

### Pupil Premium Action Plan 2019-2020

Financial Year (April)	Amount of Pupil Premium funding
2015-16	£19,800
2016-17	£20,960
2017-18	£24,531
2018-2019	£24,020
2019-2020	£27,380

Pupil Premium used for:	Amount allocated to the intervention/action (£)	Is this a new or continued activity/cost centre?	Brief summary of intervention or action, including details of year groups and pupils involved and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve?
<b>Quality First Teaching qualified teacher</b>	Salary	Continued	Headteacher, SENDCo and class teachers to work on specific areas of need:  Areas of need include	The additional support in these areas will provide additional quality first teaching. If successful, children will become confident and independent readers. There will be a noticeable	Activity will be monitored as ongoing process by teacher carrying out tuition and SLT	

			<p>Early Year/KS1: Speech and Language activities and Reading</p> <p>KS2: Reading-Literacy activities, booster groups, writer's club</p>	<p>improvement in children's comprehension skills.</p> <p>Evident in: reading data, voice of child, teacher observations, parent feedback</p>		
<b>KS2 Sports club-multiskills</b>	£400	Continued	Weekly sports clubs for F2, KS1 and KS2 children	Become confident, consolidate learning or provide new experiences and opportunities	<p>Sports Coach/ Club leaders to feedback to class teachers where appropriate</p> <p>SLT/ SBM to monitor attendance</p> <p>SLT to observe/parent discussions</p>	
<b>TA support in class/ targeted interventions</b>  <b>20mins</b>  <b>4x weekly</b>	£750 Resources/ Salary	Continued	<p>Working with targeted children across the school with particular focuses on social, emotional and mental health interventions for small groups and 1:1 work</p> <p>All year groups</p>	Intervention work to support child/group of children in building confidence, growth mind set, self-image, self-worth and self esteem	SENDCo to monitor interventions and groups of children across the school reviewing provision map.	

<b>SEBDOS outreach intervention</b>	Bought in Service £4000	Continued	Group of professionals to work with families and children across the school who have social, emotional and/or behavioural difficulties making it difficult for them to reach their full potential.	Children to develop positive behaviours and emotional wellbeing. Children to build confidence and self-esteem making them feel valued members of society.  Family work to include supporting parents with routines and managing the challenges of home life.	SEBDOS professional's to keep extensive notes of each session carried out. Reports to be shared with the SENDCo as well as ongoing dialogue to be shared.  Targets set by SEBDOS professionals and monitored as an ongoing process by SENDCo, class teacher, nurture lead and SEBDOS.	
<b>Nurture group for Key stage 1</b>	£10,000	Continued	Nurture group trained practitioner to support groups and individuals across the school and to support all school staff to embed nurture group principles across the school	Children to work at expected Development Matters stages and Early Learning goals in PSED so that an increasing number of children are at the 'Good Level of Development'; NC Levels age appropriate	Boxall assessment as baseline and repeated termly. Children observed and closely monitored, all information logged. SENDCo and Nurture lead to review provision map termly and as ongoing process according to children's needs	
<b>Play based therapy 1:1 work</b>	£1,500	New	Play based therapy for individual PP children. Summer term 2019 ongoing into next academic year.	Opportunity for children to express their feelings and emotions in a safe environment through the use of play. Allowing children time	Boxall assessments completed as a baseline.  Children closely monitored and	

			1:1 work with Key stage 2 PP children.	and space to process their own emotions and reduce anxiety and providing them with strategies to learn to manage their own emotions.	information logged. Nurture lead and SENDCo to agree targeted children and review progress according to children's individual needs.	
<b>Transition support</b>	SENCo time/salary/resources	New	<p>The SENCo will be working with two of the pupils in year 6 to visit their new schools during the Summer term and ensure all information is relayed between home and school to school.</p> <p>Small group work, working in conjunction with the class teacher, will be carried out to prepare children for the changes they will face and the new rules, boundaries and expectations.</p>	The transition work will ensure children have a smooth settling in period when they move on. It will reduce any anxiety the children will have and be an important part in encouraging the children to take more responsibility. It will also be used to support the parents who currently work very closely with the school in setting out expectations and routines.	The activity will be monitored by the school SENDCo on a weekly basis in the last half of the summer term.	
<b>Speech and Language Therapist</b>	£250 Bought in hours	Continued	Speech and language assessments for 3 children in Key stages 1 and 2.	Children to meet their speech and language target needs. Children to develop skills in verbally expressing sentences and skills in pronunciation of particular sounds	<p>SENDCO to monitor</p> <p>Speech and language therapist- visit to assess in the summer term</p> <p>SaLT work, as outlined by the therapist, to be delivered by a TA/</p>	

					embedded into class teaching and monitored by the class teacher.	
<b>Software licences</b>	£2,500	Continued – Sumdog , Education City and Espresso	Sumdog KS1 & 2 Education City FS/KS1 & 2  Children in receipt of PP have the opportunity for additional time in the computer suite at lunchtimes and after school.	Rapid and sustained progress in maths and cross curriculum areas	Monitored termly by SLT/Class teachers; access and usage of online site, both in school and at home.  Homework set by class teachers and monitored termly.	
<b>Residential visit- Sayers Croft</b>	£360	Continued	To build learning skills and dispositions that will build social skills and independence, including confidence being away from home.	Children are more confident and positive about being away from the home environment, more self- aware and aware of others, developing social skills and independence	Written responses by the children of their experience – focusing on what the children feel that they have gained. To be used as part of assembly to parents and staff.	
<b>Educational visits</b>	£500	Continued	Families are financially supported ensuring children have access to educational visits outside school.	A curriculum that can be accessed by all. Supporting the academic progress of children as well as their social skills and emotional wellbeing.	Written responses by the children of their experience – focusing on what the children feel that they have gained.	