



**PUPIL PREMIUM REPORT  
2019-2022  
Bexton Primary School**

# **Pupil premium strategy / self-evaluation**

## **Context of the school**

The proportion of pupils known to attract pupil premium under the following criteria: Ever 6 FSM rule, current FSM eligibility, adopted from care and looked after children and therefore in receipt of the pupil premium grant is below average.

## **Objectives for Pupil Premium Spending**

- To provide high quality learning experiences across the curriculum
- To provide additional support and intervention to ensure disadvantaged children achieve well across the school
- To provide personalised social and emotional support to disadvantaged children to maximise their wellbeing
- To provide extra home/school support to help overcome any barriers to learning that may affect their wellbeing or academic achievements

## 1. Summary information

<b>School</b>	Bexton Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£42,120	<b>Date of most recent PP Review</b>	1/10/20
<b>Total number of pupils</b>	435	<b>Number of pupils eligible for PP</b>	35	<b>Date for next internal review of this strategy</b>	10.2.20

## 2. Current Attainment for Disadvantaged Pupils

2019 Year 6 cohort

Screen shot from ASP

End of KS2 Attainment		
	Pupils eligible for PP 2019	Pupils not eligible for PP 2019
% achieving EXPECTED in reading, writing and maths	50	91
% achieving EXPECTED in reading	66	93
% achieving EXPECTED in writing	100	100
% achieving EXPECTED in maths	83	98
% achieving AT GREATER DEPTH in reading	33	62
% achieving AT GREATER DEPTH in writing	17	48
% achieving AT GREATER DEPTH in maths	17	62
Progress in reading	8.45	3.01
Progress in writing	8.10	2.41
Progress in maths	6.77	3.54
End of KS1 Attainment		
% achieving EXPECTED in reading	50	90
% achieving EXPECTED in writing	75	86
% achieving EXPECTED in maths	50	85
% achieving AT GREATER DEPTH in reading	25	55
% achieving AT GREATER DEPTH in writing	25	33
% achieving AT GREATER DEPTH in maths	50	45
EYFS Attainment		
GLD	67	82
Attendance		
Percentage attendance	96.8	97.6
Percentage persistent absence (less than 90%)	3.4	3.2

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Lower proportions of disadvantaged pupils reaching the higher standard
<b>B.</b>	Lack of support from home with homework & daily reading (as measured by our 2019 pupil survey)
<b>C.</b>	Low prior attainment of disadvantaged pupils (particularly in Y4) so academically behind, although some have made good progress
<b>D.</b>	Higher proportion of disadvantaged children in reception with special educational needs
<b>Additional</b>	
<b>D.</b>	Pupils needing support with transition to ensure academic and pastoral success in Y7

<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Attendance to continue to be high for disadvantaged children	<ul style="list-style-type: none"> <li>▪ Individual disadvantaged pupils having an attendance of 97% or above</li> <li>▪ Lateness for disadvantaged pupils is minimised through effective tracking and parental engagement.</li> </ul>
<b>B.</b>	Improve the quality of teaching for disadvantaged pupils	<ul style="list-style-type: none"> <li>▪ Teaching of disadvantaged pupils is good and frequently outstanding.</li> <li>▪ Quality teaching results in disadvantaged pupils making the same levels of good progress and achieving the same achievement standards as non – disadvantaged pupils.</li> </ul>
<b>C.</b>	Disadvantaged pupils in EYFS achieve a Good Level of Development	<ul style="list-style-type: none"> <li>▪ Disadvantaged pupils to achieve a good level of development by the end of EYFS</li> </ul>
<b>D.</b>	Outcomes for Disadvantaged pupils from different groups are in line with National Other by the end of KS1 and KS2	<ul style="list-style-type: none"> <li>▪ Disadvantaged pupils achieve a positive progress score by the end of KS2</li> <li>▪ Disadvantaged pupils in Year 2 achieve working at standard in all three subjects (RWM)</li> <li>▪ Disadvantaged pupils across the school achieve a standardised score over 100</li> </ul>
<b>E.</b>	Meet individual learning needs of all disadvantaged pupils	<ul style="list-style-type: none"> <li>▪ Disadvantaged pupils' learning barriers overcome as their needs are met resulting in positive progress and achievement outcomes.</li> </ul>
<b>F.</b>	Improve social experiences and provide enrichment opportunities	<ul style="list-style-type: none"> <li>▪ Improve self-esteem and confidence of disadvantaged pupils.</li> </ul>
<b>G.</b>	Ensure disadvantaged children feel positive about school	<ul style="list-style-type: none"> <li>▪ Disadvantaged children to report positive levels of engagement about school and feel well supported academically and pastorally</li> </ul>

<b>H.</b>	Ensure vulnerable disadvantaged pupils are well supported and have a trusted adult to talk to	<ul style="list-style-type: none"> <li>▪ Regular pastoral support allows children to understand their emotions and have positive coping strategies</li> </ul>
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<b>5. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2018-2019</b>		
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Desired Outcome/ Success Criteria</b>	<b>Impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
There is an increase in the number of PP children (in Year 6) achieving the expected standard	Increase from 50% EXS in reading, 50% EXS in writing and 50% EXS in maths (KS1 data)	In reading 66% of children achieved EXS. Of the two who scored below 100, one scored 98 and the other 99. In writing 100% of children achieved EXS In maths 83% of children achieved EXS	Teachers and teaching assistants have worked closely in class with specific children to support their progress. This approach has been effective as the adults supporting the children have a very detailed knowledge on their strengths and areas for development. Support has been targeted towards these children and their progress throughout the year has been strong.	£19,325 for additional TA support
There is an increase in the number of PP children (across the school) reaching the higher standard	Increase from 17% GDS in reading, 7% GDS in writing and 17% GDS in maths (summer 2 2018)	23% of disadvantaged children achieved GDS in reading. 11% of PP children are now achieving GDS in writing. 26% of disadvantaged children across the school are now achieving GDS in maths	Teachers have been giving targeted in class support in order to raise the attainment of specific children in their classes. Their progress has been regularly discussed in progress meetings and interventions have been delivered. The impact has been greatest when interventions/ support has been delivered by adults working closely with the children so they can effectively move their learning forward. Feedback has been received from each year group to ensure this support continues in the autumn term.	
Pastoral support supports effective, positive relationships between parents and school	Parents engage in meetings, Parents' Evenings, school events & children's attendance improves/ stays above 90%	90% of Pupil Premium parents attended parents evening in the spring term and the other 10% were followed up by the class teachers.	Teachers have been asked to actively promote engagement with parents of disadvantaged children. When parents haven't requested a parents evening appointment, teachers have approached parents to ensure this happens. Attendance at Parents' Evenings are good and for those who are reluctant to engage, our Pastoral Lead develops	£500 for Pastoral Lead time

			relationships to keep dialogue between home and school open.	
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Additional transitional arrangements for specific Year 6 children effectively to support them in transition to high school	Pupils talk positively about the move to high school and know who will support them at high school, positive feedback from high schools	Three children from this group have been on additional visits to the high school with their parents/ our pastoral lead.	The costings attached to this target are related to the wider pastoral work the Pastoral Lead does with these children. A number of the year 6 children have needed additional support (along with their families) such as 1 to 1 support in class and 1 to 1 pastoral sessions. The visits to the high school have been very successful and will need to be repeated. The way the support is being costed will be changed.	£15,000
Coaching for individual pupils to improve their self-organisational skills and independence	Pupils have necessary strategies to cope with homework, timetables and new routines at high school	Our pupil survey showed that this group of children rated homework more highly than non-pupil premium children. In the pupil survey these children gave examples of being more independent this year, e.g. reading by myself at night, doing my homework and improving my spelling scores, challenging myself with harder maths work.	This work has been supported by our wider school development priority of supporting all children to be more independent. This target will be continued through the work of the teachers, teaching assistants and the L6 TA targeting specific children in 19-20.	
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Offering free after school clubs for disadvantaged children	Improve the self- esteem and confidence of disadvantaged learners.	For some children this has been very successful, but the take up has been low for many of the children.	Ensure that parents are very aware through better communication that extra-curricular clubs are fully funded.	£500
Fund residential visits and school trips	Improve the self- esteem and confidence of disadvantaged learners.	This funding has supported the children to grow in self-esteem and enjoy new	The impact of residentials and visits is high. As we currently only run a Year 5 residential we would like to extend this to Year 3 and Year 6 to expand the	£1300

		experiences which build confidence, particularly the Year 5 residential.	opportunities for all children. This would therefore increase the funding needed in 19/20.	
				<b>Total £36,625</b>

## 6. Additional detail

At Bexton Primary School we are committed to meeting the needs of all pupils eligible for the pupil premium grant both to support their academic needs and their social and emotional needs. We use an evidenced based approaches (EEF's School's Guide to Implementation) and regularly evaluate the impact our approaches as having on eligible pupils through careful data analysis and pupil voice questionnaires. We have also benefited from working closely with other schools, comparing their approaches and improving our own.

We believe that good teaching is the most important approach to help improve outcomes for disadvantaged pupils. Over the last three years, we have significantly improved the quality of teaching across the school and consequently outcomes for our disadvantaged pupils have also improved. We also have high aspirations for all pupils and do not limit the support we give. Our aim is for all pupils to achieve highly and put in place strategies to ensure all children achieve their academic best.

Over the past three years outcomes have improved for all children and the number of disadvantaged children achieving the expected standard and greater depth in reading, writing and maths has increased. The progress in reading, writing and maths has also increased. In 2019 the progress for the Year 6 cohort was extremely strong, although the attainment gap was larger as their starting points were lower.

	No. of Pupils	Budget	EX RWM+		GD RWM+		Reading Progress		Writing Progress		Maths Progress		ASS Reading		ASS Maths	
			ALL	PP	ALL	PP	ALL	PP	ALL	PP	ALL	PP	ALL	PP		
	-	-														
2016	25	36,960	62	60	5	0	-0.3	0.63	-5.3	-3.13	-1.4	-2.30	106	103	105	103
2017	26	44,160	69	78	14	11	-1.4	-1.5	0.4	1.2	-0.5	-1.2	105	104	105	104
2018	32	44,906	93	78	23	11	3.3	2.32	1.6	-0.03	2.9	2.14	111	105	111	104
2019	30 (not inc R)	42,120	91	75	41	25	3.01	8.45	2.41	8.10	3.54	3.54	111	107	111	106

In 2019, the Year 6 cohort consisted of eight children. One child was adopted and one child received funding for forces children. The rest were receiving free school meals. Four of the children joined us in Y4 or Y5 and three of these were at the time of joining us, working significantly below year group expectations. In reading 75% reached the expected standard and the two who didn't scored 98 and 99. In maths 88% achieved the expected standard and the one child who didn't scored 96.

In July 2019, overall across the school 80% (91% all) of pupil premium children are working at the expected standard in reading and 23% (51% all) working above the expected standard. Of the 20% who are working below three have significant special educational needs. In writing 77% (86% all) are working at the expected standard and 11% (33% all) working above the expected standard. In maths, 72% (89% all) are working at the expected standard and 26% (46% all) are working above the expected standard.

In September 2019, we employed a L6 TA with a specific responsibility for increasing outcomes for a targeted group of eligible children and an increased focus on evaluating the impact of interventions each half term to ensure we are focusing on the right areas. We directed her time to some key children who were underperforming and needed intensive academic support.

## 7. Planned expenditure

**Acad8emic year**

**2020-2021 (47, 315)**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure disadvantaged children are given targeted feedback to ensure they achieve	-All disadvantaged children are clear about how well they are doing and what they can do to improve	Focusing on effective feedback has a high impact and low cost (+8) based on moderate evidence. We have improved our feedback methods across the school and want to ensure that disadvantaged children are given a heightened focus.	Learning walks/ conversations with pupils evidence disadvantaged children are using feedback to make good progress Pupil progress meetings evidence disadvantaged children making expected or better progress	JS/EA	<b>Spring 2020 HT report</b> Our whole class feedback strategies continue to work well for all children. Teachers are using the power points effectively in KS2 to deliver feedback and there is clear evidence in all books that children are using the feedback to make improvements. Monitoring of the WCF teacher files shows that misconceptions or areas for improvement are being picked up and worked on in subsequent lessons.
Ensure disadvantaged children are effectively challenged and master skills in reading, writing and maths	-Disadvantaged children with middle or high prior attainment continue to achieve well -Increase the proportion of disadvantaged children achieving above the expected standard	Ensuring children achieve well in the curriculum (mastery learning) has a moderate impact for low cost, based on moderate evidence (+5). Exposing children to challenges, with support of their peers and teachers, will help build confidence and resilience.	Learning walks/ conversations with pupils evidence disadvantaged children are being challenged Aspirational targets set Pupil progress meetings evidence disadvantaged children making expected or better progress	JS/EA	<b>Spring 2020 HT report</b> Year 2 % on track to meet FFT- 71% in reading, 71% in writing, 57% in maths Year 3 % on track to meet FFT- 25% in reading, 75% in writing, 50% in maths Year 4 % on track to meet FFT- 80% in reading, 80% in reading, 40% in maths

<b>Total budgeted cost</b>					£6000
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Teaching Assistant Training in BR@P, Reading Comprehension Strategies and maths strategies	To increase the confidence of teaching assistants to deliver interventions in reading and maths -To increase the number of children reaching the expected standard in	In 2018/19 we delivered a number of training sessions to TAs and these were very effective and a number of new interventions are taking place across the school and has increased the proportion of children reaching the expected standard.	Adequate time devoted to training sessions Feedback from TAs Feedback from teachers in pupil progress meetings	JS/CB/JC/ AA	<b>Spring 2020 HT report</b> Teachers identify who is receiving what interventions via our online assessment system. This allows us to identify the impact of different interventions. This is a new system and needs some improvements to ensure accuracy. Currently 8 disadvantaged children are receiving 'booster reading' which means additional reading, above what the main class receives. The SGP (standard growth percentile) for this group was 71%. The SGP for children receiving BR@P (29%) was lower, but these children are generally working well below and have some significant gaps in their reading abilities. The SGP for disadvantaged children in reading is 60% (53% all) and 32% (55% all in maths). The percentile rank for reading is 53% (70% all) and in maths is 59% (73% all). From this data we should evaluate the impact of our maths interventions in the spring term.
<b>Total budgeted cost £1000</b>					
Targeted in class support/ interventions from year group teaching assistants for disadvantaged children not currently achieving the expected standard	-To increase the number of children reaching the expected standard in reading, writing or maths. -To increase the confidence & approaches to learning for targeted pupils	Building on last year's evidence, the staff who are working closely with children are best placed to give immediate support and feedback to enable them to fully access the curriculum. Some will be delivering focused interventions such as BR@P, precision teaching for reading, writing or maths, kumon activities or delivering support in smaller groups.	Pupil progress meetings will evidence expected or better progress Pupil results on standardised assessments will improve	JS/AA	
<b>Total budgeted cost</b>					£9000
Targeted in class support/ interventions from L6 TA for disadvantaged children not currently achieving	-To increase the number of children reaching the expected standard in reading, writing or maths. -To increase the confidence &	One to one tuition has a moderate impact for a high costs, based on extensive evidence (+5). The member of staff appointed to this role is highly skilled and will be able to reduce the barriers that some children have, e.g. specific learning difficulties. The	Pupil progress meetings will evidence expected or better progress Pupil results on standardised assessments will improve Individual tracking sheets for targeted children	JS/VR	<b>Spring HT report</b> This has been more successful this term, with less sickness to cover, meaning the children are getting more support. The data of the children she is working with currently shows some improvements. We meet at least

the expected standard	approaches to learning for targeted pupils	children will have regular short sessions and the sessions will be delivered in the classroom ensuring the class teacher is kept fully informed.			half termly to talk about what she is doing with specific children and identify any gaps.
<b>Total budgeted cost</b>					£10,000
Pastoral support for disadvantaged children who are in need of additional approaches to support their wellbeing and resilience	-To increase children's wellbeing, resilience and strategies for independence	Our Pastoral Lead is highly trained and has delivered resilience courses last year with very positive feedback. Children who work with her respond very well to the strategies and parents give very positive feedback.	Measured by pupil voice, feedback from Pastoral Lead, pupil survey in summer term, comments from parents	JS/WS	<b>Spring 2020 HT report</b> Our pastoral support lead is currently working very closely with a number of disadvantaged children. Due to confidentiality, it is difficult to give more details, but we are happy that this provision is effectively supporting vulnerable pupils.
Early years interventions put in place for disadvantaged children to ensure they make GLD (Moderate impact/high cost)	-To ensure disadvantaged children have a good start to their schooling life and any gaps are reduced quickly	High quality provision with well-qualified staff is essential to ensure the success of the interventions. Our early year's staff are well trained and deliver effective interventions such as squiggle while you wiggle and dough disco. All of which have had a big impact on children's readiness to learn.	Early years lead will monitor the interventions on a day to day basis Pupil progress meetings will monitor the impact on children's overall attainment	JS/KP	<b>Spring HT report</b> As 40% of the disadvantaged children have a special educational need it is unlikely that they will achieve GLD. Three of the disadvantaged children came in (measured at baseline) well below, one came in just below and one at expected in reading, writing and numbers.
<b>Total budgeted cost</b>					£15,000
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Residential Trips- Outdoor Learning including day trips.	-To facilitate learning and enhance personal growth. -To assist the teaching of disadvantaged pupils, resulting in quality that I good and frequently outstanding. -So disadvantaged children can understand and can control their	Residential trips are proven to support growth mind sets, increase confidence and teach team building skills. Children learn vital life skills of perseverance and resilience and this in turn impacts on their academic progress within lessons as they are able to apply these skills when back in the school environment.	-Using reputable and innovative residential settings. -Using specialist staff during residential visits / trips to ensure exciting and unique learning opportunities.	Residential organising staff.	After residential visits and trips Due to lockdown, this residential has now been postponed to May 2021

	emotions more effectively.					
<b>Total budgeted cost</b>					£2,300	
Extra-curricular sports/ arts participations (Low impact/ moderate cost)	-To engage children in a wide range of sports/ arts activities - To widen children's experiences and encourage skills and talents	Sports/ arts participation can increase educational engagement and attainment. Our own experience shows that children who are involved in the wider life of the school feel more engaged and happier.	-Staff who run the activities are either school staff or are well known to the school so we know they are well run -Communication to parents will ensure they are aware of the offer and encourage their child to participate	JS/VG	£1000	In the autumn term, I wrote to parents to consult on how to allocate the funds. 50% responded, however in the term since other parents have contacted us and communicated their views. This has resulted in more requesting support with uniform purchases and one child taking up music lessons (funded by the school). We will continue to consult and seek the views of parents, with the aim of working more closely to support their children in school.
Music tuition	To further increase the self-esteem, confidence and engagement of disadvantaged pupils	Improvements in confidence as a result of learning to play an instrument has a positive impact on children. This can help broaden future opportunities and discover talents.	Regular feedback from music tutors Liaison with music 4 life Observations	JS	£2000	
Financial assistance with uniform purchases	To enhance children sense of belonging To improve their self-esteem and confidence To improve the relationship between the school and parents	School uniform supports the development of a whole school ethos and supports confidence and motivations. Purchasing branded school uniform helps parents financially and helps pupils' emotional wellbeing.	Observations Eligible children have the correct uniform	JS/VG	£1000	
<b>Total budgeted cost</b>					£4000	
<b>Total</b>					£37,300	

## Year 1 Review (2019- 2020)

Impact	Issues	Amendments for next year
<p>With no statistical data for end of key stages, we only have standardised assessments to rely on to measure the impact of academic support.</p> <p><b>Academic impact</b></p> <p><b>Reading:</b> In the last academic year there appeared to be a dip in disadvantaged children's NRSS from autumn to spring. This may be due to some assessments being rushed due to school closures. Teacher assessment shows 71% of disadvantaged children were at or above in autumn and this was the same in the spring. The baseline assessment for disadvantaged children in reading shows that their average NRSS is 100.5 and that in the standardised assessment 58% at or above.</p> <p><b>Writing:</b> No assessments have been completed in the autumn term in writing as yet. In the spring term, 68% were at or above in writing.</p> <p><b>Maths:</b> In the last academic year there was a large increase in disadvantaged children's NRSS from autumn to spring. Teacher assessment showed that 63% of disadvantaged pupils were working at or above in the autumn term and 67% in the spring term. The baseline assessment for disadvantaged children in maths shows that their average NRSS is 100.7 and that in the standardised assessment 60% are working at or above.</p> <p>Before lockdown all disadvantaged pupils have some one to one time with a teaching assistant, some with the L6 teaching assistant. Common interventions are BR@P, Precision Teaching or booster sessions (which means additional small group work). There is additional analysis on the impact of the interventions above.</p> <p><b>Emotional and social impact</b></p> <p>Our pastoral lead works regularly with twelve of our disadvantaged pupils. She regularly liaises with the parents of these children and made regular phone calls to their families during lockdown.</p> <p>The provision of uniform started small, but increased in the summer term and then again for this autumn term. There was a big uptake of the offer in the summer term, ready for the new term.</p>	<p><b>Academic issues</b></p> <p>The impact of lockdown on disadvantaged pupils reading has been great. They and their parents were limited by not having access to books in school and libraries also being closed. Standardised reading assessment scores show a large decrease in the average NRSS from spring 2020 (111) to the recent baseline (100.5). The decrease was not as large in the current year 6 pupils- 107 to 106.</p> <p>Standardised maths assessment scores show a large decrease from spring 2020 (125) to the recent baseline (100.7)</p> <p>In both reading and maths standardised assessments some children have increased in their scores.</p> <p>Lockdown in March 2020 will obviously have a big impact on the academic needs of our disadvantaged pupils. Eleven of these pupils attended our reduced provision through the summer term, eight of them on a daily basis. Four other children were offered provision but this was refused due to shielding due to medical conditions. All children have returned in September, the true impact on their academic needs is yet to be fully assessed.</p> <p>37% of disadvantaged children are also on our SEN register. 13% have an EHC plan, 7% on SEN support and 17% are on watch.</p> <p><b>Emotional and social issues</b></p> <p>As we have returned to school, most disadvantaged pupils have settled back really well and the need for additional pastoral support has so far been low and focused on a very small number of children.</p> <p>As the take up of music provision has been low, we would prefer to continue to extend the offer to provide school uniform.</p> <p>Attendance for a small number of disadvantaged pupils has dropped. Pastoral lead to work with specific families if they need support.</p>	<p><b>Amendments to academic support</b></p> <ul style="list-style-type: none"> <li>• Continue to monitor impact of specific interventions and make changes to the intervention plan. All disadvantaged pupils are currently receiving support from teaching assistants. We will review their progress over this half term and may prioritise the support to those most in need. In our catch up funding, we have budgeted for extra teaching assistant hours to work with specific children.</li> <li>• Use catch up funding to purchase software to support with electronic reading in case of bubble closure</li> <li>• Continue to work with the SENCO to ensure disadvantaged pupils are receiving the support they need from school. For example, we would also like to use some of our Pupil Premium funding this year to pay for additional assessments for a small number of disadvantaged pupils in need of a private dyslexia assessment.</li> </ul> <p><b>Amendments to emotional and social support</b></p> <ul style="list-style-type: none"> <li>• Increase budget for uniform, offer to purchase fleeces for all children for the winter months (other parents will be purchasing these). Reduce the budget for music tuition.</li> <li>• Increase the focus on attendance for disadvantaged pupils</li> </ul>

**Financial Update: Budget for this year currently remains at £47,000.**

Based on number of pupils: In 2019-20 there were 34 disadvantaged pupils. In 2020-21 there are 33 pupils with 5 new pupils in reception, five left in Year 6 and one pupil left to start a new school.

<b>Year 2 Review (2021)</b>		
<b>Impact</b>	<b>Issues</b>	<b>Amendments for next year</b>

<b>Overall review: End of Year 3 (2022)</b>				
<b>Desired Outcome</b>	<b>Actions / Approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>