



Proposed Action Plan to support Pupil Premium children 2019-20

Total budget £ 36,800 Update march 2020

Interventions budget allocated from Pupil Premium fund	Brief summary of intervention/ action to include Year group and pupils involved	Specific outcomes How will this intervention / action improve achievement Success criteria	How will it be monitored and by whom How will success be evidenced?
<p>Teacher 0.6 to:</p> <ol style="list-style-type: none"> 1. work as extra Yr 2 teacher 3 ams to provide quality first teaching 2. Work 2pms to alongside Yr 1 disadvantaged autumn term onwards Yr R – summer term disadvantaged to support reading skills 3. -lead RISE team of LSAs and direct, train and monitor interventions for all disadvantaged children not on ARE track for reading BP@P scheme 4. -monitor and analyse impact of pp interventions – report to govs <p style="text-align: center;">£20,000</p>	<p>Yr 2 has 3 teachers every morning to ensure keep up and quality first teaching in smaller classes. All pupils Specific targeted disadvantaged individuals in Year 2 to attain ARE/ GD</p> <p>Yr 1 groups or individuals ‘keep up’ number/ challenge GD disadvantaged. Yr R from summer term as above</p> <p>Yr 1 8x children receiving BR@P over year Yr 2 x1disadvantaged children supported with BP@P</p> <p>Yr 1 and YR 2 phonics support</p>	<p>Reduced /no gap in attainment in reading between disadvantaged and peers by Year 2 end Increase in GD disadvantaged outcomes Aim for Yr 1 children to ‘catch up and embed learning and meet ARE</p> <p>by teaching strategies beyond phonics- reading for meaning by end of Yr 1 and end Yr 2</p>	<p>HT, Literacy leader, maths manager, Gofs pupil progress and individual tracking Gap between disadv and non, reduced end of year ARE Gap between disadv and non, reduced end of year GD March Data in all yr groups shows that there is a gap in attainment where non disadvantaged are attaining higher than Pupil premium, however, there is an overlap with 50% SEND and pp. in Yr 2 100% disadvantaged have received BR@P and this has allowed children to move from Pre key stage reading level to working towards which has shown huge progress. Weekly Interventions will continue. Disadvantaged attaining above last year’s nat av in reading Maths disadvantaged higher than last year so some positive trends emerging Jan BR@P moved to YR 1 for disadvantaged children to boost reading outcomes – already seeing progress 1 child already moving 6 levels since Jan.</p>
Nurture Group 2 LSAs	All year groups at least	Vulnerable children supported	SENCO monitoring

£8,000 4 x pms a week 15 hours	75% pp (estimated)	to build inter personal relationships and address behaviour need issues independently and able to engage in learning	Gov for SEN March Nurture currently provides daily 2 hour support for 6 disadvantaged children out of 8
LSA working x2 week ams Yr 2 X2 pms Yr 1 interventions for disadvantaged – phonics , early maths concepts, Greater depth links and connections £2, 600	All year groups as required- following pupil progress meetings	Support accelerated attainment in reading. Maths for vulnerable groups. Teach strategies beyond phonics- reading for meaning	Literacy leader, maths manager, Gove's pupil progress and individual tracking. March 100% pupil premium benefitting from keep up at least 3x weekly
2x LSAs 3pms a week BR@P	Disadvantaged Yr 2 / Yr 1/Yr R as needed Aim 12 children + to have had BR@P	All Yr 2 disadvantaged attain phonics retake All Yr 1 pass phonics screening Gap between disadvantaged and non, reduced in phonics attainment	March 2 out of 3 children progress made so expecting to pass phonics. Both left YR R ELG1
2x LSAs 5 pms a week – 'Grab and Go' reading / number boxes	Yr R immediate phonics intervention small groups disadvantaged children		March Children receiving daily interventions in small groups, regular phonics assessments with group teacher sled to support progress.