

Burton Pidsea PP strategy review

Total number of pupils on roll (Sept 2023)	71	% Disadvantaged pupils	20% 14 children	% Non Disadvantaged pupils	80%
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How much money do we have <u>this year</u> to address the identified barriers to learning?					
Eligible Pupils		Funding	Funding Based on Eligibility		
Number of FSM ever6 Pupils	11	£1455	PP Funding allocation this academic year		£16, 005
Number of LAC Pupils	0	£2410	LAC Funding allocation this academic year		£0
Number of PLAC Pupils	1	£2530	PLAC Funding allocation this academic year		£ 2,530
Number of Service Pupils	2	£335	Service Funding allocation this academic year		£ 670
			Total Funding for 2023 - 24		£18,870

Review: Did we achieve what we set out to achieve <u>last year</u> ?					
What did outcomes for disadvantaged pupils look like last year?					
	Reading (progress score)	Writing (progress score)	Maths (progress score)	% Expected Standard RWM	% Higher Standard RWM
PP children	n/a in this cohort	n/a in this cohort	n/a in this cohort	n/a in this cohort	n/a in this cohort
KS2 PP children (12)	+1	0	+2	8%	8%

Barrier	What did we say success would look like in year 2?	July 2023 review	Areas to focus on next year
Low starting levels (baselines) for these pupils affects learning across the whole curriculum; especially in reading	Flight paths will demonstrate 100% of disadvantaged children have at least maintained progress and attainment, especially in reading and be increasing.	Flight paths have shown the majority of PP children have maintained or increased progress and attainment. End of year Reading assessment, of all KS2 pupils, shows a progress score of +1 End of year Reading assessment, of all KS2 pupils, shows a progress score of 0 End of year Reading assessment, of all KS2 pupils, shows a progress score of +2 Any children not on track have additional factors, including behaviour issues and attendance.issues.	Promote the importance of good attendance to identified families. Writing interventions added to PP 1:1 time to help develop resilience when writing.
Low self-esteem can be linked to low attainment. This also impacts on the pupil's enjoyment of school life and participation in the school day.	Attendance for disadvantaged children in in line with school target Children's emotional health and wellbeing will be identified and addressed as necessary; inc service children	Attendance for PP children has improved to 92% compared to the whole school average of 93% Across the year, the school has worked hard to provide a range of cultural capital opportunities and activities aimed to promote ESWB and enjoyment of school including external trips and visits (tophill low, hedgerow planting, JP developers), sports days and performances. Trained staff are used to identify and address any ESWB issues as necessary.	Promote the importance of good attendance to identified children and families Continue to book trips, visits and events to enhance our curriculum. Continue 'check ins' where required.
Lack of wider opportunities in a rurally isolated village	At least 80% of disadvantaged pupils will have attended at least one extracurricular club or activity.	Cultural Capital Champion appointed. 69% of PP children have attended a before school or afterschool activity	Use parents evening etc to signpost parents towards additional support Continue to increase trips and visits

limits real life experiences and inhibits access to and engagement with the curriculum	100% of disadvantaged pupils will have participated in at least one cultural capital activity organised by the school each term	57% of eligible PP children have subsidised music lessons; all KS2 children have the opportunity to learn how to play an instrument as part of weekly wider opportunities music lessons. 100% of all PP children have participated in at least 1 cultural capital activity	Increase parental and community engagement through FOBPSA and in-school activities eg parent showcases.
Limited parental engagement with all that is on offer at the school, potentially limiting pupil desire and determination to succeed	Attendance at all parent evenings for disadvantaged families will be in excess of 90% Monitoring of home reading records will show an increase in the number of children reading regularly at home	Attendance at Summer term parents open afternoon for PP children was 83%, an increase on Autumn and Spring term 92% of PP parents attended at least 1 stay and learn session across the academic year. PP children reading regularly at home remains static: this is addressed in class with identified children reading regularly to adults across the week	Continue to focus on these families to engage them with their children's learning in school. Promote prizes and awards available for good attendance and achievement