Pupil Premium Menu of Provision

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. Within every strategy listed below, it is our aim to reduce the attainment gap between PP & non-PP pupils.

Teaching and Targeted Academic Support				
Strategy	Brief description	Target group	Intended Impact	Evaluation
Teaching assistant led small sessions English and Maths	Teaching assistant to work with a small, targeted group of pupils not working at expectations for their year groups. Sessions to boost writing and maths skills.	KS1 and KS2	• All target pupils make expected progress in reading, writing and maths. • Gap between disadvantaged and non-disadvantaged 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.
Success @Arithmetic	Focuses on the 4 operations. Targeted support group 3 times per week	Year 5/6	• Pupils can use the four operations accurately throughout the curriculum. • Increase in maths attainment and progress.	• Data analysis by PP Lead • Gap analysis of arithmetic and both formative & summative assessment
First Class @ Number	Revisiting simple mathematical concepts (place value and times tables) x2 30 min sessions per week	Key Stage 1	• Improvement in mental recall skills • Increase in maths attainment and progress between EYFS and Ks1	• Pupil Progress meetings challenge progress • Accelerated progress between key assessment points
Reading support	1:1 reading per day x5 days per week	KS2	• Increase attainment in reading • Regular movement through the book bands • Pupils confident accessing new texts • Pupils demonstrate a love of reading and actively read for pleasure.	• Data analysis of reading steps and book band progression by PP Lead & English Lead • Surveys/pupil interviews and case studies • Parent feedback regarding reading at home.
EAL support group	Focusing on speaking and listening skills, answering who, what, why, when questions	KS1	• To increase communication skills and language acquisition skills • Improvement in active engagement in all lessons • Increase in phonics test scores	• Direct questioning • Observation of pupils in different situations both educational and social. • KS1 phonics screener results
Vocabulary enrichment	Activities which increase the range of vocabulary used by identified Pupils which can then be transferred into their writing.	Key Stage 2	• Pupils use a range of higher-level vocabulary in their independent writing. • Pupils use of targets to understand their next steps. • Accelerated progress in writing.	• Data analysis by PP Lead – writing • Marking and feedback • Assessments of the progress of skills

GDS booster lessons	Focus on writing complex sentences.	Year 2 and Year 6	• Pupils writing complex sentences throughout the curriculum • Pupils achieving at least expected progress • Pupils working within the Greater Depth expectations for writing	• Data analysis by PP Lead – writing • Marking and feedback • Work scrutiny
Reading fluency group	Intervention to focus on pupil understanding of texts read.	Whole school	• Pupils accurately retell texts they have read independently • Increase attainment in reading • Benchmarking assessments show high retelling scores	• Data analysis of reading progress, including book band progression, and attainment by PP Lead
EAL vocabulary building	Working on vocabulary and syntax in sentences through oral rehearsal.	EYFS	• English vocabulary is extended in conversations with adults and peers.	• Pupil observations • Development matters C+L progress • Pupil interviews
Editing writing for improvement	Pupils work in small groups to develop the skills needed to up improve their writing following editing	Key Stage 2	• Pupils are able to review and edit their writing using the skills taught • Skills are regularly demonstrated in all areas of the curriculum • Writing is improved by pupils – common errors are corrected and reduced	• Data analysis by PP Lead – writing • Marking and feedback • Work scrutiny by English co-ordinator & Curriculum Lead
Year 1 exception words	Focus on strategies for learning to spell common exception words	Year 1	• Pupils able to independently apply words learnt into their writing across the curriculum	• Analysis of independent writing samples • Spelling tests (weekly, standardised) • Analysis of intervention records
Inference training	Organised programme followed for 6-week period. Pupils access devised texts and follow set format for 2x 40 min sessions per week	Key Stage 2	• Pupil inference skills have improved using a range of texts • Increase attainment in reading • Benchmark assessments show an improvement in inference questions from previous assessments	• Analysis of book band levels • Pupil Progress meetings report an improvement in reading progress for all groups
Higher level writers	Focusing on higher attaining pupils - up levelling writing to hone high level skills.	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
Focused Little Wandle groups	Individual or small group intervention which focuses on gaps in phonic knowledge based upon individual assessments and language records.	Key Stage 1 Year 3/4	• Gaps in phonic knowledge and application are reduced • Pupils are independently recognising targeted phonemes in their reading books • Words containing identified phonics patterns are consistently spelt correctly in independent writing	• Pupil progress shows accelerated progress in reading and writing • Data analysis by PP Lead – writing • Marking and feedback • Gaps in phonic knowledge identified and reduced
Barriers to expected standards in maths	Reinforce understanding of basic mathematical concepts	Year 3/4	• Targets support pupils in understanding their next steps • Pupils secure the expected standard at the end of Year 3	• Pupil progress meetings show accelerated progress in maths • Data analysis by PP Lead – maths • Marking and feedback • Analysis of intervention records

Speech and Language therapy	SALT to screen children on entry and where appropriate implement bespoke programmes for support. Focus on speaking and listening skills.	Whole school	• Increase communication skills and language acquisition skills. • Improve active engagement in all lessons.	• Observation of pupils in different situations both educational and social.
Pencil grip and letter formation group	Using pencil grippers, modelling correct grip & formation of letters. Pupils practicing in a variety of media	EYFS	• All Pupils can hold their pencil with correct tripod grip • Lower case letters are formed correctly	• Intervention records • FS leader analysis of development matters profile • Observation of emergent writing activities and writing during play
Comprehension skills	Small group intervention focussing on using familiar texts to reinforce retelling and retrieval skills.	Whole School	• Pupils are able to transfer skills taught to independent reading activities to ensure reading for meaning • Benchmarking assessment demonstrates increase in retelling and retrieval skills • Pupils are able to access the next book band.	• Analysis of book band levels • Benchmark assessments show an improvement in inference questions from previous assessment
Gross Motor skills activities	Building core strength. Improving balance and coordination	EYFS	• Pupils demonstrate greater core strength during play with an improvement in balance and coordination	• FS observation records/learning journey • FS Lead analyse development matters profile (PD section)
Fine motor skills group	Improving fine motor skills through exercise and pencil control. Pupils practice creating patterns to improve pencil grip and control	Key Stage 1	• Pupils hold a pencil correctly • Pupils able to trace patterns with increased control. • Formation of lower case letters is accurate • Letters are legible in independent writing	• Work scrutiny by English co-ordinators • Monitoring of pupil targets in writing • Pupils meet the standard for writing at Year 2
Personal Development				
Drawing and Talking	Provide focussed learning opportunities and support for challenging emotions through drawing.	Whole School	• Pupils understand their emotions. Pupils can discuss ways to manage their emotions. Reduction in emotion-based response behaviours.	• SENCo monitoring
Sharing and taking turns	Focus on taking turns in a small group situation	EYFS KS1	• Improvement in cooperation, social interaction with peers and negotiation skills	• Observations; including during playtimes • FS leader analysis of development matters profile (PSED)
Friendship skills	Encouraging cooperating, negotiation and communication skills for Pupils who are finding social situations difficult	Key Stage 1	• Pupils have friends and are able to socialise with their peers during playtimes, unsupported.	• Analysis of pupil survey • Observations during playtimes • FS leader analysis of development matters profile (PSED)
ELSA	Provide focussed learning opportunities and support for challenging emotions	Key Stage 2	• 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	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
Dough Disco	Manipulating play dough to music to build core strength in fingers, hands and wrists	EYFS	• Strength is built in fingers as a result Pupils are ready to hold a pencil effectively for writing • Stamina for writing is improved	• Intervention records • FS leader analysis of development matters profile • Observation of writing activities
EYFS Support	Additional pastoral support for pupils entering Fs2 not yet independent or demonstrating competent levels of hygiene and readiness for school.	EYFS	• All pupils are schools ready • High levels of co-operation are demonstrated when working as part of a group or during Explore time. • Pupils are able to demonstrate high levels of personal hygiene	• Clear progress evident using Development Matters • Learning Journey records milestone achievements • Observations support attainment and progress
Wider Strategies – Financial Barriers				
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	• PP Lead to ensure a wide range of clubs are available • PP Lead to monitor attendance • PP Lead to signpost clubs to pupils and parents
Residentials	All children have to opportunity to attend residential activities	Year 2 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	• DHTs to ensure access to funds • Case Studies • Feedback from pupils and parents • Dojo Portfolios
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	• SENCo/Wellbeing Lead to monitor
Music Tuition	All pupils have the opportunity to access individualised music tuition	Key Stage 2	• Pupils enjoy learning new skills • Raised self esteem • Love of music is promoted	• Music teacher to monitor progress • Music teacher to signpost pupils who will benefit
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, ipad, computers	Whole School	• Technology is used to support learning and development effectively • All pupils have access to appropriate technology to support their learning	• IT co-ordinator to make sure that IT equipment is up to date • IT co-ordinator to ensure that programmes support learning
Wider Strategies – Cultural Capital				
School Visits	Pupils attend a range of educational visits to extend their learning beyond the classroom.	Whole School	• All pupils gain an understanding of the world around them	• DHTs to ensure opportunities are for all pupils.

Events	Children participate in range of events and activities that provide inspirational experiences and broaden horizons.	Whole School	• All pupils have access to a wide range of school events	• SLT plan a wide range of events throughout the year
Celebration of different faiths and cultures	Pupils participate in a range of events including assemblies, visits to places of worship and festival celebrations.	Whole School	• All pupils gain an understanding of the diverse society in which they live.	• SLT plan a wide range of events throughout the year

Strengths

- The interventions used throughout the year reflect the rich diet of provision used to reduce the attainment gaps for disadvantaged pupils where needed.
- Interventions are offered as small group tuition and are led by experienced TA's and teaching staff.
- The balance of reading, writing and maths interventions is evenly spread.
- Interventions are customised to meet the needs of individual pupils, enhancing their learning experience.
- Targeted interventions encourage greater participation from pupils who may struggle in the classroom setting.
- Interventions often include interventions that address the social and emotional needs of pupils, fostering resilience and self-esteem.