

Action Plan for use of Pupil Premium Funding 2020 – 2021

| Action   | Intended Outcomes  | What is the evidence and rationale for this choice?  | How will it be monitored to ensure good implementation?   | Staff                      | Total Cost | Review of effectiveness and next steps |
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| Training for support and new staff in phonics from a Phonics specialist. | To improve the provision of phonics for KS2  | The Educational Endowment Foundation (EEF) consistently have found that there is a very secure base of evidence for the efficacy of phonics as a method of accelerating the basics of reading by at least 4 months. However, the staff providing the interventions need to be highly trained and the planning needs to be based on a tested scheme.  | <ul style="list-style-type: none"> <li>- Children will have a baseline assessment in phonics and reading at the beginning of the year and after a period of phonics intervention. (Autumn term)</li> <li>- The English subject lead will monitor the confidence of staff and suggest targeted support. (Ongoing)</li> </ul> | SW<br>NB                   | £193       |  |
| Training for teaching staff in new upgraded assessment                   | To allow for closer monitoring of the performance and progress of pupil premium children | The EEF states that assessment and monitoring are at the core of all effective strategies to improve pupil's outcomes. By moving the system to a more accessible and versatile programme we will be able to pinpoint the gaps in the children's learning. The senior leadership team (slt) will also be able to access the children's data more easily and scrutinise the effectiveness of the curriculum. | <ul style="list-style-type: none"> <li>- Successful implementation of the system (Autumn Term)</li> <li>- Feedback from staff on the use of the new system (Autumn Term)</li> <li>- Improved outcomes for vulnerable children (End of year results analysis)</li> </ul>   | SW<br>SB<br>SS<br>NB<br>BA | £193       |  |

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| <p>1:1 support for children receiving pupil premium and have an EHCP</p>    | <p>To give individualised provision for the most vulnerable and disadvantaged children within our community.</p>  | <p>Teaching assistants who support individual pupils allow those children to receive completely individualised learning, access social situations with their peers and effectively engage in school life. Those children who receive both pupil premium support and the support of an EHCP are incredibly vulnerable with complex needs. By having an adult/s who work with that child but who are monitored and led by the teacher the children have the best possible opportunity to make accelerated progress.</p> | <ul style="list-style-type: none"> <li>- Children will be regularly assessed to ensure they are making progress (Half termly review)</li> <li>- SENCo will monitor the children and the quality of planning (Termly)</li> <li>- Children will improve their social relationships (Ongoing)</li> <li>- Children will increase the amount of mainstream education that they can access. (Ongoing)</li> </ul> | <p>TC<br/>SW<br/>SB<br/>LB<br/>SS</p>               | <p>£25,800</p>   |  |
| <p>Small group intervention provided by HLTAs and/or qualified teacher.</p> | <p>To provide small group tuition to help disadvantaged children close the gap and make accelerated progress.</p> | <p>Children receiving small group tuition from highly experienced and trained members of staff have been proven to catch up an average of 4 months according to research analysed by the EEF. The members of staff that will be providing these interventions are higher level teaching assistants with years of experience. The class teachers to ensure it is targeted and effective will provide the planning for the interventions.</p>   | <ul style="list-style-type: none"> <li>- Children will receive baseline assessments and ongoing assessments using formal testing and teacher assessments as appropriate. (Autumn term and then ongoing)</li> </ul>   | <p>SB<br/>SS<br/>BA<br/>NB<br/>TC<br/>CG<br/>BM</p> | <p>£2,781.60</p> |  |

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| <p>Leader time to plan training and monitor pupil premium provision</p> | <p>To allow for planning for training and monitoring of pupil premium across the school</p> | <p>Pupil premium is a school priority to ensure the provision for vulnerable children is carefully planned, implemented and assessed. By giving the pupil premium champion time during the school day to complete these tasks the provision will be used most effectively.</p> | <ul style="list-style-type: none"> <li>- Planning for staff meetings and training will be effective (Autumn Term)</li> <li>- Monitoring provided to governors will demonstrate the time of the pupil premium champion (Half termly)</li> <li>- Children will receive support which is appropriate to them and adapted as needed (Ongoing)</li> </ul> | <p>SW<br/>CJ</p> | <p>£1,158</p> |  |
| <p>Enrichment opportunities – Street Dance</p>                          | <p>To encourage participation in physical activity and the arts.</p>                        | <p>Research shows that the impact of arts including dance has shown improved outcomes in English, maths and science. It will also improve the health of the children encouraging an active lifestyle and provide cultural opportunities.</p>                                   | <ul style="list-style-type: none"> <li>- Children will take part in the street dance club (Weekly)</li> <li>- Children will give positive feedback on club (Half Termly)</li> <li>- Monitoring of the outcomes of these children in PE (Termly)</li> </ul>   | <p>NP</p>        | <p>£300</p>   |  |

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| Talk time     | To provide emotional and social support to our vulnerable children. | On average, social and emotional learning within school have identifiable and valuable impact on attitudes to learning and social relationships in school. It also has an average overall impact of four months' additional progress on attainment. Due to the disruption of the previous year we feel supporting our children emotionally and socially are incredibly important.            | <ul style="list-style-type: none"> <li>- Children will be able to engage with their peers more effectively<br/>(Half Termly Assessment)</li> <li>- Children will improve their emotional wellbeing (scored on standardised school assessment)<br/>(Half Termly Assessment)</li> <li>- Children will report higher levels of wellbeing<br/>(Half Termly Assessment)</li> </ul> | DZ<br>TC | £1,210.68 |  |
| Reading books | To provide a range of appropriate reading material.                 | Reading is a fundamental skill, which is essential to the growth of all learners. Children take a book home daily, which currently is changed on a Monday, and Thursday (due to quarantining the books) which means that there are some gaps in the reading scheme. By purchasing books, the children will receive a book at their reading level allowing them appropriate reading practise. | <ul style="list-style-type: none"> <li>- Children will receive reading books at their level<br/>(Autumn Term and ongoing)</li> <li>- Children will read regularly in school<br/>(Autumn Term and ongoing)</li> <li>- Children will improve their reading comprehension from baseline scores<br/>(Half Termly)</li> </ul>  | NB<br>SW | £400      |  |

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| Support on the cost of trips      | To allow children to have equal access to educational visits to improve their social and cultural capital | Children need to have experiences outside school. We want to ensure that all children have equal access to these opportunities to develop their social and cultural capital. It also allows for opportunities for relationship building.   | <ul style="list-style-type: none"> <li>- Children will take part in out of school learning<br/>(Ongoing)</li> <li>- Children will engage in learning in school based on the trips<br/>(Ongoing)</li> </ul>  | JG<br>SW<br>SB | £330 |  |
| Science Week                      | To encourage disadvantaged children in STEM subjects and improve their cultural capital                   | Science skills including reasoning and problem solving have a positive impact across the curriculum. By ensuring all children have access to scientific experiences which enthuse learners we will encourage children to develop these skills and enthusiasm for science.  | <ul style="list-style-type: none"> <li>- Children and teachers will report increased enthusiasm for science<br/>(Pupil voice)</li> <li>- Children will develop their scientific skills<br/>(Ongoing)</li> </ul>   | SW<br>SB       | £660 |  |
| Week Junior subscription – Year 4 | To encourage reading from a range of sources in KS2   | Children in KS2 need a variety of types of reading materials. By having a subscription to Week Junior we ensure they are reading appropriate material whilst providing exciting and up to date information. The magazines also engage those children who may be more reluctant to read a long text and for whom such magazines may not be available at home. | <ul style="list-style-type: none"> <li>- Children will read the magazines regularly<br/>(Weekly)</li> <li>- Children will improve their reading and writing scores<br/>(Half Termly)</li> <li>- Children will develop a wider vocabulary<br/>(Ongoing)</li> </ul> | NP<br>EC<br>JG | £162 |  |

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| TT-Rock stars – subscriptions for parents | To encourage children to reinforce their times table knowledge at home. | Homework has been extensively researched and consistently shows that reinforcing skills an engaging and age appropriate method at home had positive effect on learner's outcomes. By school purchasing this subscription we are giving equal access to all learners. | <ul style="list-style-type: none"> <li>- Children will achieve the national standard for their times tables in Year 4 assessments (Summer Term)</li> <li>- Children will apply their multiplication knowledge in class based learning (Ongoing)</li> </ul> | CB<br>BA | £140    |  |
| Total pupil premium expenditure:          |   | £33,328.28   | Over spend   |          | -£83.28 |  |

The actions have been evaluated using the Educational Endowment Foundation website. This website is a charity, which collates educational research to test the efficacy and effectiveness of a range of approaches to supporting children.

<https://educationendowmentfoundation.org.uk/>