



## Blue Sky Federation



### Pupil Premium Strategy 2022-2023 – Erpingham Primary School

Summary Information					
Blue Sky Federation: Erpingham Primary School					
Year	2022/23	Total PP budget	£9510	Date of most recent PP review	September 2022
Total number of pupils in school	78 (inc. pre-school) 55 (not inc. pre-school)	Percentage of pupils eligible for PP	5%	Date for next PP strategy review	September 2023
Total number on roll at Pre-School	24	Number of pupils eligible for EYPP	0	Recovery premium funding	£1000

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 75% of our pupil premium pupils to achieve the expected outcome for their age group by the end of their key stage, 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. Our PP pupils tend to make good progress but from lower starting points – The majority of our PP children are receiving SEN support.

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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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. The majority of our PP pupils receive pastoral support and family support from our PSA.
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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.
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### Desired Outcomes

	<b>Desired Outcomes and how they will be measured.</b>	<b>Success Criteria</b>
A	Ensure targeted support for learning is available through specific intervention programmes and in class support.	Academic and social progress and attainment will match comparable non-PP pupils.
B	Increased levels of confidence in the classroom, resilience and engagement through in class pastoral support and pastoral interventions.	Academic and social progress will match comparable non-PP pupils. 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 2022/2023

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

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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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.
Pupils take more responsibility for and are more engaged in their learning.	Develop immersive classroom environments, opportunities for presentations of learning	The environments ensure pupils can access learning in the way most appropriate for them.	Staff inset for classroom development. Link to Teacher's performance reviews.	Throughout the year – learning walks

**Total Budgeted Cost: £800**

### 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:
Regular purposeful and meaningful learning experiences - debates, performances, experience days, visits from experts e.g STEM ambassadors. Regular nook looks and learning walks show good levels of independence and engagement in writing.	Children are invested in their learning leading to increased levels of engagement. To be continued next year.	Experiences and visitors: £350 Immersive Classroom: £180

### ii. Targeted Support

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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?
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.	Pupil specific support e.g. in class support, specific interventions to maximise learning.	Some of our PP children have social and academic needs that go beyond routine classroom differentiation and further measures are required to promote inclusion and progress.	Regular monitoring and tracking of attainment and progress.	Termly monitoring Pupil progress meetings.
<b>Total Budgeted Cost: £6300</b>				
<b>Review of Targeted Support Expenditure to be completed at the end of the financial year</b>				

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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: Pastoral £6582	
Pastoral and Parent Support has ensured an increase in: attendance levels academic achievement levels of resilience observed in class levels of engagement in class		There continues to be a high need for pastoral/SEMH support for both children and parents/carers. School are regularly approached by families seeking additional support.			
<b>iii. Other Approaches</b>					
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?	
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.	
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	
<b>Total Budgeted Cost: £2500</b>					
<b>Review of other approaches expenditure to be completed at the end of the financial year</b>					

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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
Good levels of attendance at clubs has ensured that pupils have experienced a range of extra-curricular activities raising levels of well-being, positive attitudes and aspirations.	It is vital that in our rural settings we ensure children have access to before and after school clubs and activities.	Breakfast and afterschool club £560 OPAL £1882 Resources £58

Recover Grant Funding:	Our recovery grant funding has been used to fund the teaching and resourcing of our new phonics programme - Little Wandle. Both our PP and non PP children have access to a robust phonics programme through reception and year 1 with additional catch up resources
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