

Pupil Premium 3 Year Action Plan

1. Summary Information for Pupil Premium (PP) 2019/20					
Academic Year	September 2018 to July 2019	Total PP Budget	£60,000	Date of most recent PP review	July 2019
Total number of pupils	271	Number eligible for PP	44 (16%)	Date for next internal review of this strategy	July 2020

2. Whole school priorities (for pupils eligible for PP, including high ability)	
2.1	To improve first quality teaching for all through implementation of Action Research projects
2.2	To accelerate progress of middle and high attainers
2.3	To identify non-academic barriers to learning
2.4	To link interventions to class learning more closely

3. Planned expenditure

The four headings below demonstrate how we will use the Pupil Premium to improve wave 1 quality first teaching, provide targeted support and support whole school strategies.

i) Quality teaching for all

Budget: £3,000 (excluding staff costs)

Chosen action/ Approach	Evidence and rationale for this choice	Objective	Desired Outcome
Metacognition and self regulation	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress (Education and Endowment Research: EEF)	To improve pupil's self-regulated learning	Children will think about their learning more explicitly and develop a repertoire of strategies so that they can determine the most suitable for any given learning task.
LSA deployment	Evidence from extensive research shows that poor teaching assistant deployment has a negative impact on attainment while effective teaching assistant deployment can have a positive impact. The effective use of teaching assistants can reduce workload stress and improve classroom behaviour, whilst upskilling teaching assistants raises their professional profile and status, and makes them feel more valued.	To improve deployment of LSAs	<p>Clear policy/set of guidelines of LSA job roles and responsibilities developed with staff.</p> <p>LSAs will be scaffolding learning more effectively, to guide learners whilst enabling more independence (linked to EEF best practice guidelines).</p> <p>Individual pupils will become more independent and make accelerated progress.</p>
Feedback	Effective feedback has been proven to increase learning and improve pupil outcomes. Feedback studies tend to show very high effects on learning with pupils making on average eight months additional progress (Education and Endowment Research: EEF).	To refine our feedback policy to maximise impact on progress.	<p>Marking and feedback policy will be refined in light of best feedback practice.</p> <p>Children will make more progress in learning due to more effective feedback.</p>

Vocabulary	Developing pupils vocabulary development should be a key focus for improving outcomes as vocabulary knowledge is a predictor of achievement and often related to socio-economic status.	To improve language acquisition and recall.	Pupils develop a wider vocabulary and understanding and this is reflected in both their access to learning in the classrooms and assessments.
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ii) Targeted support and Intervention			
Budget: £23,500 (including staffing costs)			
Chosen action/ Approach	Evidence and rationale for this choice	Objective	Desired Outcome
Link small group and 1:1 intervention to classroom learning	Research shows that pre-teaching lesson concepts/vocabulary prior to the actual lesson has a greater impact on learning outcomes compared to follow up lessons where lesson content is simply re-taught.	To increase pupil understanding and confidence, and increase participation in lessons.	Pupils will feel more confident and participate more fully in lessons. Work produced will show increased understanding and access to learning,
Targeted interventions	Specific, additional and time-limited interventions enable our pupils who need help to accelerate their progress and work at or above age-related expectations	To close gaps in learning and accelerate progress	Pupils will catch up with peers or make accelerated progress as a result of targeted interventions.
Support core and high attainers	Research shows that disadvantaged pupils who achieve expected standard or higher at primary school fall behind their peers with similar levels of attainment by the time they take their GCSEs. There should therefore be high academic expectations for all pupils and no limit on expectations.	To maximise progress made by core and high attaining pupils	Core and high attaining pupils will have received additional support to further improve progress in learning.

iii) Wider strategies			
Budget: £23,500 (including staffing costs)			
Chosen action/ Approach	Evidence and rationale for this choice	Objective	Desired Outcome
Identify external barriers to learning	Removing barriers to achievement and opportunity is recognised as imperative to enable pupils to achieve to the same level as a non-disadvantaged peers. Knowing what motivates individuals and what they need as individuals	To tailor support to individual pupils in order to remove barriers to learning.	Through twice yearly learning conversations, staff will have a better understanding of external barriers and as a result, provide appropriate support and resources so that these children can have greater success..
HSLW	Supporting parents has been a successful intervention for us in previous years. Working with families in conjunction with other agencies has shown to resolve current issues and prevent future difficulties. The emotional literacy support provided to children has had a positive impact on children's emotional health including self-esteem,	To provide a link between home and school. To provide parents with support and signposting on a wide range of issues or difficulties impacting on their family. To provide in school emotional literacy support for children.	Families receive the support they need in order to make positive changes. Children are supported emotionally and make progress towards their personalised targets.
Mindfulness	There is a growing body of increasingly robust research which points towards tangible benefits of mindfulness practice which helps pupils manage difficulties and flourish. It has a positive impact on the following: <ul style="list-style-type: none"> ● Wellbeing and mental health ● Concentration and cognition ● Social and emotional learning ● Behaviour 	To implement mindfulness across the school to improve pupil well being.	Teachers will feel confident to use mindfulness to improve pupil well being in the classroom. The lead practitioner will deliver mindfulness session to benefit key groups of identified pupils.

Well being tool	By measuring and analysing wellbeing we will be more able to support pupils more effectively based on their individual needs.	To identify gaps in provision and provide tailored support.	Pupils' needs will be identified more quickly and they will receive tailored support
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iv. Pupil Premium Pledge

Budget: £10,000

Chosen action/ Approach	Evidence and rationale for this choice	Objective	Desired Outcome
Pupil Premium Pledge	We believe that financial resources should not be a barrier when it comes to children accessing the same opportunities as their peers. Our pupil premium pledge has been successful in the past in ensuring all children have access to essential items such as school uniform, equipment, books and are also able to have equal opportunities to participate in extracurricular activities.	To guarantee that every child has access to opportunities including clubs, trips, resources and extra-curricular activities.	An increase in children accessing these resources and opportunities. Tracked termly.