

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.**

Funding comment

Strategy	Brief description	Target group	Cost	Intended Impact	Evaluation
Academic Extension					
Teacher lead booster sessions English and maths	Teacher to work with a small targeted group of Pupils not working at expectations for their year groups. Mornings to boost reading, writing and maths skills.	Key Stage 1/2	£16,500	<ul style="list-style-type: none"> All target Pupils make expected progress in reading, writing and maths Gap between DisAdv and non DisAdv pupils is reduced from the previous year in attainment Increase in attitudes and capacity to learning 	<ul style="list-style-type: none"> 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. 1:3 targeted support group 40 min x3 times per week	Year 5/6	£1000	<ul style="list-style-type: none"> Pupils are able to use the four operations accurately throughout the curriculum. Increase in maths attainment and progress 	<ul style="list-style-type: none"> Data analysis by PP Lead Gap analysis of arithmetic & GL Tests & both formative & summative assessment
Reading support	1:1 reading	Whole School	Dependent on no of sessions	<ul style="list-style-type: none"> Increase attainment in reading Regular movement through the scheme Pupils confident accessing new texts Pupils demonstrate a love of reading and actively read for pleasure. 	<ul style="list-style-type: none"> Data analysis of reading steps and scheme 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 (Oracy/WelCom/Makaton)	Key Stage 1	£650	<ul style="list-style-type: none"> To increase communication skills and language acquisition skills Improvement in active engagement in all lessons Increase in phonics test scores 	<ul style="list-style-type: none"> Direct questioning Observation of pupils in different situations both educational and social. KS1 phonics screener results
Vocabulary	Activities which increase the range of vocabulary used by	All	£650	<ul style="list-style-type: none"> Pupils use a range of synonyms in their independent writing Pupils use of targets to understand their next steps 	<ul style="list-style-type: none"> Data analysis by PP Lead – writing Marking and feedback Assessments of the progress of skills

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	identified Pupils which can then be transferred into their writing.			<ul style="list-style-type: none"> Accelerated progress in writing 	
Higher Attainers booster lessons	Focus on writing complex sentences.	Year 2/6	£650	<ul style="list-style-type: none"> Pupils writing complex sentences throughout the curriculum Pupils achieving expected progress Pupils working within their age-related expectations for writing 	<ul style="list-style-type: none"> Data analysis by PP Lead – writing Marking and feedback Work scrutiny
Reading comprehension group	Intervention to focus on Pupil understanding of texts read.	All	£650	<ul style="list-style-type: none"> Pupils accurately retell texts they have read independently Increase attainment in reading Benchmarking assessments show high retelling scores 	<ul style="list-style-type: none"> 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	£650	<ul style="list-style-type: none"> English vocabulary is extended in conversations with adults and peers. 	<ul style="list-style-type: none"> Pupil observations Development matters C+L progress Pupil interviews
First class @number	Revisiting simple mathematical concepts (place value and times tables) x3 30 min sessions per week	Key Stage 1	£650	<ul style="list-style-type: none"> Improvement in mental recall skills Increase in maths attainment and progress between EYFS and Ks1 	<ul style="list-style-type: none"> Pupil Progress meetings challenge progress Accelerated progress between key assessment points
Editing writing for improvement	Pupils work in small groups to develop the skills needed to up improve their writing following editing	Key Stage 1/2	£650	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Data analysis by PP Lead – writing Marking and feedback Work scrutiny by English co-ordinator & Curriculum Lead
Higher Attainers English and Maths	Barriers to Greater Depth are identified for individual/small groups of Pupils.	Year 6	£650	<ul style="list-style-type: none"> Pupils achieve Greater Depth in English and maths Gaps in understanding are filled 	<ul style="list-style-type: none"> Ks2 SAT's data analysis Ks1 data analysis Gap analysis is used to inform planning
Switch on writing	Small groups or 1:1 focusing on oral rehearsal of sentences	Whole School	£650	<ul style="list-style-type: none"> Improve writing skills across the curriculum Accelerated progress in writing Attainment gap reduced Pupils are working at expectations for their stage of learning 	<ul style="list-style-type: none"> Pupil Progress meetings report accelerated progress in writing Data analysis by PP Lead – writing Marking and feedback

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Year 1 exception words	Focus on strategies for learning to spell common exception words	Year 1	£650	<ul style="list-style-type: none"> Pupils able to independently apply words learnt into their writing across the curriculum 	<ul style="list-style-type: none"> 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	£650	<ul style="list-style-type: none"> Pupil inference skills have improved using a range of texts Increase attainment in reading Benchmark assessments shows an improvement in inference questions from previous assessments 	<ul style="list-style-type: none"> Analysis of book band levels Pupil Progress meetings report an improvement in reading progress for all groups
Book Talk	Group share familiar stories – discuss and answer retrieval questions from text	Key Stage 1	£650	<ul style="list-style-type: none"> Improvement in comprehension skills, especially information retrieval. Reading benchmark assessments are improved from previous assessments 	<ul style="list-style-type: none"> Accelerated steps progress in reading Improved performance in SATs tests in the areas of retrieval and inference
Higher level writers	Focusing on higher attaining pupils - up levelling writing to hone high level skills.	Year 5/6	£650	<ul style="list-style-type: none"> Pupils achieve high writing levels in end of year progress tests Accelerated progress in writing steps 	<ul style="list-style-type: none"> Data analysis by PP Lead Gap between DisAdv & non DisAdv pupils is reduced
Focused phonics group	Individual or small group intervention which focuses on gaps in phonic knowledge based upon individual assessments and language records.	ALL	£4,000	<ul style="list-style-type: none"> Gaps in phonic knowledge and application are reduced Pupils are independently recognising targeted phonemes in their reading books Words containing identified spelling patterns are consistently spelt correctly in independent writing 	<ul style="list-style-type: none"> 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 Year 3 (maths)	Reinforce understanding of basic mathematical concepts	Year 3/4	£650	<ul style="list-style-type: none"> Targets support pupils in understanding their next steps Pupils secure the expected standard at the end of Year 3 	<ul style="list-style-type: none"> Pupil progress meetings show accelerated progress in maths Data analysis by PP Lead – maths Marking and feedback Analysis of intervention records
Pencil grip and letter formation group	Using pencil grippers, modelling correct grip & formation of letters. Pupils practicing in a variety of media	EYFS/Ks 1	£650	<ul style="list-style-type: none"> All Pupils can hold their pencil with correct tripod grip Lower case letters are formed correctly 	<ul style="list-style-type: none"> Intervention records FS leader analysis of development matters profile Observation of emergent writing activities and writing during play
Word shark	ICT based intervention to reinforce taught spelling patterns. Spelling patterns to be	Key Stage 1 Year 3/4	£250	<ul style="list-style-type: none"> Gaps in phonic knowledge and application are reduced. 	<ul style="list-style-type: none"> Pupil Progress meetings show accelerated progress in reading & writing Data analysis by PP Lead – writing

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	covered to be established through individual assessments/language records			<ul style="list-style-type: none"> Pupils are independently recognising targeted phonemes in their reading books Words containing identified spelling patterns are consistently spelt correctly in their independent writing. 	<ul style="list-style-type: none"> Marking and feedback Gaps in phonic knowledge identified and reduced
Comprehension skills	Small group intervention focussing on using familiar texts to reinforce retelling and retrieval skills.	Whole School	£650	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Analysis of book band levels Benchmark assessments shows an improvement in inference questions from previous assessment
Betterwords	1:1 reading based intervention targeted at Pupils who aren't recognising many common exception words. 10 week programme.	Key Stage 1	£650	<ul style="list-style-type: none"> Greater recognition of common exception words (language record assessment) Increase in fluency and pace of reading Pupils are able to move on to next book band 	<ul style="list-style-type: none"> Increase in amount of new words recognised consistently (language records assessment) Benchmarking assessment shows increase in word recognition and fluency (increase in reading age) Analysis shows accelerated progress in reading

Add HW/Precision Teaching/Spellings/ | Reading Group Interventions/MTC

Personal Development

Gross Motor skills activities	Building core strength. Improving balance and coordination	EYFS	£300	<ul style="list-style-type: none"> Pupils demonstrate greater core strength during play with an improvement in balance and coordination 	<ul style="list-style-type: none"> FS observation records/learning journey FS Lead analyse development matters profile (PD section)
Sharing and taking turns	Focus on taking turns in a small group situation	EYFS KS1	£650	<ul style="list-style-type: none"> Improvement in cooperation, social interaction with peers and negotiation skills 	<ul style="list-style-type: none"> 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	All	£650	<ul style="list-style-type: none"> Pupils have friends and are able to socialise with their peers during playtimes, unsupported. 	<ul style="list-style-type: none"> Analysis of pupil survey Observations during playtimes FS leader analysis of development matters profile (PSED)

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Fine motor skills group	Improving fine motor skills through exercise and pencil control. Pupils practice creating patterns to improve pencil grip and control	ALL	£650	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Work scrutiny by English co-ordinators Monitoring of pupil targets in writing Pupils meet the standard for writing at Year 2
ELSA	Provide focussed learning opportunities and support for challenging emotions	ALL	£800	<ul style="list-style-type: none"> Pupils understand their emotions Pupils are able to manage their emotions in times of anxiety or pressure Reduction in 'meltdown' responses 	<ul style="list-style-type: none"> ELSA monitoring ELSA supervision meetings
School Counsellor	Intermediate level provision for a range of need, including emotions, anxiety, bereavement, friendships, family issues	Whole School	£2000	<ul style="list-style-type: none"> Pupils feel supported Self esteem and wellbeing status is improved Pupils are able to manage situations using learnt strategies 	<ul style="list-style-type: none"> 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	£650	<ul style="list-style-type: none"> Strength is built in fingers as a result Pupils are ready to hold a pencil effectively for writing Stamina for writing is improved 	<ul style="list-style-type: none"> Intervention records FS leader analysis of development matters profile Observation of writing activities
Speech and Language Support	Individualised SALT programmes for pupils who have identified speech and language difficulties	Whole School	£650	<ul style="list-style-type: none"> Programmes bespoke for individual Pupils therefore outcomes will be linked to specific targets and SALT programmes. 	<ul style="list-style-type: none"> SENCO analysis of progress data, provision maps & intervention records
EYFS Pastoral Support	Additional pastoral support for pupils entering Fs2 not yet independent or demonstrating competent levels of hygiene and readiness for school.	EYFS	£8000	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Clear progress evident using Development Matters Learning Journey records milestone achievements Observations support attainment and progress

Add Drawing and Talking/Behaviour Mentor/Lego Therapy/Trauma Informed Therapy Interventions/Play Therapy/Transition support/Soft Landings/Attend Pupil Session/Attend Family Support Sessions/Nutrition Support

Financial Barriers

Clubs	Pupils have access to a wide range of additional activities	Whole School	Varied	<ul style="list-style-type: none"> Life experiences are widened Active lifestyles are promoted Understanding of being healthy 	<ul style="list-style-type: none"> PP Lead to ensure a wide range of clubs are available PP Lead to monitor attendance
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				<ul style="list-style-type: none"> Development of active lives 	<ul style="list-style-type: none"> PP Lead to signpost clubs to pupils and parents
Residential	All children have to opportunity to attend residential activities	ALL	Varied	<ul style="list-style-type: none"> Promotion of independence and self care Pupils are proud of achievements Pupils are confident to challenge themselves Development of positive social skills 	<ul style="list-style-type: none"> 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	Varied	<ul style="list-style-type: none"> Healthy living Good social development Promotion of social skills through play 	<ul style="list-style-type: none"> SENCo/Wellbeing Lead to monitor
Music Tuition	All pupils have the opportunity to access individualised music tuition	ALL	Varied	<ul style="list-style-type: none"> Pupils enjoy learning new skills Raised self esteem Love of music is promoted 	<ul style="list-style-type: none"> Music teacher to monitor progress Music teacher to signpost pupils who will benefit
Uniform	Nearly new uniform available for all families, starter uniform and equipment packs	Whole School	£200	<ul style="list-style-type: none"> Pupils are smart No difference is observed between pupils Pupils are proud of their uniforms 	<ul style="list-style-type: none"> Office staff to liaise with parents Teachers to signpost when needed
Technology	Laptops, ipad, computers	Whole School		<ul style="list-style-type: none"> Technology is used to support learning and development effectively All pupils have access to appropriate technology to support their learning 	<ul style="list-style-type: none"> IT co-ordinator to make sure that IT equipment is up to date IT co-ordinator to ensure that programmes support learning
Milk/Fruit/ Cultural Enrichment					
School Visits		Whole School	£600	<ul style="list-style-type: none"> All pupils are able to attend class trips 	<ul style="list-style-type: none"> DHTs to ensure opportunities are for all pupils.
Events		Whole School	£0	<ul style="list-style-type: none"> All pupils have access to a wide range of school events 	<ul style="list-style-type: none"> SLT plan a wide range of events throughout the year

Bespoke plans/Raising Aspirations/ Art/ Wheelchair/

Strengths

- The interventions used throughout the year reflect the rich diet of provision used to reduce the attainment gaps for DisAdv pupils where needed.

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- 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 TA's and teaching staff.
- At Key Stage 1 there are more reading interventions, particularly phonics booster groups, using additional TA time allocated. This is to be expected at KS1 as teaching of phonics supports both reading and writing development.
- The balance of reading, writing and maths interventions is evenly spread at Key Stage 2.