

# Coalway Community Infant School Pupil Premium Strategy 2019-20

## Part 1: Pupil Premium Strategy 2019-20: Summary Information, Barriers & Desired Outcomes

1. Summary information					
<b>School</b>	Coalway Community Infant School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£34,445	<b>Date of most recent PP Review</b>	January 2020
<b>Total number of pupils</b>	161	<b>Number of pupils eligible for PP</b>	funding calculated on 25 PP pupils January 2019	<b>Date for next internal review of this strategy</b>	March 2020

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average) 2018 figures</i>
<b>% achieving at least the expected standard in reading at the end of KS1 June 2019</b>	93%	79%
<b>% achieving at least the expected standard in writing at the end of KS1 June 2019</b>	93%	74%
<b>% achieving at least the expected standard in maths at the end of KS1 June 2019</b>	84%	80%
<b>% achieving the expected standard in Phonics Screening Test at the end of Y1 June 2019</b>	64%	85%

3. Barriers to future attainment for pupils eligible for PP (identified at start of year)	
In-school barriers ( <i>issues to be addressed in school</i> )	
<b>A.</b>	The percentage of PP pupils achieving at least the expected Phonics standard at the end of Year 1 needs to improve. Pupils enter school with below age related expectation (ARE) Communication, Language and Literacy Skills and need additional support and intervention over time to develop their phonic and decoding skills in order to attain ARE by the end of Year 1 and 2.

<b>B.</b>	A significant proportion of our PP children entered school with levels of development which are below age related expectations. Areas of difficulty included Listening & Attention, Speaking, Understanding, Reading, Writing (including Gross and Fine motor skills), Mathematics, Personal, Social and Emotional Development (including Managing feelings and behaviour and Self-confidence).	
<b>C.</b>	Pupils need additional support and intervention to attain age related expectations (ARE) and accelerate rates of progress in English and Maths.	
<b>D.</b>	Some pupils present with other vulnerabilities and social, emotional and mental health (SEMH) needs and require additional emotional/social support.	
<b>E.</b>	PP children who present with additional special educational needs (SEN) require specific targeted support and intervention. There are high levels of SEND among pupils eligible for PP in some year groups (and 41% of the overall PP group).	
<b>External barriers</b> ( <i>issues which also require action outside school</i> )		
<b>F.</b>	A significant proportion of PP pupils do not consistently practice key learning skills outside of school (Reading and home learning).	
<b>G.</b>	A significant number of PP families face challenges at home or within their family situation. Support from school staff helps with particular issues and the general pressures/stresses of family life. A number of children have experienced traumatic events in their early life.	
<b>H.</b>	Many children have limited social experiences/opportunities outside of school or their family unit.	
<b>4. Desired outcomes identified at start of year</b> ( <i>matched to barriers to be addressed listed above</i> )		<b>Success criteria</b>
<b>A.</b>	Pupils receive additional support and intervention to develop their phonic and decoding skills and confidently demonstrate understanding and application of these skills. An improvement is evident in the percentage of PP pupils who achieve at least the expected Phonics standard by the end of Year 1 and Year 2. An improvement is evident in Phonics assessments and progress checks throughout the year.	Year group tracking data demonstrates improved skills at key points; PP pupils are identified and monitored half termly using phonics assessments. Pupils make good rates of progress. PP Pupils increasingly meet age related expectations in all year groups. An increased percentage of pupils attain the Y1/ Y2 Phonics test standard.

<b>B.</b>	PP children who enter school with levels of development which are below age related expectations need to 'catch up' and make accelerated progress in their acquisition of these skills during their Reception year and continue to maintain this throughout KS1 in order to achieve ARE by the end of KS1 ( <i>particularly Listening &amp; Attention, Speaking, Understanding, Reading, Writing (Gross and Fine motor skills), Mathematics, PSED (including Managing feelings and behaviour and Self-confidence).</i> )	Year group tracking data demonstrates improved skills at key points; PP pupils make good rates of progress. PP Pupils increasingly meeting age related expectations in CLL, PSED, Reading, Writing, PD, Maths at EYFS, Y1 & end of KS1.
<b>C.</b>	Pupils receive appropriate and additional support and interventions to enable them to make accelerated progress in English and Maths and attain ARE by the end of KS1 (taking into account pupils with SEND needs).	To secure greater levels of progress for each PP pupil in English & Maths; tracking data shows PP pupils make good progress. Pupils meet ARE in Reading, Writing & Maths by the end of KS1. Pupils attain the Y1 /2 Phonics test standard.
<b>D.</b>	Pupils who present with social, emotional and mental health needs or vulnerabilities or who require additional emotional/social support will receive this. Intervention will secure accelerated progress.  Individual pupils will receive SEMH interventions matched to their needs. Every PP pupil will have a designated 'Key Person' to monitor & support their emotional/social development, share/discuss vulnerabilities/concerns/achievements and offer or provide a daily on-going support/nurture opportunity.	All PP pupils have a 'Key Adult' whom they talk to daily. Pupils will receive targeted SEMH support/intervention as appropriate. Accelerated personal, social and emotional development will be evident. Tracking reflects good progress. Improved well-being & confidence impacts positively on academic achievement; progress accelerated.
<b>E.</b>	PP children who present with additional special educational needs (SEN) will receive specific targeted support and a range of interventions matched to their needs. Intervention will secure accelerated progress.	SEN PP pupils will receive appropriate targeted support & intervention matched to areas of need. Tracking demonstrates progress within specific areas of need; progress accelerated. Improved confidence, PSED and academic achievement are evidenced.

<b>F.</b>	A greater proportion of PP pupils will consistently practice key learning skills outside of school (Reading and home learning).	Improvement will be evident in regularity of home learning; reading, homework, basic skills practice. PP pupils make accelerated progress in key areas of learning. More PP pupils achieve ARE.
<b>G.</b>	PP pupils and families who face challenges at home will receive effective support, to reduce/overcome barriers to learning.  Pupils who have experienced traumatic events in their early life will receive additional emotional/social support/nurturing as necessary (see also D above).	Pupils and families will receive appropriate targeted support & intervention matched to areas of need.  Tracking & Chronologies will demonstrate the impact of individual and family support; progress demonstrated within specific areas of need.  Pupils and parents are supported. Family life improved. Barriers to learning/engagement reduced/overcome.
<b>H.</b>	Children with limited social experiences/opportunities outside of school or their family unit will be provided with this in school. Pupils' social interaction skills will be developed and promoted through daily classroom work, inclusion in social skills interventions (Zippy's Friends, PALS and Lego Build Club), inclusion in a lunchtime Club, and access to a range of experiences within school that they may not otherwise encounter within their family lives outside of school (the 'Coalway Experiences').	Pupils take part in a rich breadth of planned activities each year - 'the Coalway experiences'. Selected pupils will receive social interventions targeted to their needs; pupils' social skills improved. PP pupils' 'take up' of lunchtime Club is high. Annual review & Pupil voice reviews demonstrate the positive impact of improved experiences & opportunities and enhanced pupil well-being.

## Part 2: Planned Pupil Premium Initiatives Academic Year 2019-20

### **LEARNING INITIATIVES; improving English & Maths attainment as priorities** (Addressing In-school Barriers & Desired Outcomes A, B, C & E detailed in Sections 3 & 4 in Part 1):

- Pupils receive additional support and intervention to develop their phonic and decoding skills and confidently demonstrate understanding and application of these skills. An improvement is evident in the percentage of PP pupils who achieve at least the expected Phonics standard by the end of Year 1 and Year 2. An improvement is evident in Phonics assessments and progress checks throughout the year.
- PP children who enter school with levels of development which are below age related expectations need to 'catch up' and make accelerated progress in their acquisition of these skills during their Reception year and continue to maintain this throughout KS1 in order to achieve ARE by the end of KS1 (*particularly Listening & Attention, Speaking, Understanding, Reading, Writing (Gross and Fine motor skills), Mathematics, PSED (including Managing feelings and behaviour and Self-confidence)*).
- Pupils receive appropriate and additional support and interventions to enable them to make accelerated progress in English and Maths and attain ARE by the end of KS1 (taking into account pupils with SEND needs).
- PP children who present with additional special educational needs (SEN) will receive specific targeted support and a range of interventions matched to their needs. Intervention will secure accelerated progress.

Chosen action/approach	Success Criteria	Rationale for Choice	Monitoring & Evaluation	Staff lead & Review date	Cost
Further development of all teachers' Phonics teaching. (Focus within YR and Y1)	Teachers are delivering daily focused phonics teaching following agreed SSP Programme.  Teachers receive CPD to further their Phonics knowledge and skills.  Teachers work with Phonics Lead and Literacy DfE Specialist to continually assess, plan, monitor and review the	Improving teachers' knowledge and skills will maximise impact on pupil outcomes.  Regular, quality initial teaching accelerates pupil progress.  Proven success of SSP approach.	Regular monitoring of progress with Phonics Lead and DfE Literacy specialist via pupil progress, assessment & teaching reviews - termly.  Phonics tracking/assessment meetings with SCB once per half term. Assessment analysis: baseline and T2,4,6.	Senior Leadership Team, Phonics Lead and DfE Literacy specialist.  Reviews each term.	Non-contact and CPD costs met by DfE Hub.  Resources: Match funding available for phonics decodable reading books up to a maximum of

	<p>quality of phonics teaching and pupils' acquisition of skills.</p> <p>Appropriate interventions and carefully matched resources are used within teaching approaches.</p> <p>Teachers ensure sufficient time is given to teach phonics, reading and writing following the SSP programme.</p> <p>Teachers use termly phonics assessments and tracker to inform planning and monitor progress.</p>	<p>Regular tracking enables early identification of difficulties and early intervention/provision of support.</p> <p>Using a progressive teaching programme with clear end points clarifies expectations, delivery and pupil outcomes.</p> <p>The EEF toolkit suggests Phonics can impact in +4 months progress.</p>	<p>Phonics assessment completed T2,4,6.</p> <p>Coaching sessions each term with Phonics Lead and DfE Literacy specialist.</p> <p>Learning walks/Observations each half term - SCB and English Hub Lead. Feedback following observations.</p>		<p>£2,500 (match funding to be met from main budget).</p>
<p><u>Year 1/2</u> Precision teaching: Teacher &amp; TA intervention for targeted pupils within Year 1 &amp; 2</p> <p>Precision teaching used to target specific gaps in learning within English and Maths. SSP Phonics a priority.</p> <p>1:1 or 1:2 Interventions provided by Teacher/TA and focused on under-achieving pupils of all abilities in English &amp; Maths</p>	<p>To secure greater levels of progress in English &amp; Maths.</p> <p>To close the gap between PP and non-PP pupils.</p> <p>Target pupils to make better than expected rate of progress.</p> <p>Y1 pupils to meet national expected level in Phonics.</p> <p>Y2 pupils to meet ARE in Reading, Writing &amp; Maths.</p>	<p>Proven success of this approach – accelerated progress evident.</p> <p>Early identification of difficulties and early intervention/provision of strategies for support. Specific gaps in learning targeted.</p> <p>School priority focus on acquisition of English, phonics &amp; Maths skills.</p> <p>The following effective elements, as suggested by the EEF toolkit, are</p>	<p>Regular monitoring by SLT via pupil progress, assessment &amp; teaching reviews bi-termly</p> <p>Evaluations with SLT, SENCO, core subject leaders, class teachers, TAs, parents, pupils</p>	<p>Senior Leadership Team (Pupil Premium Champions) &amp; SENCO: FH, SCB, CR</p> <p>Review Terms 2,4,6</p>	<p>Additional TA provision per class of 3 hrs/wk to ensure T &amp; TA have dedicated focused time for precision teaching</p>

	Y1 intervention will focus on Reading, Writing & Number skills & support for pupils below GLD 2018-19	incorporated into this approach: Feedback (+8 months) Mastery Learning (+5 months) Meta-cognition (+7 months) One-to-one tuition (+5 months) Phonics (+4 months) Small group tuition (+4 months) Individualised instruction (+3 months) Teaching assistants (+1 month)			
<p><u>EYFS Precision teaching:</u> 1:1, 1:2 or 1:3 targeted TA intervention to establish early skills and attitudes for learning (characteristics of learning) and to target specific gaps in Listening &amp; attention, Speaking, Understanding (CLL), Reading, Writing, fine motor skills development &amp; Number. Continue to prioritise Phonics with a greater emphasis on SSP Phase 1 Phonics Oracy skills.</p> <p>Intervention to include pupils below ARE at any assessment point in the year</p>	<p>Early intervention and support will further develop EYFS Characteristics of learning, Literacy &amp; Number skills and social, emotional and behavioural skills. Rate of progress accelerated by pupils' increased competence. Greater levels of progress secured.</p> <p>To ensure that pupils have the vital initial building blocks of learning in all areas.</p> <p>Data demonstrates good rates of progress and improved skills at key points.</p> <p>PP pupils increasingly meeting age related expectations in CLL, Reading, Writing &amp; Number.</p>	<p>Focus on establishing essential key skills and attitudes at the earliest opportunity.</p> <p>Early identification of difficulties and early intervention/provision of strategies for support.</p> <p>Specific gaps in learning targeted to reduce gap in learning on entry to school.</p> <p>Proven success of this approach &amp; these interventions – accelerated progress evident.</p> <p>The following effective elements, as suggested by</p>	<p>Regular monitoring by SLT via pupil progress, assessment &amp; teaching reviews bi-termly</p> <p>Evaluations with SLT, SENCO, core subject leaders, class teachers, TAs, parents, pupils</p>	<p>Senior Leadership Team (Pupil Premium Champions) &amp; SENCO: FH, SCB, CR</p> <p>Review Terms 3,5,6</p>	<p>3 hours TA support per week per EYFS class</p>

		<p>the EEF toolkit, are incorporated into this approach:</p> <p>Feedback (+8 months)</p> <p>Meta-cognition (+7 months)</p> <p>Mastery Learning (+5 months)</p> <p>One-to-one tuition (+5 months)</p> <p>Early years intervention (+5 months)</p> <p>Phonics (+4 months)</p> <p>Small group tuition (+4 months)</p> <p>Individualised instruction (+3 months)</p> <p>Teaching assistants (+1 month)</p>			
<p>Employment of TAs to deliver specific <u>1:1 and small group interventions</u> within all classes (for pupils below ARE or who are not making sufficient progress based on our assessment data and prior KS attainment).</p> <p>Interventions to include: SSP Phonics, Reading, Maths boosters, Read Write Inc., 1:1 Reading, Guided Reading Talk Boost, Speech &amp; Language groups, Fizzy (fine &amp; gross motor), Hands</p>	<p>To secure greater levels of progress for each pupil in English &amp; Maths.</p> <p>To reduce the gap between PP and non-PP pupils.</p> <p>Tracking data demonstrates improved skills at key points; targeted pupils make good progress &amp; increasingly meeting age related expectations in English &amp; Maths.</p> <p>Pupils will develop an increased sense of confidence and independence when attempting skills.</p>	<p>To secure greater levels of progress in English &amp; Maths and raise attainment.</p> <p>School priority focus on acquisition of English &amp; Maths skills – all levels of challenge.</p> <p>Proven success of this approach which is embedded in teaching and learning.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach:</p>	<p>Regular monitoring by SLT via pupil progress, assessment &amp; teaching reviews bi-termly</p> <p>Evaluations with SLT, SENCO, core subject leaders, class teachers, TAs, parents, pupils</p>	<p>Senior Leadership Team (Pupil Premium Champions) &amp; SENCO: FH, SCB, CR</p> <p>Review at key assessment points: Terms 2,4,6 for Y1 &amp; Y2. Terms 1,3,5 for EYFS.</p>	<p>TA 5 hours per week per class</p>



<p>on Early, Write from the Start, Write Dance, Stile tiles.</p> <p>(EYFS, Year 1 &amp; Year 2: Phonics interventions a priority.)</p>		<p>Feedback (+8 months)</p> <p>Mastery Learning (+5 months)</p> <p>Meta-cognition (+7 months)</p> <p>Reading comprehension strategies (+6 months)</p> <p>Collaborative learning (+5 months)</p> <p>One-to-one tuition (+5 months)</p> <p>Phonics (+4 months)</p> <p>Small group tuition (+4 months)</p> <p>Individualised instruction (+3 months)</p> <p>Teaching assistants (+1 month)</p>			
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<p><u>Oracy Interventions</u></p> <p>Implementation of speech and language interventions for groups and individuals; priority focus within EYFS to ensure early help and early intervention.</p> <p>EYFS priority: Phase 1 Phonics/Oracy Skills</p> <p>Implementation of the Talk Boost programme for targeted pupils in Years 1 &amp;2.</p> <p>Year 1 &amp; 2 to implement additional speech and language support according to pupil need.</p>	<p>Pupils will further develop their speaking &amp; listening/oral language skills.</p> <p>Greater levels of progress will be secured in Oracy skills; Listening &amp; attention, Speaking, Understanding, Receptive and Expressive Language.</p> <p>Targeted children will make accelerated progress, as demonstrated by Talk Boost, EYFS &amp; National Curriculum assessments.</p> <p>To reduce the gap between PP and non-PP pupils Oracy skills.</p> <p>Pupils will increasingly meet age related expectations in CLL (EYFS) &amp; Speaking (Y1&amp;2).</p> <p>Staff skills and knowledge are further developed via Speech and Language training.</p>	<p>Early identification of speech and language difficulties and provision of strategies for support.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach:</p> <p>Oral language interventions (+5 months)  Feedback (+8 months)  Meta-cognition (+7 months)  Mastery Learning (+5 months)  Collaborative learning (+5 months)  Small group tuition (+4 months)  Phonics (+4 months)  Teaching assistants (+1 month)</p>	<p>Regular monitoring by SLT &amp; SENCO via pupil progress/ assessment reviews bi-terminly.</p> <p>Review of Talk Boost assessments at beginning and end of programme.</p> <p>Ongoing discussions throughout delivery.</p> <p>Evaluation by SLT, SENCO, English Subject Leader, Class teachers &amp; TAs</p>	<p>Senior Leadership Team (Pupil Premium Champions) &amp; SENCO: FH, SCB, CR</p> <p>Review at key assessment points: Terms 2,4,6 for Y1 &amp; Y2. Terms 1,3,5 for EYFS.</p> <p>Reviews at beginning &amp; end of programme/ units of work.</p>	<p>EYFS: TA 3hrs/wk</p> <p>Y1&amp;2: TA 2hrs/wk per group of 4 pupils</p>
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<p><u>Reading:</u></p> <p>Daily reading for vulnerable children</p> <p>All pupils who need to be heard read daily will receive this support in school.</p> <p><i>Also: Extension of project to encourage home reading (see Family Initiatives section below)</i></p>	<p>Children who need to be heard read daily will receive this support in school.</p> <p>Targeted pupils make accelerated/good progress in Reading</p> <p>PP pupils achieve ARE expectations in Reading. Year 1 pupils attain Phonics test standard.</p> <p>PP pupils will read more frequently than non-PP pupils (excluding non-PP SEND pupils)</p>	<p>Proven historical success of this strategy.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach:</p> <p>Feedback (+8 months)  Meta-cognition (+7 months)  Reading comprehension strategies (+6 months)  Oral language interventions (+5 months)  One-to-one tuition (+5 months)  Phonics (+4 months)  Individualised instruction (+3 months)</p> <p>1:1 time with an adult daily is proven to also improve emotional stability.</p>	<p>Monitoring of reading records by English Subject leader</p>	<p>Class teachers</p> <p>English SL:SCB</p> <p>Review at end of every term: SLT (PP Champions): FH,SCB</p>	<p>5 mins per pupil per day.</p> <p>25 mins/wk per pupil:</p> <p>T x 15mins/wk,  TA x10mins/wk</p>
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**Total budgeted cost for Learning Initiatives**      **TA costs**  
**£33,820**

**SOCIAL, EMOTIONAL & MENTAL HEALTH Initiatives** (Addressing In-school Barriers & Desired Outcomes D, G & H detailed in Sections 3 & 4 in Part 1):

- Pupils who present with social, emotional and mental health needs or vulnerabilities or who require additional emotional/social support will receive this. Intervention will secure accelerated progress.
- Individual pupils will receive SEMH interventions matched to their needs. Every PP pupil will have a designated 'Key Person' to monitor & support their emotional/social development, share/discuss vulnerabilities/concerns/achievements and offer or provide a daily on-going support/nurture opportunity.
- PP pupils and families who face challenges at home will receive effective support, to reduce/overcome barriers to learning (see also Parents Section below).
- Pupils who have experienced traumatic events in their early life will receive additional emotional/social support/nurturing as necessary.
- Children with limited social experiences/opportunities outside of school or their family unit will be provided with this in school. Pupils' social interaction skills will be developed and promoted through daily classroom work, inclusion in social skills interventions (Zippy's Friends, PALS and Lego Build Club), inclusion in a lunchtime Club, and access to a range of experiences within school that they may not otherwise encounter within their family lives outside of school (the 'Coalway Experiences').

- (Receiving appropriate, targeted, additional emotional support and nurturing will aim to identify and overcome any barriers to learning and improve SEMH skills and attitudes. Pupils will thus be enabled to make good progress across all areas of learning, including English and Maths. Pupils will be able to form and enjoy happy, healthy relationships with their peers and thrive).

Chosen action/approach	Success Criteria	Rationale for Choice	Monitoring & Evaluation	Staff lead & Review date	Cost
<p><u>EYFS</u>: Delivery of 'PALS' (Playing and Learning to Socialise) programme for targeted children in Reception</p> <p><u>Year 1 &amp; 2</u>: Delivery of 'Zippy's Friend's' programme for targeted children in KS1</p> <p>TA targeted intervention x1/wk for pupils below ARE and fitting baseline assessment requirements.</p> <p><u>Year 2</u> : Delivery of 'Lego Build' programme for targeted children.</p> <p>FWS targeted intervention x1/wk for pupils fitting baseline assessment requirements.</p>	<p>Pupils will further develop their emotional, behavioural &amp; social skills and understanding.</p> <p>Improvement in PALS and Zippy assessment data evident.</p> <p>Targeted children will secure greater levels of progress/ make accelerated progress in other areas of learning as a result. Pupil confidence and self-esteem improved.</p> <p>To reduce the gap between targeted pupils and their peers.</p> <p>Pupils will increasingly meet age related expectations in PSED/SEMH.</p>	<p>Success of previous intervention. Majority of children who attended 'Zippy's Friends' last year improved confidence and emotional resilience.</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach:  Feedback (+8 months)  Meta-cognition (+7 months)  Mastery Learning (+5 months)  Collaborative learning (+5 months)  Social and emotional learning (+4 months)  Small group tuition (+4 months)  Behaviour interventions (+3 months)  Teaching assistants (+1 month)</p>	<p>Regular review via progress meetings, assessment reviews, comparative progress to baseline assessment.</p> <p>Ongoing discussions throughout delivery.</p> <p>Evaluation by SLT, SENCO, Class teachers, FSW &amp; TAs</p> <p>Zippy Teacher assessment grids per module.</p>	<p>Senior Leadership Team (Pupil Premium Champions) &amp; SENCO:  FH,SCB, CR</p> <p>Review at key assessment points: Terms 2,4,6</p>	<p>TA 1 hour/wk in all classes.</p> <p>FSW 1 hour/wk in Y2.</p>

<p>Allocation of a key person to each PP pupil in school</p> <p>PP pupils receiving 1:1 attention and nurture from an allocated person; adults to show a special interest in them, develop a trusted relationship and a nurturing role.</p>	<p>Pupils are able to discuss 'out of school' matters/worries and will be ready to learn in class.</p> <p>Improved self-esteem, self-confidence, PSED elements.</p> <p>Barriers to learning readily established, reported to CT/SLT and overcome.</p> <p>Skilled adults offering additional nurturing role for PP pupils. A close 'watching eye' kept over all PP pupils. PP pupils will become well known to particular adults; early identification of difficulties and early intervention enabled.</p> <p>All PP pupils receive dedicated 1:1 quality talk time/attention/nurture.</p>	<p>Strong link between emotional regulation (bonding 1:1 with an adult) and cognition. (Golding 2008)</p> <p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach:  One-to-one tuition (+5 months)  Social and emotional learning (+4 months)  Individualised instruction (+3 months)  Teaching assistants (+1 month)</p>	<p>Regular review via progress meetings, assessment reviews</p> <p>Ongoing discussions between classroom staff.</p> <p>Evaluation by SLT, SENCO, Class teachers &amp; TAs</p> <p>Analysis of Key Person evaluation/progress form at baseline &amp; end of year-SLT.</p>	<p>Class teachers , TAs</p> <p>Review at end of every term:  SLT/PP  Champions:  FH,SCB</p>	<p>Key person time 35 mins per week each PP pupil: T &amp; TA</p> <p>(5-10 mins per pupil)</p>
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<p><b>All year groups:</b> Each year group's 'Coalway experiences' will be incorporated into curriculum planning across the academic year. Pupils will experience a breadth of new, stimulating activities. Staff to link additional 'follow up' activities for particular PP children to maximise their experiential opportunities.</p>	<p>PP pupils will experience a breadth of rich, planned activities that they would not otherwise encounter outside of school.</p> <p>PSED &amp; academic progress, knowledge and understanding enhanced.</p> <p>PP pupils achieve in-line with/narrow the achievement gap with non-PP pupils by the end of EYFS &amp; KS1.</p>	<p>Quality activities/learning and a vibrant curriculum impact significantly on children's progress and achievement.</p> <p>A stimulating, experiential curriculum inspires children and provides context to learning/understanding.</p> <p>Barriers to learning reduced/overcome.</p>	<p>Year group year plans devised term 1 – Class teachers</p> <p>Monitoring of curriculum plans terms 1-6 - SLT/PP Champions: FH,SCB</p> <p>Pupil Voice reviews following 'experiences' – pupil discussions with designated Key Person. Outcomes fed back to Class teachers &amp; PP Champions.</p>	<p>Class teachers establish CE plan at start of academic year. Review each term – CT &amp; Key Person.</p> <p>SLT/PP Champions review experiences &amp; pupil feedback every term.</p>	<p>N.B. All pupils will experience the activities. All costs (including PP pupils' costs) to be subsidised via fundraising.</p>
<p>All PP pupils to be offered a free Lunchtime Club and Wake &amp; Shake.</p> <p>Year 2 pupils to be offered an additional range of After School Clubs.</p>	<p>To enable PP pupils to have a greater variety and breadth of social experiences and opportunities to develop their social interaction skills with their peers.</p> <p>Pupil enjoyment and engagement noticeable. Self-esteem &amp; self-confidence promoted.</p> <p>To continue to target specific PP pupils for Lunch time Clubs when parents decline afterschool club offers.</p>	<p>The following effective elements, as suggested by the EEF toolkit, are incorporated into this approach: Social and emotional learning (+4 months) Sports participation (+2 months)</p> <p>Chosen to further promote our commitment to healthy lifestyle which in turns enables pupils to make healthy choices and relationships.</p>	<p>Review of Club attendance Terms 2,4,6.</p> <p>PP Champions/SLT reviews</p> <p>Regular review via PP progress meetings.</p> <p>Evaluations with SLT, SENCO, class teachers, TAs, FSW.</p>	<p>SLT (Pupil Premium Champions): FH, SCB</p> <p>School Clubs provided by Class teachers/TAs</p> <p>Term 2,4,6 review</p>	<p>School Clubs provided at no cost</p>
<p><b>Total budgeted cost for Social, Emotional &amp; Mental Health Initiatives</b></p>					<p><b>£0</b> TA costs incl. in Section above</p>

**FAMILY Initiatives** (Addressing In-school Barriers & Desired Outcomes F & G, detailed in Sections 3 & 4 in Part 1):

- A greater proportion of PP pupils will consistently practice key learning skills outside of school (Reading, home learning).
- PP pupils and families who face challenges at home will receive effective support, to reduce/overcome barriers to learning.  
(*Early intervention and support for parents will meet individual needs and improve both parent's skills and outcomes for pupils, relieving particular family pressures/challenges. Engagement and partnership working will be improved. Barriers to learning will be reduced or overcome.*)

Chosen action/approach	Success Criteria	Rationale for Choice	Monitoring & Evaluation	Staff lead & Review date	Cost
<p>To provide parents with access to <u>early intervention and support</u>.</p> <p>Family Support Worker/school staff to offer support as required/needed, particularly to vulnerable pupils and their families. Interventions to include parenting/family support, mental health, social, emotional, behavioural, learning support, attendance, referral to external agencies</p> <p>Provision of more intensive programmes of support for families in crisis or supported by Child in Need/Multi-Agency/Child Protection plans.</p>	<p>Provision of/ access to early intervention and support.</p> <p>Parents have access to interventions/advice to support their children's learning at school/emotional development/development of parenting skills.</p> <p>Parent/family involvement has a significant, positive impact on pupil outcomes.</p> <p>Barriers to learning are reduced/overcome.</p> <p>Punctuality/Attendance of PP pupils improved.</p> <p>Pupils and parents are supported.</p>	<p>Improved emotional development and stability linked to cognition.</p> <p>Parental engagement (+3 months) is identified as an effective strategy within the EEF toolkit.</p> <p>The most promising opportunity for student achievement occurs when families, schools and community organisations work together.</p>	<p>Monthly review meetings between FSW and HT</p> <p>Ongoing weekly review between SLT, SENCO, FSW, Class teachers, parents, pupils; ongoing feedback/liaison embedded</p>	<p>Senior Leadership Team &amp; Family Support Worker</p> <p>Termly review</p>	<p>FSW costs – proportion of salary</p>

Trial information session for small groups of parents.	External agencies are involved where necessary, meeting individual needs.				
<p><u>Home learning:</u></p> <p>Continuation and extension of 'READ' project to encourage home reading</p> <p>Continuation of home learning tasks.</p> <p>Tailor bookmarks and reading materials to support specific families who are less engaged.</p> <p>Introduce certificates for parents to recognise and encourage their ongoing support (for READ and Home learning).</p>	<p>A greater proportion of PP parents will engage in reading &amp; home learning with their children. Frequency of Reading &amp; home learning will improve.</p> <p>Pupils and parents will receive rewards for completion of home reading and home learning tasks; pupil self-confidence boosted and communications with parents strengthened.</p> <p>Targeted pupils make accelerated progress in Reading.</p> <p>Pupils have the opportunity to practice skills &amp; learning taught in school at home.</p>	<p>Proven success of this approach. When schools and families work together, opportunities for progress are maximised.</p> <p>Parental engagement (+3 months) is identified as an effective strategy within the EEF toolkit, with Homework (+2 months).</p>	<p>Analysis of pupil &amp; parental engagement in the home reading project &amp; home learning – class teachers, SCB, FH Terms 2, 4, 6.</p> <p>Analyse impact on pupil confidence &amp; attainment Terms 2, 4, 6.</p>	<p>SLT (PP Champions) analysis terms 2,4,6</p> <p>Monitoring of READ bookmarks/ rewards by English Subject Leader</p>	<p>Resource costs met from main budget</p>
<b>Total budgeted cost for Family Initiatives</b>					<p>FSW costs included in £33,820 in Section 1.</p>



Resource costs met from main budget.

**CPD** (Addressing all In-school Barriers & Desired Outcomes detailed in Sections 3 & 4 in Part 1):

**Desired Outcomes:** Staff expertise will be strengthened, with skills and knowledge further developed. Staff will be able to support pupils more expertly, utilising new strategies highly effectively. The teaching of phonics will improve. The quality of teaching and care will be improved, resulting in improved outcomes for pupils. PP pupils' progress and attainment will improve.

Chosen action/approach	Success Criteria	Rationale for Choice	Monitoring & Evaluation	Staff lead & Review date	Cost
<p>Staff to receive specific CPD to extend their understanding of the following aspects and their ability to support pupils' development with regard to these areas of learning:</p> <ul style="list-style-type: none"> <li>• Further Phonics CPD, supported by the DfE Mangotsfield English Hub.</li> <li>• Precision teaching approach &amp; techniques.</li> <li>• Stile Tiles.</li> <li>• Greater Depth Maths, reasoning &amp; problem solving.</li> <li>• Guided Reading.</li> <li>• IT training.</li> <li>• Fine motor skills development YR &amp; Y1</li> </ul>	<p>Staff knowledge and expertise further developed (Teachers &amp; TAs).</p> <p>Support strategies improved for pupils with specific needs.</p> <p>Pupil outcomes/attainment raised.</p> <p>Emotional and mental health of pupils improved: pupil skills strengthened.</p> <p>To overcome barriers to learning of children with low emotional resilience</p>	<p>Teaching and learning strengthened through development of staff expertise.</p> <p>Improved emotional development and stability linked to cognition.</p> <p>Link to EEF toolkit suggested effective approaches:            Meta-cognition (+7 months)            Mastery learning (+5 months)            Reading comprehension strategies (+6 months)            Learning styles (+2 months)            Phonics (+4 months)            Early Years Intervention (+5 months)            One to one tuition (+5 months)            Small group tuition (+4 months)            Digital technology (+4 months)            Individualised instruction (+3 months)</p>	<p>Termly ongoing review with DfE Lead teacher &amp; SLT.</p> <p>SENCO &amp; SLT reviews.</p> <p>Staff meeting reviews following CPD.</p> <p>Reviews via classroom observations &amp; progress reviews, including Phonics.</p> <p>SLT, Literacy Lead, SCB, SENCO &amp; class teacher discussions.</p>	<p>Senior Leadership Team (Pupil Premium Champions) &amp; SENCO: FH, SCB, CR</p> <p>Review terms 1, 2, 4, 6</p> <p>Phonics CPD every term</p>	<p>Phonics CPD subsidised by DfE Hub.</p> <p>All other CPD costs met from main school budget</p>

	and with attachment difficulties.  Quality of phonics/language teaching & provision improved (see also intervention sections detailed above)				
<b>Total budgeted cost for CPD Initiatives</b>					<b>£0</b> All CPD costs met from main school budget or subsidised by DfE Hub.
<b>EDUCATIONAL RESOURCES</b> (Addressing all In-school Barriers & Desired Outcomes detailed in Sections 3 & 4 in Part 1):					
<b>Desired Outcomes:</b> <ul style="list-style-type: none"> <li>To provide staff and pupils with motivating, high quality resources that will support the breadth of teaching and learning initiatives in place within school and engage the children in their learning.</li> <li>To purchase decodable Reading books to support Reading scheme re-organisation/systematic synthetic phonics teaching.</li> <li>Purchase of further Stile materials for intervention work.</li> <li>To purchase 'Nessy' subscriptions for targeted Year 2 pupils.</li> <li>Evaluation and purchase of additional software as required.</li> <li>Further updating of our resources to support the needs of all disadvantaged pupils within school.</li> </ul>					
<b>Chosen action/approach</b>	<b>Success Criteria</b>	<b>Rationale for Choice</b>	<b>Monitoring &amp; Evaluation</b>	<b>Staff lead &amp; Review date</b>	<b>Cost</b>

<p>To purchase specific additional resources to support interventions &amp; the needs of all disadvantaged pupils within school:</p> <ul style="list-style-type: none"> <li>-Decodable Reading books.</li> <li>- Stile materials.</li> <li>-Lego resources for 'Lego Build' groups.</li> <li>-'Nessy' subscriptions for targeted Y2 pupils.</li> <li>-Evaluation and purchase of additional software.</li> <li>-'Generic' updating of our resources</li> </ul>	<p>Use of new resources (including IT) are impacting positively on pupils' acquisition of skills.</p> <p>Rates of progress are accelerated. PP pupils' attainment is in line with non-PP pupils.</p> <p>Pupils are engaged and inspired in their learning.</p> <p>Pupils' engagement in learning is promoted by providing a range of quality, motivating resources.</p>	<p>Quality resources and strategies impact significantly on children's progress (EEF). Phonically decodable books are in regular use and linked to SSP. In Reading, Phonics, Literacy, Maths &amp; IT, concrete resources are widely and successfully used to develop children's Reading &amp; Phonics skills as well as their understanding of essential basic skills.</p> <p>A vibrant curriculum supported by engaging resources both inspires children and provides context to learning.</p> <p>Nessy &amp; Software: EEF notes the positive impact of using digital technologies to support learning with younger pupils (+4 months progress).</p>	<p>Monitoring by SLT, SENCO and English subject leader via:</p> <ul style="list-style-type: none"> <li>-Phonic reviews with DfE Hub</li> <li>-Lesson observations</li> <li>-Teaching and learning reviews</li> <li>-Pupil progress reviews</li> <li>-Pupil sampling</li> </ul>	<p>Senior Leadership Team</p> <p>SENCO: CR</p> <p>English subject lead: SCB</p> <p>Computing subject lead: CR</p> <p>Reviews term 2,4,6. Phonics reviews every term.</p>	<p>DfE English Hub match funding for decodable reading books – Max £2,500</p> <p>Stile materials/ General resources £125.</p> <p>Nessy subscriptions, software &amp; General resources met from main budget.</p>
<p><u>Coalway Experiences</u> associated costs</p> <p>School to subsidise costs of 'Coalway Experiences' for PP and non-PP pupils (transport, entrance costs, cost of visitors to school, resources, etc.)</p>	<p>PP pupils 'Coalway Experience' costs are subsidised.</p> <p>Pupils enabled to experience a breadth of new key experiences each academic year. Parents free of monetary stress.</p>	<p>Quality activities/learning and a vibrant curriculum impact significantly on children's progress and achievement.</p> <p>A stimulating, experiential curriculum inspires children and provides context to learning/understanding.</p>	<p>Budgeting established alongside year plan at start of each academic year. Fundraising established accordingly.</p> <p>Monitoring by SLT/Administrators</p> <p>Evaluation via Class Teachers/Key People termly</p>	<p>SLT/PP Champions budget planning at start of each academic year – review ongoing each term</p>	<p>All costs to be subsidised via fundraising/School Fund.</p>
<p><b>Total budgeted cost for Educational Resources</b></p>					<p><b>Resources</b>  <b>£125</b> Additional met from main budget.</p>

**OTHER** (Continuation of successful initiative from previous years)

**Desired Outcomes:** Children’s balanced diet is supported by the provision of milk. Children will be ready to learn and able to start the day with a nutritious snack.

Chosen action/approach	Success Criteria	Rationale for Choice	Monitoring & Evaluation	Staff lead & Review date	Cost
Provision of milk to all PP pupils via the ‘Cool Milk at School’ scheme.  All children in receipt of PP to be offered milk at no cost.	Children’s balanced diet is supported by provision of milk. Children will be ready to learn being able to start the day with a nutritious snack.	Meeting children’s basic needs (Maslow 1954) will help to support their learning, behaviour and emotional development.	Ongoing provision – Administrators review provision in line with FSM info.  Liaison with teaching staff each week.	Administrators: SN/RE  Ongoing review	Provision costs April 2019 - March 2020 £500
<b>Total budgeted cost for ‘Other’ Initiatives</b>					<b>£500</b>
<b>TOTAL OVERALL COST</b>					<b>£34,445</b>
(*N.B. Additional funding for resources, CPD and ‘Pupil Premium Champions’/SLT monitoring sourced from main budget. DfE English Hub also providing CPD/decodable reading book subsidised funding.)					