

Priorities:

Accelerate the rates of progress of pupil premium pupils so that all make at least 'good' progress, and any gaps existing between pupil premium and non-pupil premium pupils are at least closing; with special consideration given to Year 5 and 6.

Increase the amount of pupils accessing 'enrichment' activities to promote wider opportunities and raise aspirations.

Improve the engagement and involvement of pupil premium families in taking an active role in supporting learning.

At KS1, there has been a steady year on year improvement in the progress achieved by our PP children in reading, writing and maths (combined). There have been significant improvements in attainment (2018-19) compared with recent previous years. Due to the nature of the last two cohorts, progress was limited in KS2 (with a high proportion of SEND and social issues). However, in terms of attainment, average scaled score for reading and maths (combined) for Pupil Premium children was above 100.

KS2 (5/61 children (2018-19))

KS2	Math	+/-Nat	Prog	GPS	+/-Nat	Writ Prog.
CPS (62)	106.8	+2.8	+1.3	107.9	+1.9	+1.5
CPS PP (13)	101.4	-2.6	-8.6	100.0	-6.0	-6.0

KS2	Read	+/-Nat	Prog.
CPS (62)	108.5	+3.5	+2.3
CPS PP (13)	103.8	-1.2	-0.1

Accordinalv. standards in Reading Writing and Maths for PP cohorts need to be a priority.

Targets:

- A strong focus on ensuring there are comprehensive 'close the gap' actions being implemented in lower Juniors.
- Increase the percentage of pupil premium pupils making better than expected progress (especially in Mathematics)
- Pupils eligible for Pupil Premium make at least progress in line with Non-Pupil premium.
- Attendance of PP pupils increases to better than PP nationally and in line with other pupils..
- Pupils accessing structured Pupil Premium Intervention programmes (Thrive, Numeracy Boosters, Rapid reading, Wobble Intervention, RWI Phonics Intervention, Language Link) make better than expected progress.
- A greater proportion of pupil premium pupils engage in enrichment activities (sports clubs, music lessons, residential trips)

Key Focus Activity	Cost	Action/What did we do?
Year 2&3 PP Intervention programme to ensure the gap is closing through accelerated learning (stronger focus in R&W)	£28k	Reading Club (Breakfast Club) / daily reading / Rapid Reading intervention Assertive Mentoring (with parents) sessions delivered by class teacher RWI spelling intervention Small group consolidation of "Talk for Writing" Mathletics support / homework club. Extra full time HLTA support providing: Wobble Intervention support; daily intervention for children requiring extra explanation and consolidation of key concepts from their morning lessons; pre-teaching.
Year 5&6 PP Intervention programme to ensure the gap is closing through accelerated learning (stronger focus in R&W)	£28k	Reading Club (Breakfast Club) / daily reading / Rapid Reading intervention Assertive Mentoring (with parents) sessions delivered by class teacher RWI spelling intervention Small group consolidation of "Talk for Writing" Mathletics support / homework club. Extra full time HLTA support providing: Wobble Intervention support; Daily intervention for children requiring extra explanation and consolidation of key concepts from their morning lessons; pre-teaching.

Thrive implementation (Social and Emotional support/intervention)	£17k	<p>Thrive practitioner leading purposeful play with target children Development of Thrive Friday Club (after school nurture). Top up training for Thrive Practitioners Have a dedicated Thrive Manager Visits to other Thrive schools and establish a support network Lunchtime nurture group in the Thrive room</p> <p>We will continue to focus on and develop our Thrive initiative, which helps adults respond to a child's emotional situation in a way that supports their emotional and social development.</p>
Year 1 Phonics Intervention	£7k	<p>Dyslexia training - spotting and supporting (whole staff) Teaching assistant employed to conduct ring-fenced phonics intervention (training given) RWI – external training and an internal refresher training day for intervention staff. Storytelling & Sentence Skills for EYFS / KS1 support staff</p>
Purposeful Play	£17k	<p>TA (Grade 3) involved in leading play during all Junior and Infant Lunchtimes, coordinating play leaders, peer mediation, purchase and deployment of play equipment. Also, supporting extra-curricular activities three nights each week.</p>
Teaching and Learning Resources	£7.8k	<p>Purchase of T4L and SEND materials Maths and literacy intervention materials. Continue to create class book sets linked to Book Guide / Cataloguing software from Renaissance Learning Continue with the programme of installation of Smartboards in intervention areas to engage learning Laptops to allow ready access to online intervention resources at home and school.</p>
Attendance	£1.2k	<p>Continued with the EWO monitoring children with attendance of less than 90% and children from vulnerable groups and sends letters, attends home visits and supports any further action required New incentives for 100% and high attenders. Staged rewards for children below thresholds. Vulnerable children “meet and greet” to encourage punctual attendance</p>
Early Intervention S&L	£4.5k	<p>Continued to identify EYFS pupils eligible for Intervention Programmes – Language Link, additional reading/phonics</p>
Extracurricular activities	£1.8k	<p>We subsidised after school clubs such as gym and tag rugby as well as swimming and day and residential trips in the period before lockdown.</p>