**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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| Times Tables intervention | Small group intervention to fill the gaps for children struggling with times tables  20mins – 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 |
| 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) |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| Residential Visit | All children have to opportunity to attend residential activities | Year 4  Year 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 |
| 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 |
| 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 |
| 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 |

**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