

1. Planned expenditure 204 pupils plus Nursery. Number of pupils eligible for Pupil Premium 26,

Academic year 2019-20 Pupil Premium allocation £33,800 (£1300 per pupil)

The headings below allow us to demonstrate how we are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved quality of writing structure, spelling, grammar, ambitious vocabulary. Reduce the gap between our Pupil Premium children and national data by 10%	TA 's and class teacher to support children in editing and improving work KS1 Spelling Shed intervention to be used frequently and consistently.	We used editing successfully last year with positive outcomes. We want children to take greater ownership of their own work and this is a proven strategy according to the EEF Toolkit. Spelling has been slow to improve and local dialect hampers some children's grammar. We feel that this is an essential area to improve to help meet writing criteria..	We will monitor impact of interventions and use data tracking systems to evaluate progress against relevant criteria. We expect a minimum of 6 steps of progress across the year on our tracking system. Work scrutiny will be used to look for improvement in personalised spelling checklists, spelling of key words, grammar and use pf ambitious vocabulary.	CH BMc	We will monitor termly with governors and review at the end of the year.

<p>Improve quality of writing in key stage two so pupils write with age appropriate technical skills. Pupils with potential for Greater Depth- address key skills from criteria. Reduce Pupil Premium and national data gap by 10% for expected. Increase GD for PP and their peers..</p>	<p>Quality first teaching and TA's to support pupils with learning spellings, handwriting intervention and punctuation. Use Power of Reading and a range of other approaches in class.</p>	<p>. There is action research using a large sample of schools to show the effectiveness of Power of Reading. (See Power of Reading website) Alongside this we want to improve spelling, use of ambitious vocabulary and grammar. Staff have all had some training for writing at Greater Depth in the last year and we want to improve on the percentage of pupils achieving higher standards in writing.</p>	<p>We will monitor impact of interventions and use data tracking systems to evaluate progress against criteria. Work scrutiny will be used to check feedback and progress by pupils. We are aiming for a minimum of 6 steps of progress over the year for all pupils. Personalised spelling lists will be used to check children's progress. We will also look for grammatical accuracy and use of ambitious vocabulary using 'What makes the standard' materials.</p>	<p>BMc CH</p>	<p>We will monitor termly with governors and review at the end of the year.</p>
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<p>Develop reading fluency and speed. Work on inference and deduction in comprehension skills. Increase the percentage of PP children reaching expected standard by 10% against national.</p>	<p>Screen all pupils to check reading speed and intervene as needed, to improve fluency Staff to hear pupils read frequently. In class continue to use whole class Guided Reading and work specifically on inference and deduction. '</p>	<p>Due to increasing demands of children to read longer texts we need to ensure that they have the decoding and reading fluency skills to do this successfully. Question level analysis from comprehension tests tells us Inference and deduction skills tend to be weaker than other comprehension skills. We will use our inference intervention to work with pupils for whom this is a particular problem. We have used this previous years to good effect to compensate or complement support from home or to give pupils additional practice.</p>	<p>We monitor impact of interventions and use data tracking to evaluate progress with Renaissance Readers tests and comprehension work. We are aiming for a minimum of 6 steps of progress across the year by all target pupils. Results of termly NFER tests will be used to evaluate the impact of interventions and to check that pupils' reading speed is not hampering completion of texts. Where this is still the case more work on speed reading will be used.</p>	<p>BMc CH</p>	<p>We will monitor termly with governors and review at the end of the year.</p>
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Total budgeted cost 20,000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Improve pupils' tables, calculations and problem solving to free working memory for calculations and reasoning. Increase the percentage of Pupil Premium children achieving expected standard against national.</p>	<p>Quality first teaching using the mastery approach with some TA support for fluid groups. Daily revision questions at the start of the lesson. Some pre and post teach work to be used for tables, and other skills teaching.</p>	<p>Shown to be effective in EEF Toolkit and academic articles (American Educator Autumn '13). Has worked very well for us in accelerating pupils' progress in the last year. More pupils reaching Expected standard and greater depth than previously.</p>	<p>We will use tracking data and work scrutiny to identify pupils not at expected standard for their age or making slow progress. We will ensure pupils are making strong progress when we review tracking data. Pupils are Expected to make a minimum of 6 steps of progress across the year NFER tests will be used to identify areas of weakness using question level analysis.</p>	<p>DD</p>	<p>Termly monitoring and end of year evaluation.</p>
<p>Ensure that pupils secure number bonds, number facts and tables to help increase their mathematical fluency.</p>	<p>Use PIXL and Mathswatch materials at school each morning to improve pupils' fluency and understanding</p>	<p>We have used these in the past and it has proven to be a very effective strategy. PIXL has been used in many schools across the country and data shows a very positive impact.</p>	<p>We will use Mathswatch scores and PIXL tests to check pupil progress. These approaches have worked well for pupils previously in helping them reach expected standard.</p>	<p>DD</p>	<p>Termly monitoring and end of year evaluation</p>
Total budgeted cost				<p>£5,800</p>	
<p>iii. Other approaches</p>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Attendance and punctuality to be at national average. Ensure that persistent absence is in line with or below national average.</p>	<p>Monitor attendance of pupils daily and chase up lateness or absence. Tackle persistent absence through early intervention, warning letters, attendance case conferences and home visits.</p>	<p>We have changed our Attendance officer service as using this organisation has worked in our other Trust schools to reduce absence. We are aiming to improve attendance to 96% overall and to reduce the percentage of pupils with persistent absence to be in line with or lower than national average. The percentage of pupils with late marks should reduce across the year.</p>	<p>Daily monitoring of attendance registers and punctuality. Speak to attendance officers as soon as a persistent absence problem emerges and monitor actions to ensure it is acted upon.</p> <p>Check attendance figures weekly and termly to see where there are still issues. Encourage classes to take ownership of their weekly attendance data with incentives for classes showing improvement i.e. close to 100%.. Home visits and letters will be used initially with greater challenge for parents who are condoning poor attendance and who are taking holidays in term time. We already fine parents who take unauthorised holidays but this is resulting in some families making false claims of illness. Medical evidence will be required</p>	<p>JS GH</p>	<p>Weekly and termly</p>

<p>Increase support / engagement of parents</p>	<p>Hold a meeting early in Autumn for SATS in KS1 and 2</p>	<p>This has effected improvements in the past</p>	<p>Approach parents of target pupils personally and if unable to attend discuss at another time, Qualitative comments from parents will be noted</p>	<p>GH</p>	<p>Early Autumn term.</p>
<p>Provide enrichment experiences to broaden pupils' knowledge and understanding of the world</p>	<p>Use quality first teaching and a range of resources including film and technology to broaden children's understanding of the world and vocabulary. Provide subsidised places on educational visits and residential visits to allow first hand experiences of environments that will enhance understanding of the world. .</p>	<p>This is essential for pupils to have first hand experience of museums, places of historic, geographical and scientific interest along with all other curriculum subjects and outdoor education. .</p>	<p>Ensure that all PP children across the school are provided with these opportunities each year.</p>		

Total budgeted cost	£8,000
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