

Treales CE Primary School - PUPIL PREMIUM PLAN SIP 2019-22

Relevant columns should be RAG rated at the end of each term to indicate **what has been achieved**, **what has been started but not yet embedded** and **what has not yet been achieved**.

Key Priorities	<ul style="list-style-type: none">• To continue to ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school• To continue to ensure the outcomes for pupils in receipt of pupil premium is at least in line with those of peers in school across the curriculum• Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment including the GLD
Measures of success Required improvements:	<ul style="list-style-type: none">• Further accelerate rates of progress for those in receipt of pupil premium funding through targeted use of funding to meet individual needs.• Outcomes for pupils in receipt of pupil premium are improved to be in line with NA in reading, writing and maths.• Pupils with pastoral or SEN needs are identified swiftly on transition to school to ensure these needs are met to ensure progress is made from point of entry and GLD is not limited by unmet PSED needs.

% of PP children who achieved GDS 2019-20 (Teacher assessment)

Reading – 0% achieved GDS

Writing – 0% achieved GDS

GPS- 0% achieved GDS

Maths – 0% achieved GDS

In 2020-21, more able pupils are a focus as part of the School Improvement Plan.

Progress 2019-20 data for all pupils across school – Teacher Assessment

- Reading – 78% of children in receipt of pupil premium are making at least expected progress.
- Writing – 89 % of children in receipt of pupil premium are making at least expected progress.
- Mathematics – 100 % of children in receipt of pupil premium make at least expected progress.

Achievement towards Age Related Expectations

- Reading – 56% of children in receipt of pupil premium will achieve age related expectations
- Writing - 44% of children in receipt of pupil premium will achieve age related expectations
- Maths - 56% of children in receipt of pupil premium will achieve age related expectations

Progress remains strongest in writing and mathematics for pupil premium children.

2019- 2022 Pupil Premium Strategy

The Pupil Premium is funding in addition to the school's budget. Schools are free to decide how to allocate this funding to best support the raising of attainment for the most vulnerable pupils. In 2019/20 the school received £9,880.00 in Pupil Premium allocations.

Identified Barriers are:

Emotional well-being, social and behavioural needs that impact on learning

Unmet PSED needs on entry to EYFS

Pupils in receipt of Pupil Premium including adopted from care (AFC) who enter school with lower starting points and require individualised provision or intervention

Some pupils who qualify for Pupil Premium funding have specific SEND needs

Our strategy to remove these barriers is outlined in detail within the action plan and includes key provision for:

- Curriculum offer that supports the development of emotional well-being
- Targeted interventions that meet the pupils individual needs
- Increased teacher hours and teaching assistant hours for one to one and small group teaching

Objectives:	Actions / Tasks	Lead person	Other personnel	Intended Outcome and date objective will be completed	Person monitoring and how objective will be monitored	External support / monitoring including: <i>Adviser</i> <i>Consultant</i> <i>School to school support</i> CPD / INSET
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<p>Further accelerate rates of progress for those in receipt of pupil premium funding through targeted use of funding to meet individual needs.</p> <p>Outcomes for pupils in receipt of pupil premium are improved to be in line with peers in reading, writing and maths.</p> <p>Funding: Bespoke Interventions 1-1 teacher support 1-1 and group support with TA</p>	<p>Specific Interventions linked to individual pupils needs identified through pupil progress meetings (termly)</p> <ul style="list-style-type: none"> • Power of One • Maths Intervention groups with TAs • Writing Intervention groups with TAs • KS2 phonic phase 5 intervention • KS2 Handwriting • Fine Motor groups • Toe by Toe / -Reading programme • Talk Boost • NESSY <p>Autumn Term one to one support through teacher to be identified through pupil progress meetings</p> <p>Spring Term one to one support through teacher to be identified through pupil progress meetings</p>	<p>M</p> <p>S</p> <p>R</p> <p>P</p>	<p>HT</p>	<p>Attainment targets on YGE for pupil premium group</p>	<p>Standards Committee Monitor SIP termly</p>	
<p>Pupils with pastoral or SEN needs are identified swiftly on transition to school to ensure these needs are met to ensure progress is made from point of entry and GLD is not limited by unmet PSED needs.</p>	<p>Transition arrangement to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.</p> <ul style="list-style-type: none"> • Increase engagement and communication with all feeder nurseries • Increased TA interaction in induction periods <p>Set GLD targets for PP pupils. Put in place interventions early in the Autumn term.</p>	<p>HT</p> <p>PP lead</p>	<p>EYFS lead LM</p> <p>EYFS teachers</p> <p>PP lead</p>	<p>GLD targets are met for pupil premium pupils.</p>	<p>Standards Committee termly monitoring</p>	<p>Links to local nursery schools and Early Help.</p>

	<p>Monitor pupil premium pupils as part of termly pupil progress meeting and ensure targeted, responsive intervention is in place using TAs for targeted intervention for individual needs- PP lead to review targets and progress after Pupil Progress meetings.</p> <p>Increase staffing in KS2. Focus on 1-1 and small group intervention throughout year including targeting more able learners (link to SIP).</p> <p>One to one support in Autumn term for KS2 identified pupils .</p>	HT	All staff CT	Any pupil premium child not on track to reach target has appropriate intervention in place as part of termly intervention plan	KS leads monitor intervention termly HT as part of PP meet termly	
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