

**ST NEOT SCHOOL PUPIL PREMIUM STRATEGY 2022-23**  
**ALLOCATION £13725 (Ever6 x 8 x £1345, Service x 2 x £310, LAC x 1 x £2345)**

Pupil Premium Co-ordinator- Improvement Planning, Provision Mapping, Learning Quality Assurance and Impact Assessment: Sam Bowden  
Pupil Premium Governor: Mrs Dorothy Tamblyn

The Pupil Premium is allocated to schools with pupils on that are known to be: • Eligible for free school meals either now or at any time in the last 6 years (Ever 6).  
• Children of service personnel • Children in local authority care

At St Neot School we believe that all pupils have the right to aspire to excellence and in so doing achieve their academic potential. We recognise that some groups of pupils need support to achieve this and aim to ensure that the targeted and strategic use of Pupil Premium funding will support us in enabling all to succeed.
Our Pupil Premium provision will be aimed at accelerating progress so the vast majority of PP pupils leave the School at, or above, the national average. We also aim for every child to make progress that is good or better, so that they leave having made at minimum 2 levels of progress from KS1 to KS2. The annual achievement of PP pupils at St Neot will be measured against the annual national achievement benchmarks of non-PP pupils.
Funding will also be used to develop high aspirations for the future so that children can continue to succeed.
Our provision has been informed by the latest DfE guidance, 'Pupil Premium-effective use and accountability' – published October 2019.
The PP policy and leadership of PP provision and impact is the responsibility of the Governing Board and the Headteacher. It will be monitored as an item in the termly Head's Report to Governors.

**Pupil Premium Key Progress and Impact Indicators**

Progress and Impact indicators	2019-20	2020-21	2021-22	2022-23
Improvements identified in School Development Plan	Good progress was being made, however, due to the Covid-19 pandemic the programme of support was not completed and will be rolled over to the next year. The teachers will closely monitor the progress of the children who are in receipt of pupil premium and once assessments have taken place interventions will be introduced to enhance children's individual	All pupils were able to access remote learning. High quality lessons that engaged pupils' interest developed skills across the curriculum.	A sequential, broad and balanced curriculum has provided children with skills, knowledge and understanding across the age range. Children are well prepared for the next stage in learning.	The broad, balanced curriculum has enabled pupils to engage in sequential, progressive learning. Children show understanding and retention of what is taught.
Early intervention to enhance progress		Pupils who needed extra help were identified. On return to school, interventions supported learning.	Catch-up developed skills, knowledge and understanding. Extra TA support in lessons has ensured all pupils have met or exceeded targets.	Catch up and tutoring has helped to secure knowledge and understanding for those identified as working below expected standards.
Resources engage and motivate pupils		Remote learning engaged learning through teacher lead activities, feedback and phone calls where necessary.	Stimulating resources purchased have a positive impact as demonstrated through book scrutiny and lesson observations	The purchase of SSP and training has enabled teaching with total confidence following the same sound order throughout Nursery and Reception and early weeks of Year 1.

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Enrichment to raise aspirations	learning. Emotional and social well-being will also be closely monitored and support put in place as needed.	Gifted and talented pupils were given opportunities to engage in mastery through online learning.	Enrichment through a diverse range of approaches enriches individual school experience. Gifted and Talented engage in meaningful learning, giving them opportunities to explore and use their imaginations	Gifted and talented pupils are stimulated and stretched through enrichment opportunities. Through meaningful learning pupils develop cognitively engaging in mastery.
Increased classroom support improves achievement		On return to school, extra classroom support developed and enhanced skills across the curriculum.	Opportunities for children to develop skills and understanding through TA support and guidance. Pupil conference report this to be both supportive and helpful	TA's support and guide learning to develop pupils' skills and understanding of concepts taught. Early identification of mis concepts ensure support is given effectively.
Improved attendance, behaviours and links with families		All pupils returned to full time education after lockdown.	Good overall attendance has been maintained. Behaviour is exceptional, children are encouraged to make positive choices about their conduct. A holistic approach to learning with open channels of communication has benefited the child, parents and staff.	Attendance is really good. Behaviour continues to be exceptional, this has been identified by both parents and pupils. Holistic development to learning emphasises the importance of the psychological well-being of children connecting them with the world around them.

**Summary of Pupil Premium Improvement Spending Intentions**

<b>Outline Plan</b>
To target selected groups of pupils to ensure a personalised curriculum offer
Wider life and learning experiences engage and motivate pupils
Resources and learning
Instrumental lessons have a positive outcome
Learning experiences widen pupils' knowledge
Teachers are upskilled to support and develop learning
Improvement in healthy lifestyles

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**Provision Map for Academic Year 2022-23**

AREA	IMPROVEMENT FOCUS	PROVISION	STAFF	TARGET GROUP	SUCCESS CRITERIA	BUDGET	SUSTAINABILITY
1. Pupil progress	Targeted progress support across the curriculum	<ul style="list-style-type: none"> <li>Dedicated learning support providing targeted teaching according to child needs</li> <li>Co-ordinated and prioritised with class teachers each week</li> <li>Reference – File – PP Records</li> <li>Administration of pupil premium funds</li> <li>Booster tuition to support attainment at Y6</li> <li>Dinner time support for 1:1</li> </ul>	Teacher 0.16 (2 afternoons)  Teaching Assistant (569 hours per year at £10.29 per hour)  Admin staff (0.5 hour per week)	All	-improved annual progress  -improved termly progress, performance tracked  - improved social and emotional development	£6870  £5855  £290 = £13015	-improved annual progress  -improved termly progress
2. Curriculum enrichment opportunities	Facilitate wider life and learning experiences.  Enrich experiences outside the classroom Global Awareness	Access to: <ul style="list-style-type: none"> <li>extended enrichment opportunities including visitors</li> <li>Gifted and Talented pupil courses</li> </ul>	Co-ordinated by Head Teacher	Available to all	-engage and motivate pupils  -access to enrichment for all guaranteed  -learning experiences out of the classroom widen the pupils' knowledge and develop self-confidence  -positive impact on self confidence	£100	-improved annual progress  -improved termly progress, performance tracked  -learning experiences out of the classroom widen the pupils' experiences, widen the pupils' knowledge and develop self-confidence  - Using research from around the world, <i>Every Experience Matters</i> provides evidence that

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							children engaged in outdoor learning: <ul style="list-style-type: none"> <li>• attain higher levels of knowledge and skills</li> <li>• improve their physical health and motor skills</li> <li>• socialise and interact in new and different ways with their peers and adults</li> <li>• show improved attention, enhanced self-concept, self-esteem and mental health</li> <li>• change their environmental behaviours and their values and attitudes</li> </ul>
<b>3. Improved resourcing for group learning</b>	Engage and motivate pupils through access to exciting learning technology and reading resources	<ul style="list-style-type: none"> <li>• mobile ICT resources including ipads</li> <li>• Resources for Computing</li> </ul>	Co-ordinated by ICT/ Literacy Co-ordinator	<b>All</b>	-engage and motivate pupils  -access to high quality learning resources established  -access to an extended curriculum	<b>£200</b>	-engage and motivate pupils  -access to high quality learning resources established  -access to an extended curriculum
<b>4. Instrumental music lessons</b>	Extend learning experiences	Access to: <ul style="list-style-type: none"> <li>• Guitar/drum/keyboard lessons 30 sessions a year</li> <li>• Hire of instruments</li> </ul>	Co-ordinated by Head Teacher	<b>Available to all from Y2</b>	-progress with a musical instrument  -ability with a musical instrument positively impacts on general learning skills	<b>Lessons 2 children x £399</b>	-progress with a musical instrument  -ability with a musical instrument positively impacts on general learning skills
<b>5. Reading resources and specific resources</b>	Increase reading/writing attainment. Learning is developed through	<ul style="list-style-type: none"> <li>• Reading resources</li> <li>• Resources enrich education</li> <li>• Learning is stimulated</li> </ul>	Head teacher Staff	<b>All</b>	-improved access to reading resources which assist in raising of standards -to enhance learning experiences inside the	<b>£100</b>	-improved access to reading resources which assist in raising of standards -learning experiences are engaging

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	visual, audio and kinaesthetic means				classroom widen the pupils' skills and understanding		
<b>6. Wrap around care and homework Support</b>	Enable access to educational experience out of the curriculum and support with homework	<ul style="list-style-type: none"> <li>Riverside Club-after school child care and homework support</li> <li>Activities are linked to curriculum provision</li> </ul>	Riverside Club Staff	Available to all two sessions per week	-learning experiences out of the classroom widen the pupils' knowledge and develop self-confidence  -positive impact on attainment	2 sessions x 38 weeks x£3 per session £2052	-learning experiences out of the classroom widen the pupils' knowledge and develop self-confidence -positive impact on attainment
<b>7. Training</b>	Staff CPD is current and relevant	<ul style="list-style-type: none"> <li>Staff have a clear understanding of terminology</li> <li>Effective lessons are taught</li> <li>Progress in phonics continues to exceed national average</li> </ul>	All staff	All pupils	-Staff are able to identify readers that are struggling and support these pupils -Develop and approach to teaching reading <ul style="list-style-type: none"> <li>High frequency words are taught effectively and pupils are able to read these</li> <li>Synthetic phonics is taught effectively and pupils make good reading progress</li> <li>Whole word reading. Pupils are more confident in reading words that are repeated in books</li> </ul>	£450	-CPD for staff -engage and motivate pupils -awareness for all staff -reading across the school is in line with national expectations
<b>8. Milk-school food plan</b>	To enhance learning through healthy lifestyle	<ul style="list-style-type: none"> <li>Provision of milk to PP children. 22p per child per day.</li> </ul>	Staff	Individual	Children understand the necessity to lead a healthy lifestyle to help them learn	£50	-Healthy lifestyles are promoted through daily drink of milk
<b>TOTAL PLANNED BUDGET SPEND</b>						<b>£16366</b>	

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**SERVICE CHILDREN**

AREA	IMPROVEMENT FOCUS	PROVISION	STAFF	TARGET GROUP	SUCCESS CRITERIA	BUDGET	SUSTAINABILITY
1. Wrap around care and homework support	Enable access to educational experience out of the curriculum and support with homework	<ul style="list-style-type: none"> <li>Breakfast Club</li> <li>Riverside Club-after school child care and homework support</li> <li>Activities are linked to curriculum provision</li> </ul>	Breakfast and Riverside Club Staff	Two sessions per week	-learning experiences out of the classroom widen the pupils' knowledge and develop self-confidence  -positive impact on attainment -Service children are provided with after school care allowing parent to work, giving financial stability	£310	continuous -learning experiences out of the classroom widen the pupils' knowledge and develop self-confidence  -positive impact on attainment
2. Pupil progress	Targeted progress support across the curriculum	<ul style="list-style-type: none"> <li>Dedicated learning support providing targeted teaching according to child needs</li> <li>Co-ordinated and prioritised with class teachers each week</li> <li>Reference – File – PP Records</li> <li>Administration of pupil premium funds</li> <li>Booster tuition to support attainment at Y6</li> </ul>	Teachers Teaching Assistants	Interventions	Service children	£310	-improved annual progress  -improved termly progress, performance tracked continuous
TOTAL PLANNED BUDGET SPEND						£620	

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## Appendix A

OFSTED guidance for successfully maximising achievement	OFSTED guidance on unsuccessful spending
<ol style="list-style-type: none"> <li>1. Carefully ring fenced funding so that they always spent it on the target group of pupils</li> <li>2. Never confused eligibility for the Pupil Premium with low ability, and focussed on supporting their disadvantaged pupils to achieve the highest levels</li> <li>3. Thoroughly analysed which pupils were underachieving particularly in English and maths and why</li> <li>4. Drew on research evidence (such as the Sutton Trust toolkit) and evidence from their own and others experience to allocate the funding to the activities that were most likely to have an impact on improving achievement</li> <li>5. Understood the importance of ensuring that all day to day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good</li> <li>6. Allocated their best teachers to teach intervention groups to improve mathematics and English</li> <li>7. Used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked</li> <li>8. Made sure teaching assistants were highly trained and understood their role in helping pupils to achieve</li> <li>9. Systematically focussed on giving pupils clear, useful feedback about their work and ways they could improve it</li> <li>10. Ensured that class and subject teachers knew which pupils were eligible for the PP so that they could take responsibility for accelerating their progress</li> <li>11. Ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils</li> <li>12. Had a clear policy on spending the PP agreed by governors and publicised on the school website</li> <li>13. Provided well targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning</li> <li>14. Had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the PP in performance manage meetings</li> <li>15. Thoroughly involved governors in the decision making and evaluation process</li> <li>16. Were able, through careful monitoring and evaluation to demonstrate the impact of each aspect of their spending on the outcomes for pupils</li> </ol>	<ul style="list-style-type: none"> <li>• Had a lack of clarity about the intended impact of the spending</li> <li>• Spent the funding indiscriminately on teaching assistants with little impact</li> <li>• Did not monitor the quality and impact of interventions well enough, even where other monitoring was effective</li> <li>• Did not have good performance management system for teaching assistants and other support staff</li> <li>• Did not have a clear audit trail for where the funding had been spent</li> <li>• Focussed on pupils attaining the nationally expected level at the end of the Key Stage but did not go beyond these expectations so some more able eligible pupils underachieved</li> <li>• Planned their PP spending in isolation rather than with other planning e.g. improvement planning</li> <li>• Compared their performance to local rather than national data, which suppressed expectations if they were a low performing local authority</li> </ul>