

# 3 Year Pupil Premium strategy plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan			
CURRENT PUPIL INFORMATION 2019-2020			
Total number of pupils:	226	Total pupil premium budget:	£40,540
Number of pupils eligible for pupil premium:	25+(7 nursery and LB)	Amount of pupil premium received per child:	£1,013.50

COHORT INFORMATION		
CHARACTERISTICS	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	12	48%
Girls	13	52%
SEN support	5	20%
EHC plan	3	9%
EAL	0	

## Assessment data

EYFS						
	Pupils eligible for PP 9 pupils	All pupils 73 pupils	National average	Data from previous 3 years -pp		
				2015- 16 14pp	2016 7 11 pp	2017-18 8 pp
Good level of development (GLD)	56%	82	72	57	50	63
Reading	67%	86	77	64	55	63
Writing	67%	85	74	57	45	63
Number	67%	89	80	64	63	63
Shape	67%	89	82	64	63	63

YEAR 1 PHONICS SCREENING CHECK					
All pupils	Pupils eligible for PP 9 PP	National average	Data from previous 3 years PP		
			2015-16	2016-17	2017-18
85	67	82	88	80	79

END OF KS1						
	Pupils eligible for PP  16 PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2015-16 11PP	2016-17 9 PP	2017-18 15 PP
% achieving expected standard or above in reading, writing and maths	38(0)	78	73	73	56(0)	67(20)
% making expected progress in reading	56(0)	85	75	73 (9GD)	78(11)	80(33)
% making expected progress in writing	50(0)	80	69	73(0)	78(0)	73(20)
% making expected progress in maths	69(6)	89	76	73(18)	67(11)	67(40)

## LONG-TERM PLAN (3 YEAR TIMESCALE):

- 1) **QUALITY FIRST TEACHING**  
 INORDER TO PROVIDE THE BEST TEACHING EXPERIENCES FOR PP PUPILS IT IS IMPORTANT TO UNDERSTAND HOW THEY LEARN, WHAT HELPS THEM, WHAT THEY FIND TRICKY, TO LOOK AT ATTAINMENT TO IDENTIFY GAPS , TO PLAN IN BUILDING BLOCKS FOR FILLING GAPS AND TO USE TRGETTED QUESTIONNING TO ENSURE THAT TEACHING IS APPROPRIATE AND CHALLENGING
- 2) **TARGETTED INTERVENTION GROUPS LED BY TEACHING STAFF**  
 PLAN AND DELIVER SMALL GROUP PERSONALISED INTERVENTIONS TO DIMINISH THE DIFFERENCE  
 PROVIDE PRE TEACHING OPPS – VOCABULARY ,CONSOLIDATION AND REMINDER SESSIONS  
 TO PROVIDE IMMEDIATE FOCUSSED INTERVENTIONS TO CLEAR UP MISCONCEPTIONS
- 3) **BROADENING EXPERIENCES**  
 LOOK AT CULTURAL CAPITAL – ASPIRATIONS, EXPERIENCES, OPPORTUNITIES FOR CLUBS, TYPES OF LITERATURE EXPOSED TO

## PRIORITY 1

Quality first teaching opportunities- led and monitored by Year Group lead

Objectives	Actions to be taken	By whom	when	Resources needed	Progress indicators	Success criteria
Develop a clear understanding of indiv children’s learning styles, strengths and needs	-build up a passport/one page profile Look at internal data –eg wordlists and identify gaps/next steps	Class teachers	First half term	Passport sheet	Individuals identified and planning level as well as evaluation Gaps identified and successful interventions for individuals recorded	Ongoing profile established which shows the struggles overcome and the successful methods used for individuals

2.planning/markig checklists show building blocks to progression	<ul style="list-style-type: none"> <li>- Differentiated planning</li> <li>- Children identified for questioning</li> <li>-</li> </ul>	Class teacher	Ongoing	planning sheets marking checklist	Annotated planning Marking sheets	Increased numbers reaching year group expectations Gaps narrowed
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## PRIORITY 2

Targetted and KIT interventions monitored by HT DHT at pupil progress meetings

From information taken from passports and ongoing obsrvations use of targeted and KIT interventions to diminish the difference

Objectives	Actions to be taken	By whom	when	Resources needed	Progress indicators	Success criteria
1.diminish the difference in attainment of basic skills	Identified across yr groups 45 mins high quality teachers catch up interventions	Class teachers (during extended assembly time)	Ongoing	Classroom equipment	Increased movement through the colour bands Increased attainment in assessments	Difference diminished between all pupils and PP pupils in attainment in Reading, writing and maths
2.to reduce the number of children requiring interventions to remain on track	Keeping In Track intervention sessions at time of misconception/absence to prevent need for later intervention	Class teachers/TA at end of session/unit	Ongoing	Classroom equipment	More children maintaining /on track	More children reaching end of year expectations when gathering data Less children requiring interventions
3..increase vocabulary and readiness to learn	Preteach sessions to prepare children for next stage	TAs	Ongoing		Children actively involved in sessions Use of expanded vocabulary shown in written work	Children's vocabulary increased in specific lessons and in comprehension Access for all in lessons where higher level vocabulary is necessary

## PRIORITY 3

Broaden children's experiences -DHT

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
Increase in children's physical and gross motor skills and cooperation	PP children encouraged to attend after school clubs	DHT	Club allocation 3 times a year	Places in clubs -funded by school	Registers	Increase in take up by PP children Self esteem raised Motor skills in the classroom removed
2.Extend types of literature children are exposed to	High quality literature used at story times/topic starters  Children encouraged to take certain books from reading areas Set up 100 best books scheme	Class teachers	ongoing	100 best KS1 booklist	Planning Class book choice	Children confidently talk about wider range of books Increased knowledge of authors and vocabulary Improved comprehension results
3.Raise aspirations of PP children	Provide positive role models Use of circle time to discuss future roles etc	Class teachers PSHE lead	By April	Look at new PSHE scheme	New PSHE scheme in place	New scheme in place Children's ability to discuss issues improved Happiness and well being increased