

St Bartholomew's CE (VC) Primary School –Pupil Premium Action Plan – 2020/21

Total Funding £3,960.00 & £9,200.00 (LAC)

Target/ Priority	To use the Pupil Premium funding effectively in order to improve the outcomes for our free school meal pupils.
In-school barriers	Specific learning difficulties, social and emotional needs.

Key development priorities	Actions and strategies	Intended impact and sustainable outcomes	Evidence	Review Dates
To ensure all pupil premium children make 'good or better' progress from their starting points.	<ul style="list-style-type: none"> Sustain small class sizes by increasing teacher hours in school. Provide 1:1 support and small group tuition for pupils who are not making good progress with a teaching assistant or teacher. PP pupils to have daily intervention for reading, spelling and Maths. Accelerated reading programme in place. 	% of PP pupils making Good or better progress in reading, writing and Maths will increase.	Tracking grids Work scrutiny Lesson monitoring Standardised scores Pupil and parent voice	Each half term
IMPACT	Attainment			
	Attainment	Pupils eligible for PP		
	% achieving expected standard or above in reading, writing & maths			
	% achieving expected standard or above in reading (school measured)			
	% achieving expected standard or above in, writing (school measured)			
	% achieving expected standard or above in maths (school measured)			

<p>To ensure ALL children make progress with basic skills of reading.</p>	<ul style="list-style-type: none"> In KS2 employing Reading Comprehension strategies which aim to improve reading by focusing on the understanding of text using different techniques. These include inferring the meaning from context; summarising or identifying key points; using graphic or semantic organisers; using questioning strategies; and learners monitoring their own comprehension and identifying difficulties themselves. 	<p>All children can read and understand the text.</p>		<p>Each half term</p>
<p>IMPACT</p>				
<p>To ensure ALL children make progress with basic skills of writing and maths</p>	<ul style="list-style-type: none"> Mastery learning involves breaking down subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must achieve a level of success, measured through testing, before progressing to new content. Students who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework so that they can reach the expected level. 			<p>Half termly checks. End of year scoring.</p>

IMPACT				
To ensure pupil premium children in Early Years are given good oral interventions to support spoken language development	<ul style="list-style-type: none"> Oral language interventions emphasise spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content or the processes of learning, or both. Approaches include: targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension. 	% of PP pupils making Good or better progress EYFS language acquisition.	Tracking grids Lesson monitoring	Each half term. Evaluate at the end of the year.
IMPACT				

<p>To ensure pupil premium children have access to learning through Forest Schools</p>	<ul style="list-style-type: none"> • Forest school learning typically involves outdoor experiences. Studies show these interventions have positive benefits on learning, particularly for more vulnerable students. They can have positive impacts on self-confidence, self-efficacy and motivation. • Forest Schools also supports metacognition and self-regulation 'learning to learn' and are intended to help pupils think, more explicitly, about their own learning. Self-regulation relies on the learner managing their own motivation towards learning. 	<p>.</p>	<p>Planning Lesson monitoring</p>	<p>Each half term. Evaluate at the end of the year.</p>
<p>IMPACT</p>				