

Head teacher: Ruth Tonkinson/Sarah Yates Pupil Premium Lead: Abigail Brickley Pupil Premium Governor:

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Pupil Premium Action Plan 2019/2020

Focused Objective	How are these targets going to be achieved?	Success Criteria	Who	Cost	Monitoring	Review Date	Impact and Next Step
<u>Early Years</u> Additional teaching support in Early Years- S&L support	<p>Wellcom for PP children</p> <p>WellComm: A Speech and Language Toolkit for Screening and Intervention in the Early Years: Revised Edition plays a crucial role in identifying children with potential language difficulties and offers a range of customised intervention activities to help support their language development.</p> <p>Small group Maths and Phonics sessions daily led by TAs for underachieving children, including PP children</p>	<ul style="list-style-type: none"> 100% of PP children achieve relevant statements in the ELG Wellcomm to improve speech and language peer to peer Progress is measured throughout the intervention Attainment is improved for these children Achievement of statements in the ELG 	EF SD CO AB TH	<p>Teaching assistant x 2 10 minutes per week.</p> <p>£1800</p> <p>Teaching Assistants x2 5x per week for both Maths and Phonics</p>	<ul style="list-style-type: none"> First assessment autumn term. Review spring term to monitor progress against statements. Assess against new section during summer term <p>ELG achieved June</p>	<p>End of Autumn 1</p>	<p><u>Impact</u></p> <p>Children progressed through the different stages of Wellcom and made progress in their speech and language.</p> <p><u>Next Step</u></p> <p>In the academic year 2020-21, EYFS are to start using 'Nessy' as a new language and communication programme</p>
<u>KS1 Year 1</u> Additional Teaching support in KS1- Phonics and Reading.	<p>Phonics intervention x5 sessions weekly</p> <p>Reading everyday with teacher/TA</p> <p>Small group Maths for underachieving children</p>	<ul style="list-style-type: none"> 50% of PP children pass phonics screening in Year 1 No PP pupils need to retake the phonics screening 100% to be at age related expectation by the end of the year in reading in year 2 Children are meeting age related expectation in the NFER tests Arithmetic improved in tests 	SD HR JS LL	<p>£5000</p>	<p><u>Autumn 1</u></p> <ul style="list-style-type: none"> Meeting with SD/HR autumn term to identify PP who will need further support. Progress half termly to be held with year 1&2 teacher, English lead and TA who delivers it <p><u>Summer 2</u></p> <ul style="list-style-type: none"> Children to sit phonics screening <p>Year 1&2 teachers meet to discuss PP children who didn't pass phonics screening</p>	<p>End of Autumn 1</p>	<p><u>Impact</u></p> <p>Y1 children did not sit their phonics test in June 2020 due to Covid 19 pandemic. In Dec 2020 (Y2) 6/16 PP (38%) children failed their phonics test.</p> <p><u>Next Step</u></p> <p>Children who failed phonics test to have phonics</p>

Pupil Premium Action Plan 2019/2020

<p><u>Year 2</u> Maths To improve arithmetic and reasoning</p> <p>To improve reading fluency and comprehension skills</p>	<p>Maths Intervention – Number Count everyday with TA (SH)</p> <p>Daily arithmetic practise (fast maths)</p> <p>Parent reader to come into school to read with PP pupils</p> <p>AR quizzes to be taken from Spring 1 to monitor, assess and encourage pupils with reading</p>	<ul style="list-style-type: none"> At least 71% to be at age related expectation by the end of the year in reading in Year 2 <p>Reading fluency/practise to improve</p> <p>Children to be meeting age related reading ranges on AR</p> <p>Quiz accuracy to be above 85%</p>	<p>JB RN</p> <p>AC SH</p>		<ul style="list-style-type: none"> Lesson visit from AB Book Look AB <p><u>Summer 2/Early Autumn 1 2019</u> Subject leaders to meet with teachers to discuss data and intervention groups to start 2nd week into term.</p> <p><u>Half Termly</u> Meeting with subject leaders autumn term to discuss progress of children. Book scrutiny and observations from subject leaders, to ensure quality. Pupil progress as SLT also half termly.</p> <p><u>Summer 2</u> Subject leaders to meet with teachers to discuss data and intervention groups</p>	<p>intervention in Y2</p> <p><u>Impact</u> Use of numbers count allowed SEN/PP children to have intervention for basic maths skills. However Covid 19 had impact on children completing a full academic year of the numbers count programme. AR – children started to use AR in January 2020 however failed to continue when Covid 19 started.</p> <p><u>Next Step</u> SEN/PP children to have small group maths intervention in Y3. Children to use AR in Year 3 – PP children to be rread with</p>
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Pupil Premium Action Plan 2019/2020

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<p><u>Year 3</u></p> <p>To improve arithmetic and reasoning</p> <p>To improve reading comprehension</p>	<p>Maths Intervention</p> <p>3x weekly TA (JH) to have a reading comprehension group during whole class reading time, focussing on understanding of vocabulary and inference of the text</p> <p>Reading with an adult every day</p>	<ul style="list-style-type: none"> 4/7 of children achieved ARE in year 2 Two children achieved a standardised score of 99 in year 2 Ensure 80% of PP children to have a standardised score of at least 100 in year 3 88% of PP children should be reading at age related expectations by the end of year 3 	<p>AB</p> <p>RH</p> <p>KD</p> <p>JH</p>	£2000	<p><u>Summer 2/Early Autumn 1 2019</u></p> <p>Subject leaders to meet with teachers to discuss data and intervention groups to start 2nd week into term.</p> <p><u>Half Termly</u></p> <p>Meeting with subject leaders autumn term to discuss progress of children. Book scrutiny and observations from subject leaders, to ensure quality.</p> <p>Pupil progress as SLT also half termly.</p> <p><u>Summer 2</u></p> <p>Subject leaders to meet with teachers to discuss data and intervention groups</p>	End of Autumn 1	<p><u>Impact</u></p> <p>Maths – 12/14 (85%) PP children scored a standardised score of 99+ in end of Autumn term data</p> <p>Reading – 9/16 (56%) children achieved a standardised score of 99+ in end of Autumn term assessment</p> <p><u>Next step</u></p> <p>PP children to be read with daily and have comprehension intervention.</p>
<p><u>Year 4</u></p> <p>To improve arithmetic and reasoning</p> <p>To improve reading comprehension</p>		<ul style="list-style-type: none"> 75% PP children - at least age related in maths by the end of year 4 17% – greater depth 75% PP children should be reading at age related expectations by the end of year 4 All children should be able to spell 100 high frequency words. 	<p>JB</p> <p>AC</p>	£2000	<p><u>Summer 2/Early Autumn 1 2019</u></p> <p>Subject leaders to meet with teachers to discuss data and intervention groups to start 2nd week into term.</p> <p><u>Half Termly</u></p> <p>Meeting with subject leaders autumn term to discuss progress of children. Book scrutiny and observations</p>	End of Autumn 1	<p><u>Impact</u></p> <p>Maths - 6/13 (47%) children were age related in Maths by the end of the spring term.</p> <p>Reading – 8/13 (62%) children were ARE by</p>

Pupil Premium Action Plan 2019/2020

		<ul style="list-style-type: none"> All children should know spelling patterns and strings taught in year 3. 			<p>from subject leaders to ensure quality. Pupil progress as SLT also half termly.</p> <p><u>Summer 2</u></p> <p>Subject leaders to meet with teachers to discuss data and intervention groups.</p>		<p>the end of spring term</p> <p><u>Next step</u></p> <p>Children to receive intervention in Y5</p>
<p><u>Year 5</u></p> <p>To improve arithmetic and reasoning</p> <p>To improve reading comprehension</p>		<ul style="list-style-type: none"> 90% PP children should be working at least age related in maths 1 child – greater depth currently in maths 90% PP children should be reading at age related expectations 3 children - greater depth in reading 	<p>MW</p> <p>ME</p> <p>RC (sum term)</p>	£2000	<p><u>Summer 2/Early Autumn 1 2019</u></p> <p>Subject leaders to meet with teachers to discuss data and intervention groups to start 2nd week into term.</p> <p><u>Half Termly</u></p> <p>Meeting with subject leaders autumn term to discuss progress of children. Book scrutiny and observations from subject leaders, to ensure quality. Pupil progress as SLT also half termly.</p> <p><u>Summer 2</u></p> <p>Subject leaders to meet with teachers to discuss data and intervention groups</p>	End of Autumn 1	<p><u>Impact</u></p> <p>Maths- 8/13 (62%) of children were ARE in Maths by the end of spring term</p> <p>Reading – 10/13 (80%) children were ARE in reading by the end of spring term</p> <p><u>Next steps</u></p> <p>Children to receive SATs interventions in Y6</p>
<p><u>Year 6</u></p> <p>To improve arithmetic and reasoning</p> <p>To improve reading comprehension</p>	<p>Small groups</p> <p>PP children attend small booster groups (if at risk for not achieving ARE) (max 11 pupils)</p> <p>Differentiated groups for reading with Teachers/TAs</p>	<ul style="list-style-type: none"> 75% PP children should be working at least age related in maths 0 greater depth currently 75% PP children should be reading at age related expectations 	<p>LE</p> <p>RS</p> <p>DP</p> <p>DT</p>	£2000	<p><u>Summer 2/Early Autumn 1 2019</u></p> <p>Subject leaders to meet with teachers to discuss data and intervention groups to start 2nd week into term.</p> <p><u>Half Termly</u></p> <p>Meeting with subject leaders autumn term to discuss progress of children. Book</p>	End of Autumn 1	<p><u>Impact</u></p> <p>Maths – 8/12 (67%) of children were ARE by the end of spring term</p> <p>Reading – 9/12 (75%) children were ARE by</p>

Pupil Premium Action Plan 2019/2020

	Reading mentors 1:1 (10 mins) at least 3 times per week Small class	Low pupil premium numbers - only 4 in cohort			scrutiny and observations from subject leaders, to ensure quality. Pupil progress as SLT also half termly. <u>Summer 2</u> Subject leaders to meet with teachers to discuss data and intervention groups		the end of spring term. <u>Next steps</u> N/A – children go to high school
Resources	Every child in year 6 will have access to homework/revision materials and all pupil premium children to attend revision club. IXL – programme brought for Maths and literacy		LE RS DP	£5,000	Order resources summer 2/autumn 1 Use of revision material checked weekly to ensure children engaged and using them correctly. Spring 1- Teachers to run an after school 'revision club' open for all Y6 pupils (especially encouraging Y6 PP children to stay)	Spring Term	Some children attended a revision club in preparation for their SATs however, Covid 19 pandemic started. PP children had access to IXL maths and literacy during lockdown.
Improve attendance of PP children	EWO to target PP families and act as a home school worker. Attendance officer to work with EWO to identify poor attendance and vulnerable families. They will liaise with SLT and attend core groups where necessary 100% attendance rewarded termly	<ul style="list-style-type: none"> Attendance of PP children at least in line with overall target of 96% Improved attendance of children in vulnerable families from previous year. Greater family engagement in all areas of school life – Better attendance at parental workshops 		£2,300	EWO visits school to monitor attendance monthly and takes on individual cases as required after looking at attendance data. Daily contact for every child that is absent. If attendance data flags up any concerns, then immediate/daily contact with EWO. Attendance is recognised weekly with award. 100% attendance rewarded termly. Monthly meetings with SP	End of Autumn Term	EWO attended school regularly to identify poor attendance. Attendance for PP children improved slightly as a result.
Increase parental involvement	Parent workshops	Increased contact with parents Parents will have a better understanding of what is expected of their child	AB		Hold structured conversations with some disadvantaged parents.	End of Autumn Term	

Pupil Premium Action Plan 2019/2020

	1:1 conversation with PP parents	Gain a better understanding of how parents and children can benefit from PP funding Have a better understanding of PP children's interests and needs					
Widening Opportunities	PP children to have access to visits, competitions and events. Forest School	All pupil premium children will have access to visits, competitions, events to enrich the curriculum and widen opportunities. 100% of pupil premium children will engage with school which should lead to accelerated progress and motivation. Track through data and through pupil voice/interviews.	AB	£3,000	<u>Summer 2/ Autumn 1</u> Ensure visits are booked for the year. Ensure suitable PP children are identified for specific trips that match their needs and interests.		Trips postponed due to Covid 19 pandemic
Visits and outdoor pursuit weeks.	All pupil premium children will have access to visits, competitions, events to enrich the curriculum and widen opportunities. 100% of pupil premium children will engage with school which should lead to accelerated progress and motivation. Track through data and through pupil voice/interviews.	Track through data and through pupil voice/interviews.	AB LE RS DP	£6000	<u>Summer 2/ Autumn</u> Ensure visits are booked for the year and PP parents are informed of the support if required.		
'Widening opportunities'	To provide children with the opportunity to learn different musical instrument	All PP children in KS2 will be offered the opportunity to play a musical instrument – ukulele/violin 1.1 lessons provided for gifted and talented musicians	AB SY	£4000	Termly music data analysis Pupil questionnaires and interviews Learning walks		14 PP pupils had weekly 1:1 music lessons
Provide extra curricular activities for PP children	Monitoring of PP take up for extra-curricular clubs.	All PP children should take part in extra curricular activities <u>Are we offering clubs that interest PP children (not just sports)?</u>	AB Progressive sports		AB collects data Progressive sports (AS) to monitor PP uptake and feedback to AB		PP children took part in sport clubs lead by Progressive Sports.
To improve outcomes for 'more able' children	<ul style="list-style-type: none"> LE, RS and DP to target more able pupils to achieve greater depth in 	Increase number of pupil working in greater depth <u>Current data:</u> <u>Reading</u> Yr6 – 0 (Low numbers)	LE RS DP AB		Monitor progress every half term Pupil progress meetings – every half term	Half termly	Very low number of children working at GDS in reading,

Pupil Premium Action Plan 2019/2020

	reading, writing and maths (Autumn 1)	Yr5 – 27% <u>Maths</u> Yr6 – 0 (Low numbers) Yr5 – 27%					writing and Maths in Y6.
To improve outcomes for 'more able' children	<ul style="list-style-type: none"> Target children who are talented in sport. Offer a variety of after school sports clubs Offer competitive events throughout the year 	<p>Increase self confidence</p> <p>Improve skills in various sports</p> <p>Year 6 children should be learning the rules for several sports in preparation for high school</p>	AB Progressive sports (AS)		<p>Monitor who takes part in after school clubs</p> <p>Encourage all disadvantaged children to take part in after school clubs</p> <p>Make links with other clubs outside of school</p>	Half termly	<p>23 pupils took part in an extra-curricular club in academic year 2019-2020</p> <p>Y5/Y6 pupils working towards certificates for Children's University</p>
To improve outcomes for 'more able' children 'Widening Opportunities'	<p>'Widening opportunities' visits for PP through ECMAT and other opportunities</p> <p>ECMAT Gifted and Talented Trips</p>	<p>Provide cultural experiences for disadvantaged children</p> <p>Increase life experiences</p> <p>Increase confidence</p> <p>Develop vocabulary and knowledge</p>	AB	£2000	Ensure all disadvantaged children attend 'Gifted and Talented' trips provided by UWMAT.	Ongoing	Y5/Y6 pupils working towards certificates for Children's University
To improve outcomes for 'more able' children 'Greater Depth' Reading	<ul style="list-style-type: none"> Each year group has a 'Greater Depth' reading group in which the children read a high quality text and answer comprehension questions In Year 3 and 4, the children read challenging extracts from texts. They answer comprehension questions linked to the extracts. 	<p>To improve comprehension skills</p> <p>To develop a love for reading</p>	AB		<ul style="list-style-type: none"> Half termly observations Discussions with pupils Monitor children's attitude towards reading 	Each half term	Whole Class Reading sessions completed by every year group weekly – comprehension skills made a focus during these.