

PUPIL PREMIUM – ACTION PLAN

Pupil Premium Governor: Mr L Denis

Total allocation for the financial year 2020-2021 is: £352,747.00 (estimated; final sum not received)

Disadvantaged Pupils Funding (PPG) 2020 to 2021	PPG amount per Pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,345.00
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,345.00
PLAC who have ceased to be looked after by an LA in England because of an adoption, a special guardianship order, a child arrangements order, or a residence order	£2,345.00
Any pupil recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£310.00

Barriers to Achievement

When identifying where to target additional funding for disadvantaged pupils, barriers which may affect achievement are identified to ensure support is focussed on the needs of the individual pupils. Some of these barriers include:

Special Educational Needs (including EAL, literacy and numeracy, dyslexia/dyscalculia, medical)
 Family unable to support learning at home
 Low aspirations
 Attendance and punctuality
 Emotional Needs
 Behaviour/concentration
 Low self-esteem and self-confidence
 Speech and Language

STRATEGY	PURPOSE	WHO	IMPACT	MEASURING THE IMPACT	EXPECTED COST (£)	REVIEW
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YEAR GROUP PUPIL PREMIUM LEADS	Year group lead to identify needs of PP pupils and signpost support as well as track progress of PP pupils within relevant year band.	Identified year group lead from Nursery to Y6.	That all PP pupils will receive personalised and effective strategies to improve their academic performance as well as to impact on their emotional well-being.	<div>All PP pupils receive targeted support. Greater progress in all academic areas. Increased opportunities to access relevant support.</div> <table><tr><td>Year Band</td><td>Expenditure</td></tr><tr><td>EYFS</td><td>£4532</td></tr><tr><td>1 ()</td><td></td></tr><tr><td>2 ()</td><td></td></tr><tr><td>3 ()</td><td></td></tr><tr><td>4 ()</td><td></td></tr><tr><td>5 ()</td><td></td></tr><tr><td>6 ()</td><td></td></tr><tr><td>Total ()</td><td></td></tr></table> <div>Current total: Not yet confirmed.</div>	Year Band	Expenditure	EYFS	£4532	1 ()		2 ()		3 ()		4 ()		5 ()		6 ()		Total ()		NA	Termly meetings
Year Band	Expenditure																							
EYFS	£4532																							
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Total ()																								
INTERVENTION	Intervention provided for pupils in KS1 in phonics, reading and comprehension and KS2 pupils in reading.	PP identified in the bottom 20% in KS1 and KS2 who require extra support to catch up.	Pupils will catch up with phonics, reading and comprehension and develop confidence in these areas and allow them to access the wider curriculum more effectively.	<div>Greater involvement and success in other curriculum areas. Phonics testing and progress through Accelerated Reader programme as well as improved test results in reading and phonics tests.</div>	£57,393.00	Termly assessment																		

OCCUPATIONAL THERAPIST/ SPEECH & LANGUAGE	Pupils referred for specialist intervention to develop motor skills and speech and language.	Extra support provided to EYFS/KS1 pupils to improve fine and gross motor skills as well as allowing more opportunity for pupils to access specialist speech and language intervention.	More pupils able to access the whole curriculum and therefore make greater progress towards their targets.	More pupils able to work at national expectations and giving them the opportunity to become more confident and successful leading to greater motivation.	£12,000.00	Ongoing throughout support.
PARENT WORKSHOPS	Identify PP pupils in KS1 who need extra support at home and provide parents with the tools and knowledge to be more confident with providing support at home.	Teacher employed one afternoon a week to provide support and share expertise to parents in workshops. The workshops are designed to share the activities and practical ways they can help their children at home in reading/phonics/maths. Books and texts shared as well as given the opportunity to take them home to use with their children.	<p>Greater progress made by pupils and extra confidence given due to improved parental support at home. Homework completed regularly and regular reading takes place at home.</p> <p>Pupils more engaged in reading sessions, develop greater confidence and keen to take books home.</p>	<p>A rise in engagement of pupils in reading sessions/phonics sessions/maths sessions.</p> <p>Homework completed regularly.</p> <p>Improved progress.</p>	£16,348.00	Following workshops, monitoring reading progress and home reading frequency.

HIGHER ABILITY SUPPORT	To identify higher ability disadvantaged pupils and provide them with support to move them to work at greater depth in Writing.	Teacher support within the classroom alongside setting teacher in Y5 and Y6.	That these pupils will be working at greater depth within their stage of the curriculum.	Working at greater depth by the end of the year in writing.	£8481.00	At the end of each block of intervention.
MENTORING	The purpose of this approach is to provide some of our most disadvantaged and vulnerable pupils the chance to discuss any issues which they may have in school or outside school. Each mentored pupil has an adult that they know they can go to if and when they need to as well as allocated time during the school week to spend with their mentor.	Teaching Assistants are assigned a selection of disadvantaged pupils who teachers have identified as those who would benefit from mentoring.	That these pupils will be more 'ready to learn' as the emotional issues that they may bring in to school can be discussed with their mentor. This will allow them to be able to concentrate on their learning without the emotional distractions that they may have.	Increased involvement in class lessons. Rise in self-confidence and self-esteem. Observations from class/year band teachers.	£5,332.00	Continuous
SPEECH AND LANGUAGE	Pupils are arriving in school with speech and language issues that are creating a barrier to their	Pupils tested for Speech and Language developmental issues. 1:1 intervention	Speech and Language issues are quickly identified and support put in place to ensure that S&L is not a barrier to learning. As a result, a greater proportion of pupils will achieve GLD by the end of reception	Development of their use of language when talking and during lessons. Able to access their age-related curriculum.	£21,683.00	No of pupils who achieve expected standard in communication and

	learning. As a result, the school has employed a speech and language specialist to identify those with S&L issues and develop individual programmes to address these issues.	provided throughout the academic year.	and increased ability to access their age expected curriculum.			language in EYFS. Increased participation in lessons and increased confidence.
TIMESTABLES Tunes Timestables	Identified pupils are given intervention to improve their mental recall of timestables facts to enable them to make greater progress in developing their overall mathematical ability.	Pupils identified as under-achieving in Maths and those who have been identified as having weak mental recall of multiplication facts.	PP Pupils making at least expected progress in maths due to improved mental recall of number facts, in particular timestables.	Progress evident in books. Able to access the age-related objectives. Improvement in timestables scores and general number work. MTC	£1,200.00	Termly Following monitoring cycle. Pupil Progress Reviews
JACKANORY	To develop a love of reading and to increase the amount of reading for disadvantaged pupils in Year 6, 5, 3 and 2.	Identified PP pupils from Year 6 to be a reading buddy for a reluctant reader in Year 3 and a Year 5 to be a reading buddy for a reluctant reader in Year 2. At the end of each session, the younger pupils choose a book to take home and	An increase in reading participation for disadvantaged pupils who are reluctant readers or who rarely read at home. The older pupils are reading and asking questions, helping the younger pupils to understand the book they are reading. As a result they are also developing their comprehension of reading as well as developing their questioning skills and improving the pupils exposure to reading a range of texts.	Reading progress during lessons Reading progress in tests Increased amount of reading for pleasure	£300 book purchases	Termly Pupil Progress reviews

		return once it has been read.				
Third Space LEARNING	Identified PP pupils to take part in on-line tuition after school in Maths.	Y5/Y6 PP pupils are provided with a personalised programme based on initial and ongoing assessments on-line.	The impact of this personalised programme will be greater progress and engagement in Maths with the majority of them achieving the Expected Standard at the end of Y6.	Measured outcomes from continued assessment on their programme of learning as well as at the end of the programme. Progress throughout the year.	£14,000.00	End of Unit analysis
DYSLEXIA	Pupils identified as having dyslexic traits requiring support.	KS2 children who have been referred by class teachers who are struggling in class, tested to identify any dyslexic traits.	Provided with NESSY program which enables them to identify weaknesses and work on these during intervention time.	Greater progress in Reading and Writing.	£12,068.00	End of program assessments
EDUCATIONAL PSYCHOLOGIST	An Educational Psychologist employed by the school to help those children who need help with psychological issues that are affecting their ability to take a full and positive role within school and who may require a range of strategies to allow them to access the curriculum.	Children will be identified who are having difficulties in accessing the curriculum for a variety of reasons.	The Educational Psychologist will work with PP children who have emotional and/or behavioural difficulties. This may result in further referrals and assessments made to identify the most appropriate action to take to ensure each child is catered for. As a result, children are provided with the support they need to ensure they are more able to take a full part in the school curriculum.	Observations from class teachers.	£7,663.00	At the end of specified support.
PUPIL/FAMILY SUPPORT MENTORING	P Payne and F Shalvey employed for 3 days per week	Children will be identified by staff who would benefit	The range of specific support provided to pupils will enable them the opportunity to take a full and	Needs have been addressed either in school or through outside agencies.	£33,211.00	At end of specified support.

	to work with pupils and their families. This may be to provide 1:1 or group support, signposting to specific agencies and for general support and advice.	from some specific and targeted support for a variety of reasons; social development, bereavement counselling, anger management, attendance/punctuality, friendship, signposting to specialist agencies.	active part in the life of the school as well as to know that they will be supported by the school. This will lead to improved attendance and punctuality, improved participation in social activities, improved emotional well-being and improved ability to express their feelings positively towards peers and adults. As a result, their emotional needs will be met and they will be more able to focus on their learning.	Impact could be increased attendance, improvement in emotional well-being, behaviour, development of friendship groups, social skills or in general self-esteem. Observations from class teachers.		
STRUCTURED PEER TUTORING	The structured peer tutoring programme set up to improve the reading of high frequency words and age expected words for children in Year 2 and 3.	Children will be identified who are having difficulty with their sight vocabulary and reading. Many of these children will be disadvantaged children, particularly in year 3.	Daily focussed reading of high frequency and age related words will increase confidence when reading and improve progress in reading attainment. This will have a significant impact in all areas of the curriculum.	Progress made in Reading. Classroom Monitor	£3,000.00	Pupil Progress Reviews
BEANSTALK READING	PP children provided with intensive reading intervention through the Beanstalk Intervention Programme	Three PP pupils from Y3 to continue the Beanstalk reading programme.	Increased progress and engagement in reading September - April	Evidence of progress and greater enjoyment in Reading.	£600.00	Termly
PLAY THERAPY	To provide specialist 1:1 emotional support for pupils who have	Pupils who have been identified as requiring specific emotional support.	Happy and fulfilled pupils who are able to express and deal with their emotions in a positive way and to deal with aspects of their lives that	Play Therapy Reports Observations by Play Therapist and Class Teachers	£27,300.00	End of Therapy (16 sessions)

	emotional difficulties for a variety of reasons. To enable pupils to be supported emotionally to allow them to develop an awareness of their emotions and strategies to deal with them.		may not be going so well. To develop their resilience and to ensure they are more able to manage and express their emotions.			
ADMINISTRATIVE COSTS	To ensure that pupil premium money is targeted towards the needs of individual children and that there is careful planning, monitoring and evaluation of the impact of strategies to close the gap between PP and NPP pupils.	With around 250 pupil premium children in school, identifying appropriate individual provision and support requires planning, monitoring and evaluating to ensure the best outcomes for the children.	Careful monitoring and evaluation of the impact of strategies put in place will ensure that the school is catering for the individual needs of all Pupil Premium children and that we are providing them with the best opportunities to help them progress and catch up with their non-pupil premium peers.	Evidence of progress made by disadvantaged pupils in closing the gap between them and their non-disadvantaged counterparts. Internal and external data. Book scrutinies. Proportion of disadvantaged pupils in higher sets increased.	£7,581.00	Following monitoring cycle. Pupil Progress Reviews
RESIDENTIAL TRIPS	To ensure that all children are provided with the same opportunities, regardless of circumstances and to provide an inclusive school curriculum to make sure that all children are able to	Disadvantaged pupils are identified who are not able to attend residential trips due to financial constraints. These children will be offered the chance to take part in their year bands	Children will be given the opportunity to spend some time away with their peers and to enjoy activities to develop self-esteem and improve emotional well-being as well as developing their social skills and building relationships outside of their normal friendship groups in a range of different environments.	Pupils have taken part in residential trips who would never have been able to due to financial restraints and not through choice.	£1,000.00	No of pupil premium pupils attend residential trips.

	benefit from the experiences a residential trip provides.	residential experience.				
RESOURCES	To ensure resources are provided, catering for the needs of pupil premium children.	Resources for a variety of interventions will be provided to enable disadvantaged pupils the opportunity to progress and develop throughout the whole curriculum.	A range of resources will be provided to ensure pupils are able to progress throughout the whole curriculum regardless of circumstances. As a result, Pupil Premium children will have the opportunity to increase their progress in Reading, Writing and Maths and achieve their full potential.	Evidence of progress made by disadvantaged pupils in closing the gap between them and their non-disadvantaged counterparts. Internal and external data. Book scrutinies. Proportion of disadvantaged pupils in higher sets increased.	£25,000.00	Following monitoring cycle. Pupil Progress Reviews
Magazine/News paper Subscription	From survey, pupils do not read magazines, newspapers or comics. These will be provided for pupils to read during their ERIC time to develop a breadth of reading material and a range of genres.	PP children have a greater breadth of reading experiences.	Children are reading and experiencing a wider range and variety of types of writing to develop a broader reading knowledge.	Greater percentage of PP children making good progress in reading and reading for pleasure.	£288.00	Increased enthusiasm for reading
TOTAL EXPENDITURE					£230,899.00	Review impact of all initiatives at the end of the academic year.
REVIEW DATE July 2021						

