</b></p>	<p>those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. It is argued that enrichment approaches can directly improve pupils' attainment by up to 4 months.</p>	<p>8,10</p>
<p><b>Financial Support</b>  <b>- Trips and visits:</b> Accessible to all children through subsidised class visits and visitors to enrich the curriculum, including Y6 residential discount.</p>		<p>8,10</p>
<p><b>Whole School Thrive Approach</b>  Learners social and emotional well-being development supports readiness to learn.</p> <p>1:1 and small group work led by Thrive practitioner.</p>	<p>“The Thrive Approach teaches you how to be, and what to do, with children’s differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning.”</p> <p>The Thrive Approach</p>	<p>7,8</p>
<p><b>Attendance</b>  To ensure that there is no gap between attendance and punctuality figures for PP pupils and other pupils in the school.</p>	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>9</p>
<p><b>Staff supervision</b> sessions will continue to be offered to the EYFS team. There is also capacity for this service to reach other members of the team, where needed. This supports the well-being of staff so that they are able to cope with the emotional challenges that supporting learners with complex issues provides.</p>	<p><a href="https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Main%20report_0.pdf">https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Main%20report_0.pdf</a></p>	<p>1 - 11</p>

**Total budgeted cost: £138,768**

## Part B: Review of outcomes in previous academic years

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the period 2022 to 2025.

Intended Outcome	Success Criteria	21 - 22	22 - 23	23 - 24
Improved language and communication skills for pupils entitled to Pupil Premium.	Teaching and Learning reviews, including pupil voice, reflect positive improvements in the development of learners' oracy and language development.			
	All pupils entitled to PP achieve age-related expectations.			
Improved progress and higher rates of attainment for PP pupils especially in the EYFS.	Learners will achieve as well nationally in comparison to their non-PP peers, making as much progress as their non-PP peers.			
	Progress will be visible in learning walks, lesson observations and in Learning Journeys.			
Improved attainment in Reading, Writing and Maths combined at the end of KS2 for pupils entitled to PP.	Learners will achieve as well as their non-PP peers in Reading, Writing and Maths combined at the end of Key Stage Two.			
Improved progress and higher rates of attainment for pupils entitled to Pupil Premium at Greater Depth.	PP pupils identified as Greater Depth in KS1 or Exceeding in EYFS will make as much progress as 'other' more able pupils. Evidence, moderated by the SLT, will be in planning and in pupils' books.			
	More PP pupils will achieve the Higher Standards at the end of KS2.			
Pupils eligible for Pupil Premium maintain positive attitudes to reading and develop pleasure in reading at home and at school.	All pupils entitled to PP will maintain positive attitudes to reading and develop pleasure in reading unless restricted by a SEND.			
	PP children will make expected progress in reading and will achieve in line with or above ARE.			

Pupils eligible for Pupil Premium will know their basic times tables to 12 x 12 fluently by the end of Year 4.	When tested at the end of Year 4, all pupils eligible for Pupil Premium will know their basic times tables to 12 x 12 fluently.			
	At the end of Year 1 all disadvantaged pupils will be able to count to and across 100, forwards and backwards, from any given number.			
Families where children have been exposed to an adverse childhood experience (s) are supported through a multi-agency approach.	Learners are ready to learn and able to access benevolent school experiences. Pupil voice reflects a high proportion of positive attitudes towards school and learning.			
Pupils entitled to Pupil Premium experience enrichment, enjoying positive experiences in order to develop their Cultural Capital.	All PP pupils will experience at least 1 school visits each year including at least one residential visit in KS2.			
	Over 75% of PP pupils will attend an extra-curricular activity.			
	At least 50% of PP children will engage with learning a musical instrument or be part of the school choir.			
Increased attendance rates and punctuality for pupils eligible for Pupil Premium.	The attendance of disadvantaged learners will have increased by +3% to be in line with the national average for all; the gap between attendance data for PP pupils and others will be reduced.			
	The percentage of disadvantaged pupils who are late to school will be reduced.			
Use of PP funds will ensure that financial challenges at home do not limit children's opportunities and experiences at school.	Funds / resources will be made available, at the discretion of the Principal, so the experiences of PP pupils are not limited due to family financial constraints. Learners may be supported to access school uniform, take part in visits and engage in activities such as learning a musical instrument.			
Increased parental engagement and support from home.	Records are kept to ensure that: there is an increase in the percentage of parents of disadvantaged pupils attending Family Learning Conferences.			
	All PP pupils read at home at least 5 times each week.			
	All PP pupils complete and bring in home learning each week.			
Improved language and communication skills for PP pupils	Teaching and Learning reviews, including pupil voice, reflect positive improvements in the development of learners' oracy and language development.			
	The percentage of PP pupils achieving age-related expectations in language and communication equals that of other pupils in the school.			

