**Using Pupil Premium to make a difference**

A range of strategies are available to support all of our pupils, including our disadvantaged pupils. Individually and together these interventions will have a positive impact on learners and their wellbeing. Research has been based on ‘Unlocking Talent, Fulfilling Potential’ (2017), Education Endowment Foundation toolkit (EEF) and research from Sutton Trust.

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| FS2/KS1 only | KS2 only | FS2/KS1/KS2 |

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| Academic Extension  |

| Strategy | Brief description | Target group | Intended Impact | Evaluation  |
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| Teachers plan high quality, engaging lessons to engage all children | Teachers released for half a day each half term to plan as a year group. | Whole School | * All lessons engage pupils
* A reduction in low level behaviour in classes due to increased engagement in lessons by children
* All children are able to access the curriculum
 | * Pupil interviews/survey analysis
* Learning walks
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| Quality assessments are carried out and used to identify gaps in learning | Assessments are completed termly. The information from these is analysed by class teachers and used to inform planning.  | Whole School | * Assessments show progress made by all children
* Assessment analysis used to identify target groups for interventions both within and outside the classroom
* Gaps in pupil knowledge are identified and planning adapted to meet the needs of all pupils
 | * Data analysis
* Gaps in skills and knowledge identified and reduced as part of Pupil Progress Meetings
* Pupil interviews/survey analysis
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| Teacher led booster sessions English with a focus on reading and writing | Teacher to work with a small targeted group of Pupils not working at expectations for their year groups.Weekly session where the class is covered by sports coach (MA) | Whole School | * All target Pupils make expected progress in reading and writing.
* Gap between DisAdv and non DisAdv pupils is reduced from the previous year in attainment
* Increase in attitudes and capacity to learning
 | * Data analysis by PP Lead.
* Gaps in skills and knowledge identified and reduced as part of Pupil Progress Meetings

Pupil interviews/survey analysis  |
| Purchase and implementation of Power Maths scheme | Power Maths scheme to be implemented across the school to ensure all lessons follow age related expectations.Staff are supported by the scheme with their mathematical knowledge | Whole School | * Maths lessons follow the mastery approach that allows all pupils to achieve in every lesson
* Children feel confident in maths lessons and see themselves as mathematicians
* An increased number of pupils are making expected progress
* PP pupils are making at least expected progress
 | * Data analysis by PP lead
* Learning walks
* Pupil interviews/survey analysis
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| Purchase and implementation of Literacy Tree scheme and associated texts | Literacy Tree units being implemented across schools to ensure high quality texts and a consistent approach to reading and writing is delivered to all pupils | Whole School | * Children are inspired to write by the books that they are using
* Cyclic approach to key writing objectives is followed across all year groups
* PP pupils are making at least expected progress from their starting points
 | * Data analysis by PP lead
* Learning walks
* Pupil interviews/survey analysis
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| Reading support with a focus on the bottom 20% of pupils in each class | 5 mins 1:1 reading per day x4 times per week | Whole School | * Increase attainment in reading comprehension skills
* Increased confidence with pupils’ accessing texts from a wide range of genres
* Pupils demonstrate a love of reading and actively read for pleasure
 | * Data analysis of reading SS and levels
* Surveys/pupil interviews and case studies
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| Purchase of quality texts to promote reading for pleasure in all classrooms | All classrooms have a wide selection of books to engage the children. Children are able to access and borrow books regularly | Whole School | * Increase in engagement with reading by all pupils
* Increased confidence with pupils accessing texts that interest them
* Pupils demonstrate a love of reading and actively read for pleasure
 | * Data analysis of reading SS and levels
* Surveys/pupil interviews and case studies
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| Lightening Squad | Online programme that adjusts to the level of individual children to develop their reading skills (both phonic knowledge and comprehension) | Whole School | * Pupils accurately retell texts they have read independently
* Increase attainment in reading

Benchmarking assessments show high retelling scores* Gaps in phonic knowledge and application are reduced

Pupils are independently recognising targeted phonemes in their reading | * Data analysis of reading progress, including book band progression, and attainment by PP Lead
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| Wellcomm | Diagnostic tool purchased to support intervention work with children on their speech and language.Daily 1:1 interventions  | FS2/Y1 | * Targeted intervention programme can be implemented effectively to ensure pupils make progress
 | * SENDCo and class teachers monitor progress
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| Expected Attainers English and Maths | Barriers to children achieving combined expected are identified for individual/small groups of Pupils. Teacher led sessions focus on gaps in learning. | Year 6 | * Pupils achieve expected in reading, writing and maths (combined)
* Gaps in understanding are filled
 | * Ks2 SAT’s data analysis
* Gap analysis is used to inform planning
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| Higher Attainers English and Maths | Barriers to greater depth are identified for individual/small groups of pupils. Teacher led sessions focus on gaps in learning. | Year 6 | * Pupils achieve greater depth in reading, writing and maths
* Gaps in understanding are filled
 | * Ks2 SAT’s data analysis

Gap analysis is used to inform planning |
| Higher level writers | Focusing on higher attaining pupils - up levelling writing to hone high level skills. Teacher led intervention groups | Year 5/6 | * Pupils achieve high writing levels in end of year progress tests
* Accelerated progress in writing steps
 | * Data analysis by PP Lead
* Gap between DisAdv & non DisAdv pupils is reduced
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| Year 6 booster sessions prior to SATs | Focus on maths and reading. | Year 6 | * Borderline pupils achieving targeted next level
 | * Data analysis by PP Lead and Y6 team
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| Times Tables intervention | Small group intervention to fill the gaps for children struggling with times tables20mins – 3x a week | Year 3/4 | * Pupils regularly engage in times tables IT programs
* Increased confidence in maths lessons
* Improved maths progress
* Increase in the number of children achieving full marks in the MTC
 | * NFER Data analysis by PP and maths Lead
* Year 4 National times tables test

Baseline – end results of times tables completed |
| Precision teaching for phonics and reading | Small group intervention or 1:1 to fill gaps for children struggling with accessing class phonics sessions.30mins per class per day | FS2/Y1/Y2 | * Gaps in phonics filled
* Pupils confidence in reading increased
* Pupils able to access whole class phonics teaching
 | * Baseline – end of intervention progress shown
* English lead monitoring
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| IT learning programs (home and school) | TTRS used regularly to support progress in maths | Whole school | * To improve maths skills across the curriculum
 | * IT usage monitored by class teachers and tracked on PP calculator
* Data analysis (MTC and NFER)
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| Reading/writing/ maths workshop for PP parents | Parental Workshop to promote reading for pleasure and maths IT programs to support maths skill development | PP Parents Whole School | * Parental engagement with school is increased
* Children participate in IT programs on a regular basis
* SS scores in reading/maths is improved
 | * Data analysis
* Reduced score of parental engagement & children accessing IT homework activities on PP calculator
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| Personal Development |

| Strategy | Brief description | Target group | Intended Impact | Evaluation  |
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| ELSA | Provide focussed learning opportunities and support for challenging emotions – second step mental health support | Whole School | * Pupils understand their emotions
* Pupils are able to manage their emotions in times of anxiety or pressure
* Reduction in ‘meltdown’ responses
 | * ELSA monitoring
* ELSA supervision meetings
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| School Counsellor | Intermediate level provision for a range of need, including emotions, anxiety, bereavement, friendships, family issues – third step mental health support | Whole School | * Pupils feel supported
* Self esteem and wellbeing status is improved

Pupils are able to manage situations using learnt strategies | * Family SENCo monitors provision
* Feedback from pupils and parents
* Feedback and observations by school staff
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| Speech and Language Support | Individualised SALT programmes for pupils who have identified speech and language difficulties | Whole School | * Programmes bespoke for individual Pupils therefore outcomes will be linked to specific targets and SALT programmes.
 | SENCO analysis of progress data, provision maps & intervention records |
| Drawing and Talking Intervention | Provide 1:1 opportunities for pupils to explore and express their emotions in a protected space | Whole School | * Pupils understand their emotions
* Pupils are able to manage their emotions in times of anxiety or pressure
* Reduction in ‘meltdown’ responses
 | * SENDCo monitoring
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| Family Support (Learning Mentor) | Providing support for children with needs involving emotions, anxiety, bereavement, friendships, family issues  | Whole School | * Pupils feel supported
* Self esteem and wellbeing status is improved
* Pupils are able to manage situations using learnt strategies
 | * Learning Mentor monitors provision
* Feedback from pupils and parents
* Feedback and observations by school staff
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| Lego Therapy | Encouraging cooperating, negotiation and communication skills for Pupils who are finding social situations difficult | Whole school | * Improvement in cooperation, social interaction with peers and negotiation skills
 | * Intervention records
* Analysis of behaviour records
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| Sensory Circuits | Daily sessions to help children regulate/ground themselves at the start of the school day | Whole school | * Improvement in focus and engagement within class
* Reduction in dysregulation times for children
 | * SENDCo observations and records
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| Extra Y2 transition  | Further transition opportunities for children with anxiety | Year 2 – 3(CIS/CJS) | * Highlighted pupils (and parents) will feel less anxious about their move to CJS
 | * All pupils in Year 3 will settle well and show a readiness to learn
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| Behaviour Training | All staff complete the Paul Dix behaviour training to ensure a consistent approach to behaviour across school | Whole School | * Behaviour management across school is consistent
* There is a reduction in behaviour issues within the classroom and outside
 | * Learning walks
* Analysis of behaviour tracking on CPOMS
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| Financial Barriers |

| Strategy | Brief description | Target group | Intended Impact | Evaluation  |
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| Clubs | Pupils have access to a wide range of additional activities | Whole School | * Life experiences are widened
* Active lifestyles are promoted
* Understanding of being healthy
* Development of active lives
 | * Identification from PP calculator – each PP child to attend at least 1 club throughout the year
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| Residential Visit | All children have to opportunity to attend residential activities | Year 4Year 6 | * Promotion of independence and self care
* Pupils are proud of achievements
* Pupils are confident to challenge themselves
* Development of positive social skills
 | * Feedback from pupils and parents
* Observations from teachers/support staff
 |
| Breakfast/Afterschool Club | Access to wrap around care to support health and wellbeing of pupils | Whole School | * Healthy living
* Good social development
* Promotion of social skills through play
 | * Welfare Assistant to monitor
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| Music Tuition | All pupils have the opportunity to access music tuition | Year 1 and whole school for individualised lessons | * Pupils enjoy learning new skills
* Raised self esteem
* Love of music is promoted
 | * Hot House records
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| Uniform | Nearly new uniform available for all families | Whole School | * Pupils are smart
* No difference is observed between pupils
* Pupils are proud of their uniforms
 | * Office staff to liaise with parents
* Teachers to signpost when needed
 |
| Technology | Laptops, ipads, computers | Whole School | * Technology is used to support learning and development effectively
* All pupils have access to appropriate technology to support their learning
* All PP children have access to ICT to support learning (Freckle, TTRS, Lexia)
 | * IT co-ordinator to make sure that IT equipment is up to date
* IT co-ordinator to ensure that programmes support learning
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| Strategy | Brief description | Target group | Intended Impact | Evaluation  |
| School Visits and visitors | Visits and visitors to enhance curriculum deliver (50% school contribution for PP pupils) | Whole School | * All pupils are able to attend class trips
* All pupils have access to a wide range of school events
 | * DHT to ensure opportunities are for all pupils.
* Enrichment activities are planned to support learning in the curriculum for all year groups.
* Surveys/pupil interviews and case studies

This will be reviewed ahead of 2024/25 to ensure consistency across KS1 and KS2 |
| Participation in sporting events | PP children targeted to participate in sports activities and events. | KS2 | * All PP children have access to sports activities and team sports across the year
* Increased engagement in sporting activities by PP children
 | * PE curriculum review
* PE lead/sports coach records of engagement
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| Participation in after school clubs | PP children targeted to participate in after school activities | Whole school | * All PP children are able to access a club of their choice
* Clubs are to be offered to targeted children before opening out to the rest of the school
 | * PP lead to keep record of children attending clubs
* Club leads to report back engagement
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**Strengths**

* The interventions used throughout the year reflect the rich diet of provision used to reduce the attainment gaps for DisAdv pupils where needed.
* Evidence supports that provision matches individual need.
* Interventions are offered as small group tuition with an average of 5 - 6 pupils within the group and booster groups lead by experienced TAs and teaching staff.
* The balance of reading, writing and maths interventions is evenly spread.
* Not all interventions will be used all of the time.
* Pupil Premium plan details costings for the year, costs of some of the above met from school’s core budget