# Morpeth First School:2019-2020 Pupil Premium Strategy Statement Impact

**2020-2021 Pupil Premium Strategy**

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| 1. **Summary information 2020/21** | | | | | |
| **Total number of pupils** | 289 Main School  39 Nursery | | | **No. of pupils eligible for pupil premium funding 2020** | 29 including 6 Early Years Nursery 15 hours  9% of school roll |
| **Number of pupil premium children in each year group:**  EYFS = 6 (1 Service, 5 Early Years); Reception = 1 (FSM); Yr 1 = 2 (1 Service, 1 FSM); Yr 2 =6 ( 1 Previously Looked After, 5 FSM); Yr 3 = 6 (1 Service, 5 FSM ); Yr 4 = 8 ( 1 Service, 1 Previously Looked After 6 FSM) | | | | | |
| **Total pupil premium budget:**  **£35,560** | |  | **Amount per pupil:** FSM Yrs 1 to 4 =£1,320 Early Years & Service children=£300  Previously Looked After £2,300 | | |
| **Date of external pupil premium review:**  PP Governor September 20 | | | **Date of internal half termly reviews:** Oct 20, Dec 20, Feb 21, Apr 21, May 21, July 21 | | |

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| 1. **Early Years: Children achieving a Good Level of Development in July 2020 (Reception class)** | | |
|  | *Attainment of our children eligible for the Early Years pupil premium funding.* | *National average for others nationally. (This has not been published yet, so NA All stated.)* |
| **% achieving a Good Level of Development (GLD) 2020** | 0% but only 1 pupil | ***NA All = 71%*** |

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| **3a End of Key Stage 1 (Year 2) June 2020 PREDICTED DUE TO COVID PP Attainment Figures** | | | |
|  | *Attainment of our Year 2 pupils eligible for PP 5 pupils.* | *National averages 19 for others nationally* | *Difference %* |
| **% reaching expected standard in reading**  **% reaching a high score/working at greater depth in reading** | 100%  20% | **75%**  **26 %** | **+25%**  **-6%** |
| **% reaching expected standard in writing**  **% reaching a high score/working at greater depth in writing** | 80% (only 1 not ARE)  0% | **70%**  **16 %** | **+10%**  **-16%**  **%** |
| **% reaching expected standard in maths**  **% reaching a high score/working at greater depth in maths** | 80%(only 1 not ARE)  40% | **76%**  **22 %** | **+4%**  **+18%** |

COHORT UNDER 10 NOT STATISTICALLY VALID

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| 1. **Barriers to future attainment for pupil eligible for pupil premium funding in 2020-2021** 2. **Barriers to future attainment (for pupils eligible for pupil premium funding in 2016-2017)** | |
| **A.** | Some pupil premium children also have special educational needs, particularly in Y4 |
| **B.** | Hard to reach parents do not support home learning well ( or engage remotely Mar-July 20 COVID) e.g. do not hear children read. |
| **C.** | An increasing number of social and emotional needs inhibiting learning, particularly in Y4 |
| **D.** | An increasing number of children requiring speech and language support ( Talkboost/Nuffield Programme to develop phonics in EYFS. |
| **E** | Low resilience/focus and low aspirations of some pupil premium children. ( Thrive/Growth Mindset ) |

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| **4. Outcomes and success criteria for summer 2020 Targets met in green** | | | | | | |
|  | **Early Years**: – 86% of the cohort achieved a GLD (Good Level of Development) Only 1 PP pupil who attained the expected goal in Literacy and Number but not in Personal Development | | | | | |
|  | **Year 1 phonics screening 2019 non 2020 due to COVID**: 95% of cohort to pass the phonics test. Met by 2 children compared to national 83% and 100% of pupil premium children compared to national others 83% . Diminishing the gap . Maintaining high standards  Target 21 to maintain 95% and 100% PP | | | | | |
|  | **End of KS1 (Year 2) % of cohort to achieve expected/better standard:** Reading = 92%, Target met Writing = 87%, Maths = 90%. Maintaining Trajectory. Reading PP = 100%!!!!!! , Writing PP = 80% +13% Maths 80%  Target 21 to maintain these levels and target GLD PP to 25% | | | | | |
|  | **Half termly impact evaluation and thorough tracking and monitoring of the attainment and progress of pupil premium children. There are regular progress reviews with parents and their children if they are at risk of not achieving their learning targets.** | | | | | |
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| 1. **Expenditure 2020/21** | | | | | | |
| 1. **Quality of teaching for all: to maintain the percentage of quality first (good and outstanding) teaching at 100%.** | | | | | | |
| **Desired outcome** | | **Actions** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Impact & further actions** |
| **1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.**  **Teaching matches Creative and Mastery curriculum design and planning reflects Demanding learning and Knowing More, Remembering More** | | \* CPD on needs/support of pupil premium children and what good/outstanding lesson planning looks like focusing on high order questioning, match and differentiation. Over focus on PP progress  \* SMT to QA lesson planning in each Key Phase to make sure tasks are matched to ability and are challenging/demanding for both able and less able PP. | SMT observations occasionally note that pitch of learning tasks not always as closely matched to pupil needs as could be.  SMT need to ensure planning for PP/SEN is fully challenging when pupil recording skills do not match potential. Appropriate match monitored. Closer half termly tracking of PP ARE+ to GDS | * QA planning records * PP Book scrutinies compared to others - differentiation * Lessons observation – questioning, differentiation * Sample PP Portfolios and Mentors’ Pupil   Interview sheets about lesson pitch | HT & English subject leader | **Increased GDS PP Writing and Maths**  These actions are on-going.  Staff training schedule re differentiation  Planning, questioning, plenaries  **September 20**  Clear PP WTS to ARE and AREto GDS groups established  **Nov 2020**  Pupils clear of personal targets and areas of improvement. Mentoring assures prorgess maximised |
| **2) All teachers/HLTAs have an intervention group linked to PP or SEND outcomes for whom they are responsible. Focus Y4. Year group Lead teacher egY4 HW, Y3 JI, Y2DK**  **appointed** | | \* Targets linked to pupil premium/SEND identified groups’ outcomes agreed by end of September for HLTAs and teachers. Monitored half termly | Increase % of Pupil premium outcomes at Expected Y2 to 80% reading and 73% writing and all staffaccountable for raising the attainment and progress of pupil premium children | HT and T/L governors to QA. | HT -teachers  Dep HT- HLTAs |
| **3) Improve the quality of feedback to PP pupils’ response to initial marking comments so pupils’ Purple Pen of Power responses from misconceptions/errors show understanding and learning embedded impacting on progress of pupil premium children especially GDS PP.** | | \* Teacher mentor respond weekly verbally to pupil responses to teacher written feedbackof pupil premium /SEND children in greater detail so children know how to improve their work. | Teachers ensure clear guidance and challenge to maximise the improvement in learning | Half termly book scrutinies and PP portfolios  PP Mentors discuss work with children weekly and any misconceptions tackled immediately | All teachers  HT and KS Coordinators to QA |
| **Total budgeted cost** | | | | | | **£10,000 for 3 days per week Autumn term teacher Booster Increase Teaching quality +mentoring** |
| 1. **Targeted support for pupil premium children to help them catch up with their peers.** | | | | | | |
| **Desired outcome** | | **Actions** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Impact & further actions** |
| **EARLY YEARS**  **100 % of pupil premium children to achieve GLD ( 1 pupil ).**  **Gap between our pupil premium 2019 and others was 10% but impossible to improve with 1 child, cohort not statistically valid** | | \* Embed Early Years Talk Boost.  \* TAs applying CPD knowledge to improve Daily Phonics sessions  \*Extra Recep teacher Autumn term Sp/Lang, Phonics, Early Writing  \* Continue with “Numicon” interventions  \*Yr 4 Buddies – ‘Big Book reading, high frequency flash cards  \*Outdoor enabling environment/activities reinforce Literacy and Maths  \*Resilience and focus – Sustained Classroom Learning  \* Introduce 3Ms – Greg Bottrill  \*National Catch Up/Nuffield Lang | Some have poor speech and language skills when they start nursery.  Disadvantaged need more targeted support to achieve GLD re phonics /writing.  Some are not school ‘ready,’ re focus and concentration eg some boys | Learning walks and workbook/activity scrutinies.  Teaching Observations – focus  EYFS Coordinators’ reports/EYFS Governor visits | EYFS leader  EYFS Leader | Raising Planning/Timetabling expectations of what is achievable within Outside EnablingEYFS teaching environment  Increased engagement, deeper learning through play. |
| **Yr 1PHONICS**  **Maintain 90-100% of pupil premium children to pass the phonics test in 2021 ( Y2 may sit a test Oct 20)** | | \* Intensive daily phonics support for this group from HLTA especially in Y2 20  \*Continue daily phonics in KS1  Use of new graded reading books | Pupil premium children maintain attainment comparable to their peers to diminish the difference. | Check that pupil premium children know their phase 1/2/3/4 phonics and can apply them confidently even with nonsense words. | Year 1 teacher & Literacy  Subject Manager | Children increase pace in decoding and reading whole words |
| **MATHS**  **Whilst well above National Age Expected and Greater Depth:**  **End of KS1 Increase 80% to 100% of PP children to achieve expected and 0-20% at greater standard**  **End of KS2 Maintain 80% of PP to achieve expected and increase GDS Y3 from 40-60%.** | | \* Continue to improve targeted support via “Numicon activities”.  \* Continue a Mastery Maths Curriculum  \* HLTA Numbers Intervention Group KS1 + Mental Maths Intervention Groups KS2  \* Dep Head Middle Maths/PP groups KS2  \* KS1 “Tea & Cake Parents’ Booster Afternoon” | Maintain rising trajectory in Pupil premium maths outcomes at KS1 and emulate this year’s performance at KS2 reaching expected and increased targets  Need to Increase pace of Mental Maths | ‘Maths is Fun’ Fortnight  Challenging performance management targets, learning walks and workbook scrutinies. | Maths  Subject  Coord  Maths Champion Governor Visit | Increased performance at GDS  Catch Up groups established and pupil confidence soars |
| **WRITING**  **To extend beyond National Age Expectation and Greater Depth:**  **Increase 40% to 60% PP ARE+ KS1 Increase 0% to 20% PP GDS KS1**  **Increase 60% to 80%PP ARE+ KS2 Increase 0% to 20% PP GDS KS2**  Increase technical skills within Core writing daily | | \* Focus on SPaG LO in corsscurricular writing, not discreetly  \*Extend Cross Curriculum writing every day in paragraphs  \*PP Mentor/HLTAs half hour booster daily  \*Mentors review leaning daily  \* HLTA 6 week intervention grps for SPaG and writing stamina | Several children with excellent compositional ideas and writing fail to reach Age Expectation due to technical incaccuracies in punctuation and grammar and stamina | * Work scrutinies * Lesson Obs – Differentiation, Questioning * Planning focus * PP Passports * Pupil Learning Interviews * Deep Dives | Lit Sub Coord  Head  Dep Hd  KStg Coord | SPaG and writing stamina programme embedded across the curriculum design |
| Improve writing confidence and competence of KS2 PP boys especially with regards to pace and quantity and engagement | | \*Daily resilience, stamina and pace  Speed writing HLTAs  \*Handwriting strengthening exercises, Brain Gym  \*Extend teaching strategies to include visual, VAK,  \*Plenary links with ‘Knowing More, Remembering More’ –exit cards, quizzes, prior work review  \*Boys’ Writing strategies – visual stimuli, hotseating, film clips, build a word hopscotch outside, Action spelling games | Some PP pupils do not reach Age Expectation and Greater Depth due to lack of writing stamina | PP Governor monitor Daily Stamina challenges  SMT – Half Termly Book Scrutinies | PP Gov  Class Teachers  Lit Sub Manag | Ethos of Resilience and Perseverance, Resourcefulness and Metalearning |
| Improve writing skills by employing more word building/mind mapping skills, story discussions before asking children to write so that they have had an opportunity to verbally express themselves first & work with a group to collect ideas. | | \*HLTA Mind mapping intervention group KS2  \*Move from this story boarding to more narrative text.  \*Writing through new Curriculum Foundation areas  \*Creative Curriculum Hooks  \* Talk for Writing revisit CPD  \*5 Ws | Many of our PP children lack ideas/inspiration and the ability to express themselves orally so are often hindered in expressing themselves in writing, | * Book Scrutinies * Wall Displays * Gov Invites | KSt 1 Coord with Lit Sub Manag | Pupils increase love for writing and stamina |
| **RESILIENCE**  **Alongside pupils’ Mental Health and Wellbeing** | | \*Extend Thrive sessions to develop Mental resilience with small groups of WTS PP pupils KS2  \* Group games using Growth Mindset Principles  \* Developing Learning Powers –Positive Personal Traits – 4 Rs | Some of our PP WTS children lack focus on tasks and find it challenging to sustain concentration to develop their ideas fully on paper. | * Thrive Diaries * Photos in PP Pupil Passports * Personal Writing Displays |  | Pupils develop self worth, self belief and higher personal aspirations to ‘have a go’ and persist in a task |
| **READING**  **Whilst well above National Age Expectation and Greater Depth maintain and improve PP trajectory:**  **End of KS1 Increase 60% to 80% of pupil premium children to achieve expected/ 20% greater depth**  **End of KS2 Increase 60 to 80% of pupil premium children to achieve expected/Y3 increase 20% to 40% greater depth.**  **Raise confidence in girls Y2+4**  Improve reading and confidence and fluency amongst PP children some of whom have learning difficulties.  **Learning Together re Home/School motivation to read new real ‘Weekend Books’ of personal interest** | | \*Continue RWI daily KS1 and deliver a structured ‘Reading’ Lesson, skills based once per week  \* Introduce reluctant readers to reading ebooks in order for them to have an increased pleasure reading and engaging with print.  \*Use Barrington Stokes books  with age appropriate reading matter but lower Reading Ages  \*Reading across the Curriculum. Curriculum design engages through agreed texts embracing Cultural Capital and pupil resilience  \*Establish Girls’ Confidence Support | Reading fluency needs to be pacier and up to 90 words per minute.  Novelty of reading on ipad will be motivating .  Storylines motivational for age of slower/reluctant readers  Increase the range of phonic and ‘real’ books | * Monitoring readers during regular lesson obs * PP readers heard every day by Teacher Mentor/HLTAs * KStg Cord monitor planning and reading records * Reading ‘Deep Dives’ | Literacy Coordinator | Ensure £6000 PP allowance allocated to a range of phonic and ‘real’ books and RWI Book Bags ( subsidised by FoG) |
| \*Establish Stay and Read groups | Significant evidence that children in families where they are supported with their reading at home, do much better than their peers who are not read with at home. See Parents section | Reading Champion Governor Monitors RA each term and hears fluency | KSt Coord | . |
| **Improve decoding and comprehension skills in PP children** | | \* Embed Read, Write Inc programme at KS1, Reciprocal Reading KS2  \*Lexia, Phonographix etc in daily PP groups  \* Ensure Teacher/HLTA training programme re Reading recovery systems  \* HLTA intervention groups for RWI, Daily readers (PP and lowest 20% and nurture groups ( aspirations )  \*Guided Reading Groups daily and Records Tracked | Some PP pupils struggle in KS2 when inferential skills need to be developed alongside inferential | Governor Reading Deep Dive, sample hearing children read, lowest 20% |  | Reading fluency a key priority and improved well above national levels with an increased percentage of GDS |
| **Total budgeted cost =** | | | | | | **HLTA/TA Mentors**  **£20,000 annually, Approx 40 hours per week support** |

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| **iii CPD Training to raise the attainment and progress of pupil premium children.** | | | | | |
| **Desired Outcomes** | **Actions** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Impact & further actions** |
| **Improved Teaching of Reading and teaching methodologies for planning SEND/PP** | \*Literacy Coordinator leads staff training on the teaching of Reading and specific weekly lesson \*SENDCo leads training sessions on planning for SEND/PP | Ensure teachers are armed with strategies to teach reading  SMT ensure Planning differentiates for PP/SEND pupils | * PP/SEN Planning Scrutinies * Observations PP group   Teaching of Reading by SENDCo/SEND Gov | SENDCo | Staff knowledge of the Teaching of Reading improved and planning matched more accurately to PP needs |
| **EYFS –PP independent and reflective learners**  **Discussions between Recep and Y1 re Transfer Readiness and Exceeded EYFS and GDS Y1** | \*EYFS Lead disseminates principles of Sustained Classroom Learning and introduce 3Ms – Greg Bottrill | EYFS pupils not always ‘School Ready’ or independent in Thinking and Independence | * EYFS Governor Visit * Pupil Assessments | EYFS Lead | PP pupils maximise deeper learning through Play  Maintaining higher levels of Progress |
| **Increase staff knowledge of strategies to help PP/SEN pupils with social and emotional problems maximise their learning** | \*Thrive for Learning Trainers cascade futher Thrive training and principles of Regulation and Zones of Regulation  \*Mindfulness Course HW | A few PP/SEN pupils with learning and emotional needs are not meeting their potential. Staff understand emotional needs of pupils in order to maximise their learning.  New Thrive groups established linked to PP Mentors | All staff participate in Processing and Thrive training  Analyse impact through PP Mentor halftermly impact and progress | Head  Whole Staff approach | Dec – Impact of Being on PP Progress  FoG aid –Purchase an Mindfulness Yurt for Rooftop classroom |
| **Increase knowledge of Outstanding teaching methodologies to support pupil Resilience, Perseverance and Independence** | \*Staff Training on Growth Mindset  \* CPD on Learning Powers and Positive Personal Traits | Ramp up skillset of PP pupils who need to develop Resilience, resourcefulness, reflection and self belief | * Teaching Observations * Book Sampling- writing stamina * Pupil interviews – impact on learning | Head  Dep Head  PP Gov | Report Education Strategy PP Pupils display stamina and resilience to task |
| **Staff Cascade relevant research from NPQML** | \*Staff Training –DD KS2 strategies to raise WTS to ARE and diminish the gap between mechanical and differential skills  \* AF – strategies to engage KS1 boys in writing and increasing GDS | Ensure distributed Leadership re CPD and increase Teacher Methodology Knowledge and Expectations of PP | * Book Scrutinies * Team Meetings * EoY Data Analysis | NPQML  Mentors | Gaps diminished in reading and writing.  Techniques shared with Key Stage colleagues |
| **Total Budgeted Cost = £250 for**  **training** | | | | | |

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| **iv Learning Together to raise Parental Involvement to improve learning at home and at school** | | | | | |
| **Desired Outcomes** | **Actions** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Impact & further actions** |
| **Remove the financial barrier to pupils accessing quality enrichment that enhances learning opportunities.** | \*Paying for children to attend field trips and day trips and Y4 residential and also for them to have music lessons. | Paying for these things might be a barrier to them accessing them | Check enrichments are impacting on pupil outcomes by looking at the quality of work produced after visits and trips. | Head | Equality Duties operated |
| **Parent Coaching/Homework Groups established to improve pupil learning at home using Remote Learning Google Hangouts/ SEESAW videos** | \* Numeracy and literacy video workshops to show parents how to support home learning.  \*Personal invitations for hard to reach parents. PP Homework Groups with parents online | Increased parental support will lead to increased progress and attainment. Maintain remote learning with Hard to Reach during anymore Lockdowns | Parents understand how to support learning.  Personalised Homework shared  PP Parent Evaluations | K Stg  Coord  PP Mentors | EYFS reading grp autumn term  KS1 Maths explanations  KS2 LO For Hot Writing pieces |
| **Increase Parental Monitoring and Accountability** | \*Half termly Pupil Portfolio Meetings to inform parents of PP attitudes and progress | Increased parental knowledge of pupil performance, targets met and targets set will lead to increased attainment ‘Learning Together.’ | PP Mentors to arrange half termly interviews from Oct | Class teachers  PP Mentors | Clear communications and shared understanding half termly |
| **Poverty Proofing to ensure potential and aspirations maximised** | \*Work together to assess needs and aspirations of families with PP pupils | Audit PP children with no access to computers/laptops/ipads or other learning resource needs | Engage Poverty Proofing to ensure maximisation of PP learning | Head | Assess resource needs re PP mentor input |
| **Attendance –Audit and increase PP attendance** | \*Work with EWO, daily telephone calls, meetings etc to decrease unauthorised/ frequent absence | A very small number of PP children have attendance below 93% - unsatisfactory | Deputy Head | Jan 21 | Ensure PP attendance matches school average |
| **Total budgeted Cost = £5,000 for pupil**  **resources** | | | | | |

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| **v Closer Monitoring and Tracking of PP Performance** | | | | | | | | | | |
| **Desired outcome** | | | **Actions** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | **Staff lead** | **Impact & further actions** | |
| **Closer Tracking PP pupil Performance and Emotional needs** | | | \*Pupil Premium Portfolios established giving overview of ‘whole’ child in terms of cognitive and emotional/social needs.  \*Pupil Premium HLTA Mentors clear of whole child needs and to establish half termly progress and emotional needs interviews and Thrive programmes. | Monitor PP inconsistent /stagnant progress to meet Age Expectations.  Ensure social, emotional and Wellbeing needs not affecting performance and aspiration. | | PP Mentors hold half termly interviews with named PP children to share areas of academic and emotional need.  PP pupils’ views and progress tracked in PP Portfolios | | PP Line Manager  HLTA PP  Mentors | Pupils build relationship with academic/emotional mentor. Wellbeing affects performance  Review Oct 20 | |
| **Parents of PP children well informed and up to date with academic/social needs** | | | Half termly meetings to discuss cognitive/emotional targets. | Ensure all stakeholders aware of any issues impeding progress of PP pupils | | Class teacher communicates with parents to establish half termly targets. | | Class Teachers  HLTA PP  Mentors | Commence 1st half term | |
| **Detailed half termly analysis of PP Passport Portfolios and Pupil Interviews** | | | \*Review, revise and revisit support mechanism and interventions for each PP yr grp as required. | Review and refresh progress requirements of all PP children  Respond accordingly to PP pupils view of Teaching methodologies and understanding | | Half termly Summary Reports to Headteacher, PP Governor, Education Strategy Sub Full Governing Body | | PP Line Manager  Dep Head  PP Gov | Increase Pupil Understanding Review Jan 20 | |
| **Catch Up lessons established on top of weekly PP groups** | | | \*Intensive afternoons addressing PP issues in each Key Stage re gifted and SEN PP children | Close tracking and intervention of PP children who are not making appropriate progress | | Observation of intervention groups and Book Scrutiny pf named PP children | | Head  PP Line Manager | Collate ideas and impact | |
| **May also be Gov Funded 1-1 Tuition for Disadvantaged and Catch up £24,000 for all pupils post Lockdown Total budgeted cost** | | | | | | | | | **£3,000 for monitoring PP Performance** | |
| 1. **Review of expenditure** | | | | | | | | | |
| **Previous Academic Year** | | | | **2019-20** | | | | | |
| 1. **Quality of teaching for all: to improve the percentage of good and outstanding teaching.** | | | | | | **Total budgeted cost from main budget.** | | | |
| **Desired outcome** | **Actions** | | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | | **Lessons learned**  (and whether you will continue with this approach) | | | **Cost** |
| Increase % of class teaching to 90% Good/Outstanding | Access to continual CPD through Team Teach, ECD, NPQML programmes and personal research during COVID | | | 90% of lesson obs graded Good/Outstanding with a large percentage the latter.  Teacher knowledge improved through CPD to meet needs of PP/SEND children | | Continue CPD to increase learning match to PP/SEND pupils | | |  |

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| 1. **Targeted support for pupil premium children.** | | | | | |
| **Desired outcome** | **Actions** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Increase the attainment and progress in reading comprehension of PP Y2 and Maths mental and Mastery of PP Y 3 and Y4 children. | Specific intervention programme with 1 part time afternoon teachers and part time teaching timetable of a Senior Leader. | 100% PP Yr 2 children attained ARE+ in reading, Ks  KS2 Maths and PP targets met | Yes. The impact of this concentrated time to focus on individual needs meant that their confidence and willingness to embrace a Mastery Maths curriculum increased and targets were met. Daily readers and RWI differentiated Phonics groups resulted in 100% PP Reading KS1 ARE+ | £30,000 |
| Improve speech and communication skills in EYFS. | Train TA and Teaching staff in Early Talk Boost. Buy materials and run course | Staff report that children in Nursery and Reception classes are much more focused and able to express themselves better. | Will continue to embed Early Talk boost. | £2,000 |
| Increase recovery teaching resources | Purchase age appropriate readers, ICT software, ipads and apps, Phonographix | Staff and Governors report PP children more motivated and resources carefully matched to small learning steps. | Continue to expand through Parent interviews and PP Portfolios interviews | £3,000 |
| More access to good quality small group support for PP children. | Increased HLTA and TA support in classes in order to support all children | This allows all groups within classes to have good quality support. See impact results NCC Annual Report and OfSTED Inspection. Reading and Maths results well above national averages for PP children | Will be continued as above intervention groups. Impact on PP standards. Only 8 out of 39 PP pupils did not attain Y2 ARE+ Reading and 6 out of 39 in Y2 Maths. Closely monitored for 6 week progress. | £15,000 |
| Contribution towards instrumental music lessons, educational visits, residential trips and creative art days. | Financial barriers to enrichment activities removed. | Increased self-confidence, particularly from those participating in music and outdoor activities and impact on writing and maths outcomes . | Extend enrichment activities with impact on reading, writing and maths pupil premium outcomes. Parent interviews re Equal access to the curriculum | £2,000 |

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| 1. **Additional detail** |
| For **additional** information and evidence relating to this plan please see SIP reports, Outcomes and Data Analysis, SEF Report, iTrack evidence, monitoring records and head teachers reports for governors. |