

2022 TO 2023		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	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	<i>Ongoing but updates provided at the start of each term. The school moving over to Arbor from Sept 23 should make this a more fluid process as it should updates independently</i>
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	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.	Report written and given to teachers by the end of Autumn Term One	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	<i>October 22 – Each class teacher was given a summary of their pp children's responses and able to action them</i>
To provide class teachers with key target gaps as identified by Target Tracker, in Maths and	DB/ class teachers	DB	DB to use target tracker to find gaps (in key maths and English targets),	Teachers not teaching children from the point of need.	DB to use target tracker to find gaps (in key maths	September INSET day and last week of	DB time	All class teachers are aware of gaps in PP children in key target areas in maths and	<i>INSET September 2022 and September 2023 –</i>

English for all PP children at the start of the academic year			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		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	summer term 22		English at the start of September. They have easy access to the targets and can refer to them when planning.	<i>class teachers were given a list of key target gaps in maths and writing as assessed on Target Tracker for each pp pupil.</i>
Monitor PP attainment and step progress scores at key pupil progress points	DB/EF/Class teachers	DB	DB to use key assessment dates as provided by EF to then update attainment and progress charts for PP children	Teachers not updating data in time	Staff to be reminded about TT updates by SLT/KS leads. Assessment coordinator (EF) sets clear dates for completion of half-termly updates.	See assessment policy for assessment update times 22-23	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.	<i>Half-termly updates on the step progress of pp children to SLT/class teacher provided by DB. At the end of the academic year, analysis provided on the step progress of each pp child across the academic year. Information passed on to the new class teacher in September 23.</i>

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 termly	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	<i>Teachers have a summary of non-academic barriers for learning for each pp pupil.</i>
To use quality first teaching to ensure best possible outcome for all our pp pupils	DB/class teachers	DB/class teachers	DB to support class teachers using formative assessment (In the moment use of Target Tracker) to identify and address gaps, misconceptions in PP 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.	PP children being inaccurately assessed and not being taught at their point of need.	Regular half-termly updates on Target tracker. Class teachers are more focused on using assessments to inform planning.	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, misconceptions in PP children and being aspirational for each pp child.	<i>Ongoing – DB worked alongside class teachers/SLT to best maximize outcomes for each pp child. Examples include attending meetings to support a parent with attendance. Creating a document with year 3 teachers to consider how to maximize progress for each pp child writing by considering potential barriers and how they could be addressed. Working alongside a pupil to create stories of his choice so he considered himself an author and therefore created</i>

									aspirations and self-belief
To provide a range of interventions in numeracy, reading and writing to accelerate progress of pp children	DB/VT/ 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 weekly	DB time	Individual or small group Interventions provided enable pp children to make accelerated progress. Interventions to include reading partnership/numeracy, phonics and literacy support.	<i>Ongoing – pp children highlighted for interventions through analysis of pp data, discussions with class teachers/TA's</i>
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 then 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	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	<i>Use of Target Tracker/ formative assessments/class work and discussions/emails with class teacher to plan or support pp children with specific targets in numeracy and literacy. DB shares work achieved and assessment notes at the end of each weeks tutoring.</i>
DB to track targets/work covered in tutor sessions and other interventions through provision mapping to have an overview of all interventions for pp children	DB/VT/ class teachers/governors	DB/VT to support	DB to effectively communicate with SLT/class teachers/governors the provision provided for each pp pupil and their impact	Not all provisions for pp children are recorded.	DB to have a specific time slot each week to update provision mapping	DB weekly updates	DB time	The DB/SLT/governors/class teachers have a clear understanding of each intervention of each pp child and the impact this has had on each pp child's progress 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	<i>Ongoing through academic year – DB kept a brief overview of all the work covered in her sessions.</i>

To carry out book scrutiny of maths and English books	DB/class teachers	DB/DJ (literacy coordinator) and MP (numeracy coordinator)	Plan in scrutiny of pp English and maths books with English and maths book look at staff meetings. DB to liaise with MP and DJ.	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	DB time	DB/SLT/MP/ DJ have an overview of the maths and English work completed independently by pp children.	<i>PP books were looked at alongside other pupils from the school. DB joined in book scrutiny staff meeting rather than specifically focus on just pp children to ensure consistency</i>
To identify emotional needs and provide emotional and nurturing support to pp children as required	DB/CS/VT/MW 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.	<i>On going CS/ES have mentored various pp children as required though the academic year.</i>
To have a reading club for KS2 children	DB/class teachers	DB	Reading club will be included within the teacher clubs timetable. PP children will be invited to join the club. 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	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	<i>Ongoing through academic year – children enjoyed attending the reading club at lunch times</i>

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	<i>On going – pp children have been supported on a variety of school trips and residentials. They have been given the opportunity to create many memory making moments.</i>
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