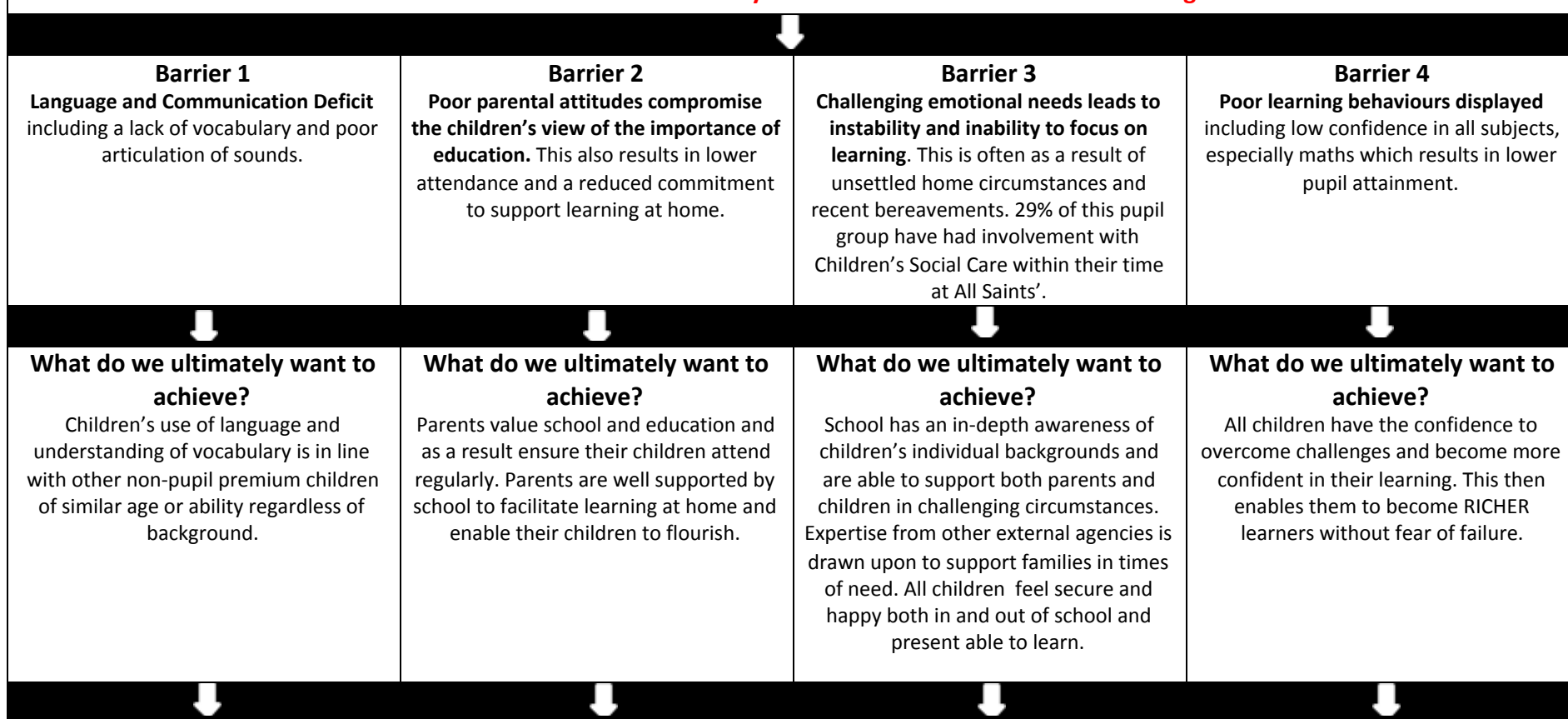


<b>Pupil Premium Champion</b>		<b>Mrs Z Newsham</b>		<b>Pupil Premium Governor</b>		<b>Claire Harrison</b>	
<b>Number of Pupil Premium pupils on roll</b>	<b>2020-21</b>	<b>40 (+7 EYPP)</b>		<b>Pupil Premium as percentage of roll</b>	<b>2020-21</b>	<b>40/234 = 17%</b>	
	<b>2021-22</b>				<b>2021-22</b>		
	<b>2022-23</b>				<b>2022-23</b>		

**What have we identified as the key internal & external barriers to learning?**





<p><b>What will success look like upon implementation of this strategy? (End of academic year 2022-23)</b></p> <p>KS1 outcomes for disadvantaged pupils will be at least in line with non-disadvantaged pupils nationally at EXS+</p>	<p><b>What will success look like upon implementation of this strategy? (End of academic year 2022-23)</b></p> <p>Attendance and punctuality for disadvantaged pupils will be in line with national figures year on year. Support will be in place from school and EWS to target families with poor attendance.</p>	<p><b>What will success look like upon implementation of this strategy? (End of academic year 2022-23)</b></p> <p>Families feel supported and have the tools and skills needed to support their children in their education. As a result children display less emotional burden and are able to succeed. Disadvantaged pupils attain in line with non-disadvantaged children by the end of KS1.</p>	<p><b>What will success look like upon implementation of this strategy? (End of academic year 2022-23)</b></p> <p>Children have positive attitudes towards learning and disadvantaged pupils attain in line with non-disadvantaged children at the end of KS1. Children display the RICHER values and have a love of learning.</p>
<p><b>What are the steps to the successful implementation of this strategy?</b></p>			
<p><b>Step 1: 2020-21</b></p>			
<p><b>Barrier 1: Language and Communication Deficit</b></p> <ul style="list-style-type: none"> <li>GLD at the end of EYFS shows an increase of at least ...% for non-disadvantaged and ...% for non-disadvantaged pupils.</li> <li>KS1 writing outcomes see an overall improvement of at least 5% for non-disadvantaged pupils and 8% for non-disadvantaged pupils at EXS+.</li> </ul>	<p><b>Barrier 2: Parental Attitudes</b></p> <ul style="list-style-type: none"> <li>Attendance and punctuality for disadvantaged pupils will be at least in line with national levels.</li> <li>Engagement with any remote learning for disadvantaged pupils will be in line with non-disadvantaged pupils.</li> <li>Reading records and maths records of disadvantaged pupils will show a tangible increase in the number of parental engagements.</li> <li>Attendance at all parent events will be at least 75% for the targeted group of PP families.</li> </ul>	<p><b>Barrier 3: Emotional Needs</b></p> <ul style="list-style-type: none"> <li>Feedback from parental questionnaires shows they feel supported and have increased their parenting capacity.</li> <li>Pupil questionnaires show positive mental health and wellbeing.</li> <li>KS1 outcomes show an increase of at least 5% for non-DA pupils and 10% for DA pupils.</li> </ul>	<p><b>Barrier 4: Poor Learning Behaviours</b></p> <ul style="list-style-type: none"> <li>Teachers report tangible improvements in RICHER values of disadvantaged pupils in PPM.</li> <li>GLD at the end of EYFS sees an overall increase for disadvantaged pupils as a result of increased independence and engagement.</li> <li>KS1 outcomes see overall improvement as a result of increased engagement and positive learning behaviours.</li> </ul>



↓			
<b>How successfully is Step 1 being implemented?</b>			
Barrier & Success Criteria	Review 1 (Feb 2021)	Review 2 (May 2021)	Final Review (July 2021)
<b>Barrier 1: Language and Communication Deficit</b> Increase in GLD KS1 writing outcomes up 5%/8% for DA/non-DA			
<b>Barrier 2: Parental Attitudes</b> Attendance of DA inline with national Engagement with remote learning for DA in line with non-DA Increased in reading/maths skills at home 75%+ parent events attended			
<b>Barrier 3: Emotional Needs</b> Positive parental feedback Positive mental health and wellbeing for all children. KS1 p KS1 outcomes up 5%/10% for non DA/DA			
<b>Barrier 4: Poor Learning Behaviours</b> Improvements in RICHER values Increase in GLD KS1 outcomes increase for DA			
↓			
<b>Step 2: 2021-22</b>			
<b>Barrier 1: Language and Communication Deficit</b>	<b>Barrier 2: Parental Attitudes</b>	<b>Barrier 3: Emotional Needs</b>	<b>Barrier 4: Poor Learning Behaviours</b>



**How successfully is Step 2 being implemented?**

<b>Barrier &amp; Success Criteria</b>	<b>Review 1 (Nov 2021)</b>	<b>Review 2 (March 2022)</b>	<b>Final Review (July 2022)</b>
Barrier 1: <b>Language and Communication Deficit</b>			
Barrier 2: <b>Parental Attitudes</b>			
Barrier 3: <b>Emotional Needs</b>			
Barrier 4: <b>Poor Learning Behaviours</b>			



**Step 3: 2022-23**

<b>Barrier 1: Language and Communication Deficit</b>	<b>Barrier 2: Parental Attitudes</b>	<b>Barrier 3: Emotional Needs</b>	<b>Barrier 4: Poor Learning Behaviours</b>
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**How successfully is Step 3 being implemented?**

<b>Barrier &amp; Success Criteria</b>	<b>Review 1 (Nov 2022)</b>	<b>Review 2 (March 2023)</b>	<b>Final Review (July 2023)</b>
Barrier 1: <b>Language and Communication Deficit</b>			
Barrier 2: <b>Parental Attitudes</b>			
Barrier 3: <b>Emotional Needs</b>			
Barrier 4: <b>Poor Learning Behaviours</b>			




**How much money do we have to address the identified barriers to learning?**

<b>Number of Eligible Pupils</b>	<b>2020-21</b>	<b>40</b>	<b>Total Pupil Premium Budget</b>	<b>2020-21</b>	<b>£53,800</b>
	<b>2021-22</b>			<b>2021-22</b>	
	<b>2022-23</b>			<b>2022-23</b>	



**How will we spend this money to address the identified barriers to learning?**

<b>Identified barrier and what we hope to achieve</b>	<b>Approaches to be implemented</b>			<b>What evidence do we have that this approach has the potential to be successful?</b>	
<p><b>Barrier 1</b> <b>Language and Communication Deficit</b> including a lack of vocabulary and poor articulation of sounds. KS1 outcomes for disadvantaged pupils will be at least in line with non-disadvantaged pupils nationally at EXS+</p>	NELI training for EY staff (12 hours training per staff member)			<p>The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. Due to the COVID Pandemic we also feel this may need to continue into Year 1 from Sept 2021.</p> <p>EEF guidance outlines the vital importance of language development to attainment &amp; progress. Raising opportunities for talk and language development in school, through targeting vocabulary development, has been shown to help overcome such barriers where this is not happening in the home.</p>	
	NELI delivery in EY over 30 weeks by teaching assistants in groups of three to four children.				
	HLTA additional support to deliver NELI in groups of three to four children or provide cover for others planning and delivering the Intervention..				
	Level 3 TA Language Specialist in EY to promote language development and support other staff in the promotion of language development.				
	Audit of current reading books and library books to evaluate language and vocabulary sophistication, and research into new titles. Purchase of new books during academic years 2020-21 and 2021-22 to boost high quality language and vocabulary coverage.				
	TA/T interventions in Y1 - delivery of speech and language intervention, phonics and early reading intervention				
	Friendship Groups led by TAs in Y2 to develop communication skills				
<b>Budgeted Cost</b>	<b>2020-21</b>	<b>£21,560</b>	<b>2021-22</b>		<b>2022-23</b>
<p><b>Barrier 2</b> <b>Poor parental attitudes compromise the children's view of the importance of education.</b> This also results in lower attendance and a reduced commitment to support learning at home. Attendance and punctuality for disadvantaged pupils will be in line with national figures year on year. Support will</p>	Use of Safeguarding and Wellbeing Officer in school to build relationships with parents, share advice and offer support in parenting and school involvement.			<p>The links between regular attendance at school and academic attainment are causal and heavily researched. Our context as an infant school means that pupils are reliant on parents to get to school on time and to attend regularly. Therefore increasing parental engagement in education is a logical approach within our context.</p>	
	Communication between LA EWO for support and advice.				
	Promotional campaigns to highlight the link between attendance, punctuality and achievement – use of website, social media, newsletters, displays.				

be in place from school and EWS to target families with poor attendance.	Target specific parents where attendance and/or punctuality issues arise, and send personal invites to parents events.					
	Rewards for good and improving attendance.					
	Provide 'soft' opportunities for parental involvement in school life, such as stay & play, coffee mornings etc. Promote key school policies & initiatives at these events.					
<b>Budgeted Cost</b>	<b>2020-21</b>	<b>£7,000</b>	<b>2021-22</b>		<b>2022-23</b>	
<p><b>Barrier 3</b> <b>Challenging emotional needs leads to instability and inability to focus on learning.</b> This is often as a result of unsettled home circumstances and recent bereavements.</p> <p>Families feel supported and have the tools and skills needed to support their children in their education. As a result children display less emotional burden and are able to succeed. Disadvantaged pupils attain in line with non-disadvantaged children by the end of KS1.</p>	Delivery of sessions by trained ELSA to support emotional development and promote positive mental health and wellbeing. Bespoke sessions for individual children.		Emotional literacy is a process concerned with developing pupils' skills in recognising, understanding, expressing and managing their own and others' emotions. Research has shown that this is considered to be essential for pupils' academic achievement, mental health and relationships.			
	Development of the PSHE curriculum - including purchasing of resources, staff training and monitoring/reviewing of the subject.					
	Safeguarding and Wellbeing Officer in school to provide support for parents e.g. bedtime routines, bereavement, behaviour, anxieties etc.					
	Financial advice and family support system in place to ensure children have the basic necessities for school e.g. Uniform/Clothing/Foodbank/Christmas Presents etc.					
	'Back to school' wellbeing support package for children. Staff CPD to deliver support packages and to effectively support children back to school after 'Lockdown'.					
<b>Budgeted Cost</b>	<b>2020-21</b>	<b>£7,000</b>	<b>2021-22</b>		<b>2022-23</b>	
<p><b>Barrier 4</b> <b>Poor learning behaviours displayed</b> including low confidence in all subjects, especially maths which results in lower pupil attainment.</p> <p>Children have positive attitudes towards learning and disadvantaged pupils attain in line with non-disadvantaged children at the end of KS1. Children display the RICHER values and have a love of learning.</p>	Further review of the Curriculum to ensure high engagement - planning time, purchase of resources to support themes, curriculum management release time to monitor and review the curriculum.		<i>Pockets of Poverty</i> research undertaken by the DfCSF in 2010 indicated that financial disadvantage can lead to the awareness of 'lack' and impact on attitude, resilience and curtail aspiration.			
	Planning time and purchasing or resources/visitors/online learning experiences for WOW days to launch half termly themes.					
	Intervention led by T/TA to support children in 'catching-up' as a result of low confidence and low prior attainment.					
	Delivery of Maths - first class at number - intervention and purchase of resources to support mathematical teaching.					
<b>Budgeted Cost</b>	<b>2020-21</b>	<b>£15,240</b>	<b>2021-22</b>		<b>2022-23</b>	
						
<b>Overall Review: Did we achieve what we set out to achieve across the 3 years of this strategy (2020-2023)?</b>						



Barrier & what we said success would look like	What did we spend our money on and how much did we spend?	How successful were we and to what extent did each of our chosen approaches contribute to this success?
<p><b>Barrier 1</b>  <b>Language and Communication Deficit</b> including a lack of vocabulary and poor articulation of sounds.            KS1 outcomes for disadvantaged pupils will be at least in line with non-disadvantaged pupils nationally at EXS+</p>		
<p><b>Barrier 2</b>  <b>Poor parental attitudes compromise the children's view of the importance of education.</b>            This also results in lower attendance and a reduced commitment to support learning at home.            Attendance and punctuality for disadvantaged pupils will be inline with national figures year on year. Support will be in place from school and EWS to target families with poor attendance.</p>		
<p><b>Barrier 3</b>  <b>Challenging emotional needs leads to instability and inability to focus on learning.</b>            This is often as a result of unsettled home circumstances and recent bereavements. Families feel supported and have the tools and skills needed to support their children in their education. As a result children display less emotional burden and are able to succeed. Disadvantaged pupils attain in line with non-disadvantaged children by the end of KS1.</p>		
<p><b>Barrier 4</b>  <b>Poor learning behaviours displayed</b> including low confidence in all subjects, especially maths which results in lower pupil attainment. Children have positive attitudes towards learning and disadvantaged pupils attain in line with non-disadvantaged children at the end of KS1. Children display the RICHER values and have a love of learning.</p>		



EAST RIDING

OF YORKSHIRE COUNCIL