

## PUPIL PREMIUM – ACTION PLAN

*Pupil Premium Governor: Mr L Denis*

***Total allocation for the financial year 2019 -2020 is: £323,920 (before adjustment)***

### **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.	All PP pupils receive targeted support. Greater progress in all academic areas. Increased opportunities to access relevant support. <table><tr><td>Year Band</td><td>Expenditure</td></tr><tr><td>1 (22)</td><td>£29,040</td></tr><tr><td>2 (38)</td><td>£51,780</td></tr><tr><td>3 (37)</td><td>£47,520</td></tr><tr><td>4 (29)</td><td>£40,240</td></tr><tr><td>5 (25)</td><td>£33,980</td></tr><tr><td>6 (39)</td><td>£50,160</td></tr><tr><td>Total (190)</td><td>£252,720</td></tr></table> Current total: 230	Year Band	Expenditure	1 (22)	£29,040	2 (38)	£51,780	3 (37)	£47,520	4 (29)	£40,240	5 (25)	£33,980	6 (39)	£50,160	Total (190)	£252,720	NA	Termly meetings with all PPL's
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INTERVENTION	Intervention provided for those pupils who are not making expected progress or who are below expected attainment in Reading, Writing and Maths. Intervention provided for those pupils who may have the potential to work at greater depth.	Disadvantaged pupils from Y1 to Y6 who are not making expected progress or who require extra help to reach expected standards.	That all PP pupils will make at least expected progress and reach expected standards in Reading, Writing and Maths and that the more able PP children will work at greater depth.	Progress in lessons.  Increased participation in lessons.  Classroom Monitor	£81,842.00	Continuous.  Following monitoring cycle.  Pupil Progress Reviews																

<b>PRE-TUTORING</b>	<p>To provide regular intervention on skills and concepts that they will be taught next.</p> <p>Parents will be invited in to school to work alongside their child to enable them to continue to work with them at home.</p>	Identified PP pupils in A- and BA sets and provide short but targeted intervention in either Reading, Writing or Maths every day for half a term for 20-30 minutes.	<p>The impact of this will be that they will be taught skills and concepts that they will be taught. This will allow them to take a greater part in the lesson, increase their confidence and allow them to make greater progress.</p> <p>Greater parental involvement will ensure that there is a better understanding of the areas they need to improve and for them to know what they need to work on at home.</p>	<p>Increased confidence and participation in lessons.</p> <p>Increased progress in lessons.</p> <p>End of topic and end of term tests.</p> <p>Significant improvement as evidenced in books.</p> <p>Classroom Monitor</p>	£6,050.00	<p>Half termly</p> <p>Following monitoring cycle.</p> <p>Pupil Progress Reviews</p>
<b>RE-VISITING</b>	To provide regular intervention which will develop learnt skills and ensure these skills are retained.	Identified PP pupils in A- and BA sets and provide short but targeted intervention in either Reading, Writing or Maths.	<p>The impact of this will be that they will continue to re-visit skills and methods that they have been taught but have difficulty retaining or are not fully confident in and as a result make greater progress.</p>	<p>Increased confidence and participation in lessons.</p> <p>Increased progress in lessons.</p> <p>End of topic and end of term tests.</p> <p>Significant improvement in retention when re-visiting concepts in class.</p> <p>Classroom Monitor</p>	£6,050.00	<p>Half termly</p> <p>Following monitoring cycle.</p> <p>Pupil Progress Reviews</p>

<b>HIGHER ABILITY INTERVENTION</b>	To identify higher ability disadvantaged pupils and provide them with support to move them to work at greater depth in Reading, Writing and Maths.	Teacher Intervention	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.	£8481.00	At the end of each block of intervention.
<b>MENTORING</b>	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
<b>TA READING INTERVENTION</b>	Targeted intervention for PP children who are on the cusp of achieving national. Using The Rising	Delivered by TA's from Y1 to Y5 who have been trained to deliver this intervention. PP children access the	Pupils will be able to use the skills and strategies from the intervention and enable them to comprehend texts during their regular class reading lessons.	To accelerate progress in Reading for PP children to enable them to achieve National standards and/or make greater progress in reading.	£6010.00	Regular half termly meetings to monitor delivery and progress of

	Stars Intervention Scheme, specific reading skills are targeted over the first three sessions. The remaining three sessions, pupil are encouraged to apply these skills in different contexts.	intervention who are on the cusp of National.  Three training days for TA's to introduce the scheme, share resources and handbook and to support staff to create resources for intervention.	6 x 20 min sessions in a fortnight.	Monitoring of books as a team and sharing good practice.  Identifying progress made in end of term tests.		pupils receiving intervention.  Dialogue taking place between TA and setting teacher regularly.
<b>SPEECH AND LANGUAGE</b>	With a changing school intake, it has become evident that pupils are arriving in school with speech and language issues that are creating a barrier to their 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.	Pupils tested for Speech and Language developmental issues. 1:1 intervention provided throughout the academic year.	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 and increased ability to access their age expected curriculum.	Development of their use of language when talking and during lessons.  Able to access their age-related curriculum.	£21,051.00	No of pupils who achieve expected standard in communication and language in EYFS. Increased participation in lessons and increased confidence.
<b>HANDWRITING</b>	Identified pupils are given handwriting intervention to	Pupils in Key Stage 2 identified who need extra	Pupil Premium boys particularly are given the opportunity to develop their fine motor skills and	Progress in books evident during book scrutiny and on-going observations by class teacher.	NA	Continuous

	improve their fine motor skills and develop their ability and enjoyment of writing.	intervention to improve their handwriting skills and develop the fluency of their writing.	handwriting each morning. As a result, they will become less reluctant writers and enjoy writing which will provide them with the skills to make at least expected progress in writing.			Following monitoring cycle.  Pupil Progress Reviews
<b>TIMESTABLES Tunes Timestables</b>	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.  Classroom Monitor	£1,200.00	Termly  Following monitoring cycle.  Pupil Progress Reviews
<b>JACKANORY</b>	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 return once it has been read.	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

<b>Third Space LEARNING</b>	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.	£209.00 per pupil £13,794 annually	End of Unit analysis
<b>HOMEWORK CLUB</b>	Identified pupils are given the opportunity to succeed in doing their homework in a quiet, studious environment where help is at hand and where any misconceptions can be dealt with.	Identified KS2 pupils are provided with the opportunity to complete their homework after school.	Homework will be completed and misconceptions from class can be addressed, leading to increased understanding of concepts taught. Alongside this, the pupil will not get 'into trouble' for not completing homework which in turn will lead to greater self-esteem and self-confidence. As a result, greater progress will be made.	Greater progress identified in Maths and English due to follow up homework being completed.	£500.00	Termly
<b>DYSLEXIA</b>	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	End of program assessments
<b>EASTER CLUB</b>	The Easter club is provided to enable disadvantaged pupils to have experiences that they may not ordinarily have the opportunity to experience due to a variety of factors.	Disadvantaged pupils will be given the opportunity to attend the school Easter club.	PP pupils will be provided with carefully designed activities that they would not normally have the opportunity to experience. The impact of this will be that these pupils have a highly stimulating and educational holiday impacting on their emotional well-being, development of relationships with	Observations by members of staff; attendance, behaviour, involvement in the club.  Views of the pupil taking part and parents	£7,183.00	At the end of the week.

	The club will be run by school staff, who will organise trips and arrange a programme for the week.		their peers and adults and developing social skills.			
<b>SUMMER CLUB</b>	The Summer School Club is provided for disadvantaged pupils in school who are unlikely to have a family holiday during the 6 week holidays or for pupils who would benefit from some time away from their family environment or to provide some respite for them and/or their families. The club will be run by school staff, who will organise trips and arrange a stimulating programme for the week	Disadvantaged pupils will be given the opportunity to attend the school Summer club.	PP pupils will be provided with carefully designed activities that they would not normally have the opportunity to experience. The impact of this will be that these pupils have a highly stimulating and educational holiday impacting on their emotional well-being, development of relationships with their peers and adults, being safe and developing social skills.	Observations by members of staff; attendance, behaviour, involvement in the club.  Views of the pupils taking part and parents.	£7,183.00	At the end of the week.
<b>EDUCATIONAL PSYCHOLOGIST</b>	An Educational Psychologist employed by the school to help those children who need help with	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	Observations from class teachers.	£12,057.00	At the end of specified support.



	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.		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.			
<b>PUPIL SUPPORT MENTOR</b>	P Payne and F Shalvey employed for 3 days per week 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.	Children will be identified by staff who would benefit from some specific and targeted support for a variety of reasons; social development, bereavement counselling, anger management, attendance/punctuality, friendship, signposting to specialist agencies.	The range of specific support provided to pupils will enable them the opportunity to take a full and 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.	Needs have been addressed either in school or through outside agencies.  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.	£31,677.00	At end of specified support.
<b>STRUCTURED PEER TUTORING</b>	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,	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

		particularly in year 3.				
<b>BEANSTALK READING</b>	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
<b>PLAY THERAPY</b>	To provide specialist 1:1 emotional support for pupils who have 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.	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 may not be going so well. To develop their resilience and to ensure they are more able to manage and express their emotions.	Play Therapy Reports Observations by Play Therapist and Class Teachers	£8750.00	End of Therapy (16 sessions)
<b>ADMINISTRATIVE COSTS</b>	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	With around 250 pupil premium children in school, identifying appropriate individual provision and support requires planning, monitoring and evaluating to	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.	£7,149.00	Following monitoring cycle.  Pupil Progress Reviews

	to close the gap between PP and NPP pupils.	ensure the best outcomes for the children.		Proportion of disadvantaged pupils in higher sets increased.		
<b>RESIDENTIAL TRIPS</b>	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 benefit from the experiences a residential trip provides.	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 residential experience.	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.	£2,000.00	No of pupil premium pupils attend residential trips.
<b>RESOURCES</b>	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.	£45,000.00	Following monitoring cycle.  Pupil Progress Reviews
<b>Magazine/News paper Subscription</b>	From survey, pupils do not read magazines, newspapers or comics. These will	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.	£1000.00	Increased enthusiasm for reading

	be provided for pupils to read during their ERIC time to develop a breadth of reading material and a range of genres.					
<b>TOTAL EXPENDITURE</b>					£288,277	Review impact of all initiatives at the end of the academic year.