



Blue Sky Federation



Pupil Premium Strategy 2021-2022 – Erpingham Primary School

Summary Information					
Blue Sky Federation: Erpingham Primary School					
Year	2021/22	Total PP budget	£9,415	Date of most recent PP review	April 2021
Total number of pupils in school	78 (including pre-school)	Number of pupils eligible for PP	8	Date for next PP strategy review	April 2022
Total number on roll at Pre-School	23	Number of pupils eligible for EYPP	0		

At Erpingham Primary School we have very small cohorts of pupils due to our small intake. Publication of our data would mean that individual pupils would easily be identified. For this reason we express our expectations of pupils achieving age related outcomes by the end of the academic year as a proportion of the pupil premium pupils within the school.

We expect 71% of our pupil premium pupils to achieve the expected outcome for their age group by the end of their key stage and 100% to make expected or above expected progress from starting points.

Barriers to future attainment for pupils eligible for PP		
In-School Barriers		
A	Low attainment in core subjects of reading, writing and maths.	Some PP pupils have less varied vocabulary and life experience than their peers. This can inhibit their engagement, confidence and access to the curriculum; especially in reading activities requiring inference, reasoning about real life problems in maths and writing composition. Early intervention to close gaps within school can be limited by the majority of our PP pupils joining the school in KS2. Our PP pupils tend to make good progress but from lower starting points - 57% of our PP children are receiving SEN support.
B	Social, Emotional and Mental Health needs – trauma/self-image/self-esteem.	Some of our PP pupils have experienced traumatic events, disruption to their home lives, have low self-esteem or a negative self-image. These are factors that are not isolated to PP pupils however, they are factors that can lead to difficulties with engagement, confidence and resilience. Currently all of our PP pupils receive pastoral support and several receive family support from our PSA.

Acronyms: KS – Key Stage, GLD – Good Level of Development, HT – Head Teacher, PP – Pupil Premium, PSA – Parent Support Advisor, SATs – Statutory Assessment Tests, S & E – Social and Emotional, SLT – Senior Leadership Team, TA – Teaching Assistant.



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External Barriers		
C	The impact of lower incomes on well-being, family life, and experiences.	Some of our families, whether PP or not, have low incomes and find supporting extra-curricular activities, school trips and other experiences challenging.

Desired Outcomes		
	Desired Outcomes and how they will be measured.	Success Criteria
A	Improved attainment in English and Maths.	Increased percentage of those pupils achieving the expected standard and greater depth (especially at KS2)
B	Increased levels of confidence in the classroom, resilience and engagement through in class pastoral support and pastoral interventions.	Increased percentage of those pupils achieving the expected standard and greater depth. Progress against pastoral/nurture assessments – Boxall Profile/Motional. Engagement with PSA support/FSPs.
C	Pupils enjoys a range of extra-curricular activities and experiences raising levels of well-being, positive attitudes and aspirations.	Regular attendance at Breakfast/after school clubs. Regular school trips/visitors/experiences to enhance learning.

Planned Expenditure				
Academic Year 2020/2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
i. Quality of Teaching				
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	When will we review implementation?
Teachers plan for and provide purposeful writing opportunities and opportunities to write at length across the curriculum.	Authentic, real-life learning experiences for pupils through "Adventures in Learning" strategies, inspirational visitors and experiences to enhance topic based writing.	Pupil engagement and investment levels deepened through writing opportunities that are meaningful and matter to them.	SLT monitor whole school events, visitors and experiences to enhance topics, e.g. planetarium. Book Looks demonstrate increased quality of writing.	Throughout the year – book looks/learning walks/whole school events.

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To further develop pupil's independence and attainment within writing.	All staff to attend Talk 4 Writing training to ensure a consistent approach to the teaching of writing.	Consistent strategies to support and develop pupils as independent writers will be used throughout the school. Clear skills progressions based on Talk 4 Writing used robustly throughout the school.	Leadership meetings with Talk4 Writing consultant to develop implementation plan. Inset delivered based on the needs of our school.	Throughout the year – book looks/learning walks/whole school events.
Pupils take more responsibility for and are more engaged in their learning.	Develop immersive classroom environments	The environments ensure pupils can access learning in the way most appropriate for them. Classroom environments create a sense of awe and wonder in the pupils.	Staff inset for classroom development. Link to Teacher's performance reviews.	Throughout the year – learning walks

Total Budgeted Cost: £1,475

Review of Quality of Teaching Expenditure to be completed at the end of the financial year.

Estimated Impact – Did you meet the success criteria? Include impact for non PP pupils, if appropriate.	Will we continue with this approach and why?	Cost

ii. Targeted Support

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	When will we review implementation?
To assess pupils SEMH to inform pastoral intervention plans.	Motional/Boxall Profile.	To provide a tool to assess pupil's SEMH developments and demonstrate the impact of pastoral support.	SENDCo and Pastoral Lead review and assess impact of interventions regularly.	Termly assessments



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Increased pupil well-being, attendance and readiness to learn.	Parental support – PSA/FSP Pastoral Interventions and resources	All families may need support at times. We find that if pupil's needs are not being met at home for various reasons pupil progress can be affected. These reasons may include bereavement, low income, transitions or change to family life. Pupils may need pastoral support for a variety of social, emotional and mental health needs. These needs can impact significantly on their well being and their academic progress.	PSA time timetabled for Pastoral Lead. Support from Early Help or other outside agencies where appropriate. Weekly/daily pastoral interventions often informed by motional assessment.	DSL meetings.
Increase in pupils reaching expected and greater depth at the end of KS2.	Year 6 Specialist Teacher for small group learning/SATS preparation booster sessions.	These sessions allow our Year 6's to focus on the skills and knowledge needed to meet expected or greater depth in Reading, SPAG and Maths, increasing their confidence and resilience towards SATS.	Regular monitoring and tracking of attainment and progress.	Termly monitoring Pupil progress meetings.

Total Budgeted Cost: £4,454

Review of Targeted Support Expenditure to be completed at the end of the financial year

Estimated Impact – Did you meet the success criteria? Include impact for non PP pupils, if appropriate.	Will we continue with this approach and why?	Cost?
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iii. Other Approaches

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	When will we review implementation?
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Enhance playtime provision and develop a nurturing ethos around playtimes.	Opal School training	To support those pupils with SEMH needs who find elements of playtimes challenging.	Timetabled lunchtime clubs Regular MSA meetings Pupils have access to high quality equipment and activities	SLT meetings and MSA meetings.
To enhance PHSE/RHSE provision within classes following COVID 19	PHSE Association ½ day CPD training for teachers – “Teaching PHSE confidently and effectively”	To support pupils following the impact of Covid-19 on SEMH needs	Staff meetings to follow up on training, staff consultations and lesson observations.	Yearly staff consultation
Provide additional opportunities for extra curricular activities and opportunities to support pupil well-being.	Breakfast Club/After School Clubs	Provide pupils with a healthy, calm start to the day and opportunities to experience a range of activities after school.	Review attendance of clubs. Ensure range of activities offered for after school clubs.	Termly
Total Budgeted Cost: £3,486				
Review of other approaches expenditure to be completed at the end of the financial year				
Estimated Impact – Did you meet the success criteria? Include impact for non PP pupils, if appropriate.	Will we continue with this approach and why?		Cost?	