

Pupil Premium Action Plan 2019-2020

PRIORITY FOR DEVELOPMENT	ACTION	COST	SUCCESS CRITERIA	Impact Measures
<p>To improve attainment and progress for pupil premium children in areas specific to individuals – reading, writing and maths.</p>	<ul style="list-style-type: none"> - Complete initial data analysis and monitor termly. - Continue to subscribe to 'Bug Club' to improve levels of pupil/parent engagement and raise attainment through interactive literacy activities. - Continue subscription to x tables Rock Stars to support improvement of basic maths skills - Ensure that all pupil premium pupils are part of the sample selected for pupil progress meetings and recorded on discrete section of proforma. - Allocation of a TA for each class to support and challenge children of all ability groups and individuals identified. 	<p>33 hours/day for 39 weeks £11853</p> <p>X tables Rock Stars £150</p>	<ul style="list-style-type: none"> - Increased levels of attainment/progress - All pupil premium children will make good or better progress - Observations completed and best practice fed back to staff. - Subject lead will have observed good practice in partnership schools and shared with staff. - All children will have a Grammar and Spelling Bug login that they can access from home and school. - TAs will be deployed to challenge and support and this will be evident in teacher's planning and observations. TAs will have a raised awareness of who the pupil premium children are in their classes and how to support them. 	<ul style="list-style-type: none"> - Increased levels of attainment difficult to see due to lockdown and the impact this has had. Continues to be a focus on the new action plan in order to use the recovery curriculum to ensure that children are back on track inline with their targets. - Although not on the action plan, Education City proved a valuable tool for children being able to access home learning. - TAs were deployed up until March based on need, and all staff know who pupil premium children are in each class. - Places were offered throughout lockdown for PP chn to attend the 'key worker' bubble.
<p>Offer wider experiences through residential and educational visits subsidised by school, sport festivals, clubs and other extra-curricular activities.</p>	<ul style="list-style-type: none"> - Educational visits linked to the curriculum will be free for all pupil premium children – ensure office staff are aware - Residential will be 50% funded by school - Collect registers for clubs to check attendance at clubs and festivals - Involvement from Forest Schools to run a PP project in our wild area. 	<p>Allocated spend £1200</p>	<ul style="list-style-type: none"> - All disadvantaged pupils access at least one extra-curricular activity - Children from disadvantaged families will have the opportunity to attend all visits - Residential will be attended by all pupil premium children. - All PP children will access visits from Forest School staff 	<p>Due to lockdown, the only trips that went ahead were from September - March. All pupil premium children were subsidised for these trips.</p> <p>20.9.19 Outdoor activity day at Ulley 9.10.19 Lotherton Hall WW2 trip 10.10.19 Meet the creature 11.12.19 Chatsworth Christmas visit. 17.12.19 Magna Christmas concert 7.1.20 Young Voices</p>

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				22.1.20 Creswell Craggs Y3/4 Craft and Adventure - February 2020 Cannon Hall Farm. <u>Clubs attended by PP children</u> Fencing Club Craft and Adventure Club
Wider outcomes – provide music lessons for families unable to fund this themselves	<ul style="list-style-type: none"> - Continue drumming teacher and Rock Steady sessions - Hold discussions with class teachers around children that this would benefit – opportunity, confidence, behaviour incentive etc. - Children will be given the opportunity to access drumming or Rock Steady lessons for a short session once per week in either a small group or 1:1 - Get feedback from class teachers, drumming teacher and children. 	8 places £45 x 39 £2808	<ul style="list-style-type: none"> - 5 children will access lessons and show development in playing an instrument/reading music (feedback from drumming teacher) - All 5 children will access the sessions for a minimum of 10 – 23 weeks. - Feedback from teachers will show that children have improved levels of engagement/enjoyment - Children identified specifically for behaviour will show improved levels of behaviour rated on a scale of 1 – 10 	<ul style="list-style-type: none"> - 6 children attended drumming lessons. - Reports from drumming teacher showed progress for all. - Continued on new action plan in order to see impact of this reward during lessons.
Introduce a nurture group for UKS2 children to deal with anxiety and self-esteem issues.	<ul style="list-style-type: none"> - Work with ZB to implement group - Set up planning and assessment system - Organise visit to Monkwood provision - Create nurture environment in avaialek space (quiet room) - Consider ELSA training for ZB. - Baseline children on PIVATs - Assess children half termly to monitor progress on PIVATs 	Cost of ZB for 3 x afternoons/week	<ul style="list-style-type: none"> - Use PIVATs to baseline children accessing groups on PSHE objective. - Complete end of year PIVATs assessment to show progress – all children will have improved by at least 3 steps. 	Initial baseline assessments were conducted. However, due to the circumstances, there is no exit data. We recognise that lockdown has had even more negative impact on children’s mental health, and therefore these sessions will continue and we endeavour to offer more places at this provision.

<p>Breakfast Club spaces to ensure a healthy start to the day. 6 places for 39 weeks.</p>	<ul style="list-style-type: none"> - Places to be offered to existing PP chn in September (who successfully accessed this last year) - Review attendance and punctuality of all pupil premium children half-termly - Offer a place at breakfast club 3 mornings per week for any child with attendance below 95% or frequent late incidents. 	<p>4 places x 39 weeks £1404 Approx. a further 4 places 31 weeks from Oct half term £1116</p>	<ul style="list-style-type: none"> - All disadvantaged pupils attending breakfast club will have attendance above 96% and no late incidents. - Children will have a healthy start to the day with breakfast before lessons begin 	<p>Again, this was stopped in March. Out of the 9 who were invited to Breakfast Club, 8 attended. Excluding the 2 chn who went out of school for a 2 week holiday, the average attendance was 97%.</p>
<p>Y6 boosters classes to improve attainment and ensure at least expected progress</p>	<ul style="list-style-type: none"> - Use books and test results to identify gaps for individuals and groups with Y6 teacher - Identify prior attainment groups of Y6 children to identify progress expectations - Set additional provision and plan for booster groups based on the above - Hold discussions around particular pupil premium children within this cohort 	<p>3 x afternoons/ week for 26 weeks Teacher – 6 hours per week £25 x 156 = £3900</p>	<ul style="list-style-type: none"> - All disadvantaged pupils make good or better progress - Based on prior attainment group, pupil premium children achieve given targets. - Ensure that disadvantaged pupils at expected standard matches/ is better than national standard 	<p>Booster classes began, but impact not seen due to lockdown. Y6 SATs did not go ahead and therefore no direct measure from the prior key stage. This continues to be a priority for this year's Y6 cohort to counteract the impact that lockdown has had.</p>
<p>Speech and language intervention – traded service – to support disadvantaged pupils</p>	<ul style="list-style-type: none"> - SENCo and SALT to identify children who would benefit from additional support - Screen the identified children from FS2 and Y1 - Following screening, implement programmes set by SALT - SALT to review 8 children currently know to the service - Update records with children to be discharged/have new targets set based on the above 	<p>Therapist £1200</p>	<ul style="list-style-type: none"> - Clear progress should be seen against targets set by SALT using entry and exit data on provision map for children already known to S and L - Progress will be seen against screening data for new referrals. 	<p>S & L programmes couldn't be delivered in school from March. These focused actions/targets will transfer into this year's Action Plan.</p> <p>SALT team communicated with families directly over lockdown.</p> <p>Specific S&L programmes are already in place for individuals and intervention timetables are in place across all key stages.</p>

SO & LR September 2019

<p>Wave 3 interventions – Reading Rescue – to improve basic literacy skills.</p>	<ul style="list-style-type: none"> - Work with support staff and class teachers to identify children - Gather entry data using Reading Rescue tools - Support from LSS regarding assessments and selection of children - Timetable sessions 	<p>Reading Rescue delivery 21 hours (VS and JW) Band D per hour x 21 x 39 weeks</p>	<ul style="list-style-type: none"> - Exit data will show progress when compared to entry data - Class teachers will see improvement in lessons with application of learning in 1:1 sessions - Books will demonstrate progress in work scrutiny 	<p>Entry data collected. We were unable to conduct exit assessments. All chn who started on Reading Rescue have resumed in September 2020.</p>
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Total spend = £27,728

Actual allocation = £23,768

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