

2023 TO 2024		Pupil Premium Provision			Debbie Bennett				
Action (including CPD)	Staff/Gov involved	Staff resp	Communication plan <i>Who are you going to tell and how?</i>	Potential risks	Risk mitigation	Timescale	Resources/costs	Success Criteria	Complete Date
To keep an updated list of Pupil Premium and Pupil Premium Plus Children	DB/Class teachers/ Office staff – CC/SD/JA	DB/CC	DB to communicate termly with office staff and ask for any updates to the pupil premium list. DB to then email new names directly to class teachers and to keep an updated list of pupil premium names on TEAMS in the pupil premium folder	Children are not identified as being pupil premium and missing additional support. Teachers unaware of pupil premium in their class.	DB to communicate termly with office staff and ask for any updates to the pupil premium list. DB to then email new names directly to class teachers and to keep an updated list of pupil premium names on TEAMS in the pupil premium folder DB to use Arbor each half term to check for new pp names	Termly updates put in the Pupil Premium Folder on Teams	DB time	All class teachers and the support staff in their class are aware of all the PP children in their class. Key Stage leads are aware of all the PP children in their Key Stage	Ongoing – check at the end of each term
To carry out pupil voice to learn about PP Children thoughts and feelings about school and learning to understand from each pp child's perspective what school can do to support their learning so they achieve best possible progress. To identify non-academic barriers to learning	DB/class teachers/	DB	DB to ask each PP child about their thoughts and feelings about school and what school can do to support their learning.	Children feeling embarrassed / worried/ not wanting to share their most critical thoughts. Children unclear how they best learn or what resources support them	DB being empathetic, letting children talk, without asking leading questions. DB giving children time to think and providing occasional prompts if required.	Summary of each PP child's thought given to each class teacher by the end of week 2	DB time	All the class teachers have a good insight into the pp children's thoughts and feelings about school and learning. The teachers have a good understanding of how pp children believe they best. Class teachers know what resources and strategies they can put in place to support pp learning in the classroom to achieve best possible outcomes. Class teachers could potentially become aware of non-academic barriers to learning such as hunger or low self esteem	End of week two of autumn term

To provide class teachers with key target gaps as identified by Target Tracker, in Maths and English for all PP children at the start of the academic year	DB/ class teachers	DB	DB to use target tracker to find key target gaps (in key maths and English targets), copy and paste into an individual document for each pp child. The documents will be emailed to the new class teacher on INSET day at the start of the new academic year	Teachers not teaching children from the point of need.	DB to use target tracker to find gaps (in key maths and English targets), copy and paste into an individual document for each pp child. The documents will be emailed to the new class teacher on INSET day at the start of the new academic year	September INSET day and last week of summer term 24	DB time	All class teachers are aware of gaps in PP children in key target areas in maths and English at the start of September. They have easy access to the targets and can refer to them when planning.	<i>INSET September 2023</i>
Monitor PP attainment and step progress scores at key pupil progress points	DB/Class teachers/SLT	DB	DB to complete an assessment analysis of PP pupil's step progress at the end of each half term. DB to clearly highlight the progress of each pp pupil and plan appropriate interventions for those pupils not making enough step progress. Analysis emailed to class teachers and SLT	Teachers not updating data in time	Staff to be reminded about TT updates by SLT/KS leads.	At the end of each half term in preparation for the first week of each new half term	DB/ Teacher time	The school has an overview of the attainment and step progress of PP children across year groups. All teachers and governors are aware of the attainment and progress that PP children are making. School has in depth analysis of the progress and attainment pp children have made at the end of the academic year and can look for trends while still considering how each individual pp child can secure best possible progress. Targeted support for pp children can be better directed by looking at progress and attainment each half term.	At the end of each half term.

Monitor PP attainment in progress checks	DB/Class teachers/SLT	DB	DB to complete a list of pp children's formative assessment scores in reading, grammar and maths using Arbor. DB to highlight the formative assessment scores alongside summative assessment scores to ensure they looked matched.	Teachers not updating data in time/ children absent during tests	Staff to be reminded about Arbor updates for progress checks by SLT/KS leads.	At the end of each term	DB time	The school has an overview of the attainment and step progress of PP children across year groups and how it links with their progress check scores School has in depth analysis of the progress check scores compared to the attainment and step progress of each pp pupil. Across the academic year, the school can look for trends while still considering how each individual pp child can secure best possible progress. By having a clear understanding of how pp children perform in progress checks can help support the decisions made about targeted support.	At the end of each term
Teachers are aware of non-academic barriers to learning	DB/VT/CS/MW/ Class teachers	DB	DB will create pupil profile for each pp child to identifying strengths and barriers to learning. Class teachers will have access to these. Class teachers to use quality first class teaching to help raise aspirations and adopt a range of strategies to support non-academic barriers. This could include sensitive discussion with parents/carers, providing fruit snacks at playtime if hungry, giving jobs and class responsibilities to develop self-esteem etc	Not all potential non-academic barriers are seen	DB to communicate with class teachers/CS to highlight any potential barriers. Class teachers to be aware of potential barriers such as hunger, tiredness, emotional needs so they are better prepared to identify them	Reviewed during tutoring time with DB	DB time	Class teachers are better able to identify and respond to non-academic barriers. PP pupils have high aspirations and through quality first teacher make two steps progress each term	On going
To use quality first teaching to ensure best possible outcome for all our pp pupils	DB/class teachers/MM	DB/class teachers	DB to support class teachers using assessments to identify and address gaps, misconceptions in PP	PP children being inaccurately assessed and not being taught	Regular half-termly updates on Target tracker/Arbor Class	Ongoing /planning meetings	DB/class teacher time.	Teachers are using quality first teaching to maximize outcomes for each pp child by identifying and addressing gaps,	On going

			children and to identify those PP children not making enough progress. Children to be identified on planning, including those who should be encouraged to complete extension tasks such as maths mastery.	at their point of need.	teachers are more focused on using assessments to inform planning.			misconceptions in PP children and being aspirational for each pp child.	
To provide a range of interventions in numeracy, reading and writing to accelerate progress of pp children	DB/VT/ES/ TA's	DB/TA's	DB to work with VT (SENCO) and class teachers to identify the best possible interventions/support for each pp child.	DB/class teachers/SENCO not aware of all the different interventions being given	Track all interventions on provision mapping to provide an overview of all interventions and their impact	Interventions tracked	VT/ES	Individual or small group Interventions provided enable pp children to make accelerated progress. Interventions to include reading partnership/numeracy, phonics and literacy support.	Ongoing
To provide academic tutoring in maths and English	DB/class teachers	DB	DB to use TT, data and class teacher discussion to identify key targets to be taught for selected pp children. DB to plan and record all work covered so there is a clear record of the work taught and the progress made. The completed work is emailed to the class teacher and clearly highlights the targets taught. DB writes brief formative assessment notes to support teachers with assessments and quality first teaching. The class teacher uses the work to inform assessments on Target Tracker/Arbor	Class teachers not using the information to update TT	Regular reminders to teachers to update TT	Half termly	DB time	Tutoring enables pp pupils to make accelerated progress as there is a sharp focus on specific targets and needs	Ongoing .
DB to track targets/work covered in tutor sessions to have an overview of all interventions for pp children	DB/ class teachers	DB	DB to effectively communicate with SLT/class teachers/governors the provision	Not all provisions for pp children are recorded.	DB to have a specific time slot each week to update	DB weekly updates	DB time	DB/SLT/governors/class teachers have a clear understanding of each pp child intervention and the impact this has had on progress	Ongoing

			provided for each pp pupil					DB/class teachers can adapt support, teaching strategies and interventions in response to data to give each individual pp child to ensure they are making best possible progress	
To carry out book scrutiny of maths and English books for pp children	DB/MP/HD/class teachers	DB	DB to create a timetable for pp book looks across the academic year. Feedback to be shared back to the class teachers/SLT/MP/HD	Not all pp books will be reviewed each term	DB to keep a list of books looked at. Through the year, a good selection of pp books will be viewed	Termly – during progress check weeks	DB time	DB/SLT/MP/HD have an overview of the maths and English work completed independently by pp children.	Each term.
To identify emotional needs and provide emotional and nurturing support to pp children as required	DB/CS/VT/MW/ES class teachers	CS	There are various ways class teachers might become aware of the need for emotional support for pp children. These could include observations, discussion with students and/or parents/My Concern. As children are identified for support CS/ES will provide nurturing/emotional support appropriate to each pp child's needs.	Not all children are identified	Providing plenty of safe spaces in school for children to talk. These including a my worries box, regular class discussions in PHSE lessons and regular reminders that children can talk about their worries to a member of staff of their choice	Ongoing	CS/ES time	Our pupils emotional needs are well cared for. We develop resilient pupils who feel able to share their worries and concerns.	On going

To help support the emotional development and resilience of pp children by creating opportunities for praise and responsibility to support self-esteem and aspiration	DB/TA's/Class teachers	DB	DB to invite class teachers/TA's to send pp children for appropriate praise when they have achieved well. DB to create and give certificates when they have achieved well in her sessions.	Not all children are praised	DB to keep a list of all children praised, so all have the opportunity to be praised through the academic year	Ongoing through the academic year	DB time	All pp children have had the opportunity for personal growth moments during the course of the academic year	On going
To have a drop in reading club for KS2 children	DB/class teachers/MM	DB/MM	PP children will be invited to join the club and decide what they would like it to be like. DB will put messages on TEAMS so class teachers can remind the pp children to attend the club.	Teachers forget to remind the children/ the children forget to come	DB remind children in the hall at lunch time/ drop in reading club times put on the library door	Weekly	DB time	PP children have a love of reading and books. They talk positively about reading and reading club. They are eager to attend. They read books independently and make good progress with their individual reading at school	Thursday lunch times
To improve writing outcomes by introducing talk for younger children	HD/KS1 class teachers	HD/SLT	HD and KS1 teachers to gradually be trained in Talk for Writing approach to writing and ideas from the training will be fed in planning and teaching across the academic year.	Not all staff understand or are aware of the principles that underpin Talk for Writing.	HD will support planning	On going	Teacher time/ cost of training	KS1 children become more confident and ambitious writers because they have a structure to underpin their writing.	End of summer term 23
To improve writing outcomes by encouraging the use of more ambitious vocabulary in KS2	DB/class teachers	DB	DB to provide pp children with a list of 5 ambitious words, which they try to include within their writing back in the classroom. At tutoring sessions DB and pp pupil to review use of words in independent writing. DB to create a list of words given out	Children lose words	DB to create a list of words given out and email teachers	Ongoing	DB time	PP have an improved love of words and they use vocabulary that is more ambitious in their independent writing and speech	Ongoing – but approx. every 6 weeks review the use of words.

PP children to have equal access to school trips, instrumental lessons and all other extra-curricular opportunities.	DB/office staff/JF	DB/office staff/CS	All teachers are aware of pp children and they are encouraged to participate in teacher clubs, instrumental tuition and school trips.	PP parents unaware they could get financial support.	Phone calls home to encourage pupils participation	On going	DB/CS/office staff time	PP attend school trips, and KS2 pupils participate in at least one extra curricular teacher run club. PP pupils are encouraged to play an instrument	On going
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