



Pupil Premium Plan - September 2021

This plan sets out our tiered approach and ensures that the achievement and well-being of children from disadvantaged backgrounds continues to be given high priority in our school. We draw upon guidance from the Education Endowment Foundation which promotes a tiered model to improvement that focuses on high quality teaching, targeted academic support and wider strategies to address barriers to learning.

Tier 1: There is no doubt that high quality teaching remains the most important tool that schools have in improving outcomes for pupils. This was true before the pandemic and it will be true when this is over. Providing high quality teaching for all pupils is the priority in our school. We ensure that every class has a highly effective teacher that is being supported to keep improving, whatever the stage in their career.

Tier 2: Providing targeted support for vulnerable pupils to close the attainment and progress gap. Alongside high-quality teaching, there should be one to one and small group tuition targeted at those pupils who need it the most. These interventions need to be explicitly linked to the content of daily lessons to support pupils in accessing the curriculum for their cohort with an emphasis on 'keep up' not 'catch up'.

Tier 3: Developing strategies that address the full range of non-academic barriers to success in school including attendance, behaviour and social and emotional development.

In the financial year 2021-2022, we have been allocated **£19,485**

High quality teaching for all pupils

Desired outcome:

To address gaps in knowledge in the prime areas of learning in the Early Years Foundation Stage.

Reason:

Exposure to high quality play and vocabulary has been limited for many pupils.

Chosen approach or intervention	Evidence and rationale behind this	Action to ensure effective implementation	Staff lead	Reviewing our implementation
Continued consistent use of our SSP programme.	There is a secure evidence base which confirms that adopting a SSP programme is the most effective strategy in teaching young children to read. (EEF)	Reading leader has one half day each week to ensure effective implementation of our SS programme. Total cost: £4796.90	Candice Regan	Candice Regan and Governing Body (QOE Committee) to carry out a review of pupil data every term.
Talk Through Stories (RMT) from spring 1 2022	The programme helps pupils to broaden their vocabulary and develop their wider understanding of language.	Sessions timetabled. Training for staff. Total cost: £400	Candice Regan	Candice Regan to monitor delivery of programme.
Implementation of 'Number Fluency' programme (North West Maths Hub)	This will provide a solid foundation for Maths Mastery in KS1.	Daily sessions. Training release time Maths Lead release time Total cost: £1200	Stacey Hudson	Stacey Hudson to monitor delivery of programme.

Desired outcome:

To address gaps in phonic knowledge for pupils in Year 1 and Year 2.

Reason:

Pupil engagement with phonics teaching during lock-down 2021 was variable. Some have continued to make progress but others have not moved on or have forgotten sounds.

Chosen approach or intervention	Evidence and rationale behind this	Action to ensure effective implementation	Staff lead	Reviewing our implementation
Continued consistent use of our SSP programme.	There is a secure evidence base which confirms that adopting a SSP programme is the most effective strategy in teaching young children to read. (EEF)	Reading leader has half day each week to ensure effective implementation of our SS programme. From autumn 2, an additional 10 minute 'best-fit' Speed Sound lesson daily for all pupils on RWI phonics (Virtual Classroom am).	Candice Regan	Candice Regan and Governing Body (QOE Committee) to carry out a review of pupil data every term.

		Use Pinny Time to practise sounds until one to one sessions are established after assessment. Additional staff to keep groups small. Total cost: As above £4796.90		
Regular assessment to identify gaps and group pupils.	Knowing what learning has been lost or misunderstood is integral to supporting high quality teaching and accelerating progress.	All pupils assessed weeks beginning 6.9.21 and 13.9.21 then assessed and regrouped half termly. Total cost: £5396	Candice Regan and Natalie Cartner	Candice Regan to hold progress meetings with each RWI teacher every half term.
High quality training and ongoing support for staff.	Training and subsequent support in the form of coaching has a positive impact upon the quality of teaching.	New staff to complete RWI training started earlier. Development Day from SSP provider. Ongoing coaching and feedback. Weekly practice sessions/training. Total cost: £700	Candice Regan	Candice Regan to make sure that all staff are fully trained to deliver the programme. Development Day action plan to be implemented and monitored.
Use of Virtual Classroom.	Parental engagement and regular practice at home has a positive impact upon pupil progress.	After regrouping, Virtual Classroom lessons to be shared with parents on Class Dojo Total cost: £700	Candice Regan	Parent Voice. Candice Regan to track standards each half term.
<p>Desired outcome: To increase pupil engagement with books.</p> <p>Reason: Many children have not been read to or read themselves during lockdown for a number of reasons.</p>				
Chosen approach or intervention	Evidence and rationale behind this	Action to secure effective implementation	Staff lead	Reviewing our implementation

Use of Talk Through Stories in the Early Years and Key Stage 1.	The programme helps pupils to broaden their vocabulary and develop their wider understanding of language.	Sessions timetabled from Spring 1 2022 Total cost: £200	Candice Regan	Candice Regan to articulate Vocabulary Audits each term. Pupil Voice.
<p>Desired outcome: To address gaps in knowledge in literacy in Key Stage 1.</p> <p>Reason: Pupil engagement with remote learning was variable and some pupils failed to make expected progress during lockdown 2021.</p>				
Chosen approach or intervention	Evidence and rationale behind this	Action to ensure effective implementation	Staff lead	Reviewing our implementation
Continued consistent use of the RWI Storybooks programme from year 1 to year 2. Daily handwriting practice.	Attainment in reading and writing at Key Stage 1 is above national average following implementation of the Storybook programme (RWI Literacy).	Literacy leader has half day each week to ensure effective implementation of the programme. Storybook training for new staff. Regular coaching and feedback for staff. Total cost: As above £4796.90	Candice Regan	Candice Regan, Stacey Hudson and Nicola Birch to carry out a review of pupil progress every half term. Candice Regan to hold progress meetings with each Storybook teacher every half term.
Use of RWI Spelling.	High quality sessions that teach phoneme-grapheme correspondence and word families.	Timetable 15 minutes daily once children have completed the SSP programme. Training for staff. Total cost: £100.44	Candice Regan	Candice Regan to monitor delivery of the programme.
Daily storytime.	Children who are exposed to lots of stories develop the ability to pay attention, they are able to empathise and learn different perspectives. They also expand their imagination	Every class to identify time each day for story. Total cost: £150	Candice Regan	Candice Regan to monitor the quality.

	and broaden their vocabulary, all without any explicit teaching.			
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Desired outcome:
To address gaps in knowledge in maths in Key Stage 1.

Reason:
Pupil engagement with remote learning was variable and some pupils have failed to make progress during lockdown.

Chosen approach or intervention	Evidence and rationale behind this	Action to ensure effective implementation	Staff lead	Reviewing our implementation
Continued consistent use of Maths Mastery (Primary Stars) for daily maths lessons.	Research has found that mastery learning approaches in maths are effective and are good strategies for narrowing the gap. (EEF) White Rose Maths (Primary Stars) meets DfE criteria for high quality programmes to support teaching for mastery.	Maths leader release time each half term to ensure effective implementation of the programme. Maintain high quality resources. In school training for all new staff. Regular coaching and feedback for staff. Total cost: £150	Stacey Hudson	Candice Regan and Stacey Hudson to carry out a review of pupil progress every term. Stacey Hudson to hold progress meetings with each teacher every term.
Use of motivational practice apps.	Evidence shows that where technology is used to supplement teaching, moderate gains in progress can be achieved, particularly in maths. (EEF)	Use of PurpleMash to support acquisition of addition, subtraction multiplication and division facts in school. Access to the programme at home. Total cost: £600	Stacey Hudson	Stacey Hudson to monitor use of this programme.

Targeted support for vulnerable pupils

Desired outcome:

To address gaps in knowledge in the prime areas of learning in the Early Years Foundation Stage.

Reason:

Exposure to high quality play and vocabulary has been limited for many pupils.

Chosen approach or intervention	Evidence and rationale behind this	Action to ensure effective implementation	Staff lead	Reviewing our implementation
Vocabulary Boost Programme. NELLY	Studies of oral language interventions show positive impact of around five months' additional progress. (EEF) Evidence shows that, on average, children make six months progress after a nine-week intervention, helping to narrow the gap.	Identify vulnerable pupils early and timetable weekly sessions for vocabulary intention programme. Total cost: £803.52	Katrina Cartner	Katrina Cartner to use NELLY assessment to review progress after nine weeks.
Targeted 1:1 phonics intervention for pupils at risk of falling behind.	1:1 tutoring can be effective in delivering, on average, about five months additional progress. (EEF) We have been providing 1:1 intervention for RWI since we started using the programme and our PSC results were above average.	Half termly assessments used to identify pupils requiring 1:1 intervention. Additional member of staff. Total cost: £3800	Candice Regan	Candice Regan and Natalie Cartner to carry out a review of pupil data every half term.

Desired outcome:

To address gaps in phonic knowledge for pupils in Year 1 and Year 2.

Reason:

Pupil engagement with phonics teaching on Class Dojo was variable. Some have continued to make progress but others have not moved on or have forgotten sounds.

Chosen approach or intervention	Evidence and rationale behind this	Action to ensure effective implementation	Staff lead	Reviewing our implementation
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Targeted 1:1 phonics intervention for pupils at risk of falling behind.	1:1 tutoring can be effective in delivering, on average, about five months additional progress. (EEF) We have been providing 1:1 intervention for RWI since we started using the programme and our PSC results were above average.	Half termly assessments used to identify pupils requiring 1:1 intervention. Additional member of staff. Total cost: As above £3800	Candice Regan	Candice Regan and Natalie Cartner to carry out a review of pupil data every half term with a particular focus on disadvantaged pupils. Candice Regan to hold progress meetings with each RWI teacher every half term.
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Desired outcome:

To address gaps in knowledge in literacy in Key Stage 1.

Reason:

Pupil engagement with remote learning was variable and some pupils have failed to make progress during lockdown.

Chosen approach or intervention	Evidence and rationale behind this	Action to ensure effective implementation	Staff lead	Reviewing our implementation
Additional catch up sessions timetabled.	Significant evidence shows that high quality small group intervention can be a powerful tool in supporting pupils who are not making expected progress.	Each cohort to identify vulnerable pupils and allocate time for catch up sessions. Additional staff allocated to cohorts where needed. Total cost: £100	Nicola Birch	Candice Regan and Nicola Birch to carry out a review of pupil data every term.

Desired outcome:

To address gaps in knowledge in maths in Key Stage 1.

Reason:

Pupil engagement with remote learning was variable and some pupils have failed to make progress during lockdown.

Additional catch up sessions timetabled.	Significant evidence shows that high quality small group intervention can be a powerful tool in supporting pupils who are not making expected progress.	Each cohort to identify vulnerable pupils and allocate time for catch up sessions. Additional staff allocated to cohorts where needed. WRM training in supporting vulnerable pupils.	Julie Kelly	Candice Regan and 2 x KS1 teachers to carry out a review of pupil data every term.
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Total cost: £1004.40

Wider strategies

Desired outcome:

To remove typical barriers to learning faced by our disadvantaged pupils.

Chosen approach or intervention	Evidence and rationale behind this	Action to ensure effective implementation	Staff lead	Reviewing our implementation
Poverty proofing our school.	Many of our pupils' face barriers to learning and experience in school because of a lack of financial resource.	Carry out poverty proofing audit. Complete action plan for improvement. Total cost: £50	Candice Regan and Emma Gregory	Governors to review the action plan termly and assess impact by talking to pupils and their families.
Rigorous focus on pupil attendance with Attendance Lead in post.	Overall attendance for disadvantaged pupils has risen since the appointment of our Attendance Lead.	First day response to non-attendance. Termly attendance alerts. Focused work with families of pupils at risk of attendance disadvantage. Signposting for health and well-being services. Total cost: £380	Emma Gregory	Emma produces a half termly attendance report for all groups with details on target families for the following half term.
Rigorous focus on parental engagement with Pastoral Support Worker in post.	The association between parental engagement and a child's academic success is well established.	Parent workshop on teaching early reading. Termly pupil progress meetings with parents. Pastoral support worker to contact those difficult to engage families. Total cost: £50	Candice Regan Class teachers Allison Smith	Unit leaders to monitor parental engagement levels on a half termly basis and report on impact.