

# Pupil premium action plan Pashley Down Infant School 2021-2024

➤ Action Plan updated by Sharon Souto, 29<sup>th</sup> November 2022 (figures worked out on October 2022 census number of PP at 64 children)

SCHOOL CONTEXT AS OF 29 <sup>TH</sup> NOV 2022					
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls		Number of looked after children (LAC)	Number of service children
57 <i>(as of 29/11/22)</i>	30	27		1	0

REVIEW OF THE 2021-2022 ACADEMIC YEAR			
Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments

REVIEW OF THE 2021-2022 ACADEMIC YEAR

<p><i>Diminishing the Difference for PP pupils in Maths outcomes across the school</i></p>	<ul style="list-style-type: none"> <li>• Use pupil progress meetings to discuss all PP children.</li> <li>• Identify PP pupils who require maths intervention groups and for tutoring.</li> <li>• Track impact of intervention</li> <li>• Monitoring of books to focus on PP pupils</li> <li>• Maths Team to attend Mastery Maths training</li> <li>• Maths Team to train and monitor Maths Mastery teaching across the school.</li> <li>• SLT to review marking and feedback policy and provision</li> </ul>	<p><b>PP pupils at Pashley will achieve inline or better than non-disadvantaged pupils nationally in Maths at end of KS1</b></p> <ul style="list-style-type: none"> <li>• 70% of PP pupils at end of KS1 got EXS+ in maths compared to 63% of PP nationally 2019 and 79% of Non PP pupils nationally.</li> <li>• 63% of PP pupils at end of KS1 got EXS+ in maths compared to 63% of PP nationally 2019 and 79% of Non PP pupils nationally.</li> </ul> <p><b>PP pupils at Pashley will achieve inline or better than all pupils nationally in Maths at end of EYFS</b></p> <ul style="list-style-type: none"> <li>• 68% of PP pupils at end of EYFS achieved number compared to 80% for all pupils in 2019. The new strand of numerical patterns cannot be compared.</li> </ul> <p><b>The gap between PP pupils at Pashley and Non PP pupils attainment in maths will close in KS1</b></p> <ul style="list-style-type: none"> <li>• At end of KS1 the gap between PP and Non-PP in maths was 12%. This year it is also 12%.</li> <li>• The gap in year between PP and Non-PP is 19% which has grown from 12% at end of KS1 2019</li> </ul> <p><b>The gap between PP pupils at Pashley and Non PP pupils attainment in maths will close in EYFS</b></p> <ul style="list-style-type: none"> <li>• In EYFS the gap in number 2019 was 20% the gap this year is 15%.</li> </ul>	<ul style="list-style-type: none"> <li>• Mastery Maths approach is having a positive impact on all. The fluency interventions in maths have also supported progress and needs to continue next year.</li> <li>• The level of engagement for PP pupils was low during lock down 53% did not engage in EYFS, 36% in year 1 and 40% in year 2. This impacted on attainment, if there is another lockdown next year it will need to be reviewed to look ensuring the PP children who do not engage at home</li> <li>• 1 child was targeted for maths 1:1 tuition who was predicted WTS and achieved EXS. The tuition program has been highly impactful but challenging managing through an outside agency. Next year DFE has announced the school can use internal staff and access the funding which will allow Pashley to provide more 1:1 tuition throughout the year.</li> <li>• Pupil progress meetings have remained a great way to help target support for PP children and the use of class tracker during lockdown also helped us to engage how the children were engaging and look at wellbeing. If we go into lockdown again a class tracker needs to be set up straight away.</li> <li>• Covid restrictions have but a barrier in for monitoring of teaching and time for the PP lead to spend with PP children including looking at book. A new monitoring policy is being written and implemented by the deputy head to ensure this can be more robust next year even if we continue with restrictions.</li> </ul>
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<p><i>Diminishing the Difference for PP pupils in English outcomes across the school</i></p>	<ul style="list-style-type: none"> <li>• Use pupil progress to discuss all PP children.</li> <li>• Identify PP pupils who require reading, writing, reading or phonics group interventions or tutoring.</li> <li>• Track impact of interventions</li> <li>• Train TAs on rapid reading intervention-increase communication on targets with parents</li> <li>• Use Phonics tracker to identify gaps and support home learning of phonic sounds</li> <li>• Provide books and online magazines (once a month) to support reading</li> <li>• SLT to review marking and feedback policy and provision</li> </ul>	<p><b>PP pupils at Pashley will achieve inline or better than non-disadvantaged pupils nationally in reading in KS1</b></p> <ul style="list-style-type: none"> <li>• 60% of PP pupils at end of KS1 got EXS+ in reading compared to 62% of PP nationally 2019 and 79% of Non PP pupils nationally.</li> <li>• 50% of PP pupils in year1 got EXS+ in reading compared to 62% of PP nationally 2019 and 79% of Non PP pupils nationally</li> </ul> <p><b>PP pupils at Pashley will achieve inline or better than non-disadvantaged pupils nationally in writing in KS1</b></p> <ul style="list-style-type: none"> <li>• 60% of PP pupils at end of KS1 got EXS+ in writing compared to 55% of PP nationally 2019 and 73% of Non PP pupils nationally</li> <li>• 33% of PP pupils at end of KS1 got EXS+ in writing compared to 55% of PP nationally 2019 and 73% of Non PP pupils nationally</li> </ul> <p><b>PP pupils at Pashley will achieve inline or better than non-disadvantaged pupils nationally in phonics in KS1</b></p> <ul style="list-style-type: none"> <li>• 85% of PP children passed the phonics screen in Dec 2020 compared to 71% of PP nationally 2019 and 84% of all other chn nationally</li> <li>• In year 1 52% of PP children passed screening in Mock compared to 78% non PP</li> </ul> <p><b>PP pupils at Pashley will achieve inline or better than all pupils nationally in reading and writing at end of EYFS</b></p> <ul style="list-style-type: none"> <li>• ELG results for PP reading comprehension 68% and PP reading word 32%. Nationally for all 2019 was 77%</li> <li>• ELG results for PP writing 26%. Nationally for all 2019 74%.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers report that the tuition support has had positive impact for all. In terms of Data impact- 80% of children who had 6 weeks of tuition progressed in phonics or writing. 71% of children who had 11 weeks of intervention progressed in writing or phonics.</li> <li>• Tuition has worked very well for the children who have received it and the school would benefit from continuing this next year.</li> <li>• There is a significant gap growing with PP and Non-PP in writing and interventions next year will need to be geared towards catching up in writing. Language and communication and phonics intervention will need to be included as part of this closing the gap.</li> <li>• Rapid reading interventions had a good impact and providing reading over the phone during lockdown allowed PP pupils to keep up this good practise. Consequently, reading did not drop as much as writing and if we go into a lockdown again it would be a good use of PP money to ensure this intervention happens again.</li> <li>• Phonics tracker supports all children making good progress in phonics. This year 85% of PP children in year 2 passed the screening and this was better than national 2019. Children coming up from year 1 into year 2 will require extra phonics intervention but 83%</li> </ul>
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REVIEW OF THE 2021-2022 ACADEMIC YEAR

*The gap between PP pupils at Pashley and Non PP pupils attainment in reading and writing will close in KS1.*

- *The gap between PP and Non PP reading in year 2 is 14% and in year 1 is 30% compared to 17% in 2019 for end of KS1*
- *The gap between PP and Non PP writing in year 2 is 20% and in year 1 is 35% compared to 19% in 2019 for end of KS1*

are currently on track to pass (scoring 15+ on the phonics screening).

REVIEW OF THE 2021-2022 ACADEMIC YEAR

<p><i>Improving Speech and Language skills of identified PP pupils</i></p>	<ul style="list-style-type: none"> <li>• <i>Use pupil progress to discuss PP children with speech and language issues.</i></li> <li>• <i>Identify PP pupils who require speech and language support.</i></li> <li>• <i>Language link/ speech link identified EYFS pupils</i></li> <li>• <i>Track impact of interventions</i></li> <li>• <i>High quality role play areas for all EYFS children with real-life objects to stimulate language.</i></li> </ul>	<p><i>Tracking from impact of interventions show improved speech and language for PP pupils.</i></p> <p><i>Identified pupils will be more successful in Speech Link and Language Link assessments than in their baseline assessment.</i></p>	<ul style="list-style-type: none"> <li>• In term 5 we were predicting that only 35% of PP children in EYFS would achieve with increased focus on language – ensuring this was the top focus for these children 63% achieved listening, attention and understanding and speaking at ELG.</li> <li>• Although PP pupils have not completed the NELI programme (lockdown meant there were not enough weeks) they have all made progress. Children will continue the programme in year 1 to complete it and we will also run it again with new EYFS pupils.</li> </ul>
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REVIEW OF THE 2021-2022 ACADEMIC YEAR

<p>Raise attendance of identified pupils to diminish the difference to non PP pupils</p>	<ul style="list-style-type: none"> <li>• Receptionist to email SLT everyday with absence.</li> <li>• Attendance discussed weekly in SLT meeting.</li> <li>• Daily phone calls for absence</li> <li>• Inclusion TA to build relationship with known families to support attendance</li> <li>• Use of Extended School clubs to support with low attendance where appropriate.</li> <li>• 'Little extras' provided to PP children for free to support them feeling positive and prepared for school e.g. bookbag, uniform, water bottle</li> </ul>	<p>Attendance of PP children will increase overall to reach above national average of 95%</p> <ul style="list-style-type: none"> <li>• PP attendance 13<sup>th</sup> July 96.2% Non-PP 98.15%</li> <li>• In 2020 PP attendance was 84.58 compared to 88.39%</li> <li>• In 2019 PP attendance was 94.37 and Non-PP was 97.17</li> </ul> <p>Gap between PP and non-PP children attendance closed</p> <ul style="list-style-type: none"> <li>• The gap for PP and Non-PP as of 13<sup>th</sup> July 2021 is 2% compared to 2019 which was</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance through the year for PP children has been great and the systems and processes used such as daily emails and phone calls need to be continued to maintain such great rates and to continue to close the gap between PP and Non- PP.</li> <li>• Virtual attendance and engagement during lockdown and in periods of isolation is a more significant issue for PP pupils and this will need to be a focus for next years pupil premium action plan.</li> <li>• Reviewing spending for this area whilst ensuring the impact of processes and interventions for attendance helps to continue to achieve high attendance figures.</li> </ul>
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<p><i>Confident, happy and engaged PP pupils</i></p>	<ul style="list-style-type: none"> <li>• <i>Use pupil progress to discuss PP children's emotional, social and behavioural needs.</i></li> <li>• <i>Discuss families who may need support in weekly SLT meetings</i></li> <li>• <i>Provide links for support on Pashley Website</i></li> <li>• <i>Create links with charity Holding Space to support Pashley families- put links on Facebook page</i></li> <li>• <i>Identify pupils to attend nurture, ready to learn and collaborative outside learning groups.</i></li> <li>• <i>Monitor the impact of the groups</i></li> <li>• <i>Behaviour discussed weekly in SLT meeting</i></li> </ul>	<p><b>Identified families receive support from outside agencies and school</b></p> <ul style="list-style-type: none"> <li>• Most families have engaged well with outside agencies. Many have reported positive impact from the support. Only 1 family has turned down support offered and only 1 family has not fully engaged with the support given.</li> </ul> <p><b>Teachers report impact in learning behaviour and attitudes in the classroom from attending ready to learn/ nurture groups</b></p> <ul style="list-style-type: none"> <li>• PP children have engaged well in school and some children have shown significant improvement in behaviour.</li> </ul> <p><b>Teachers report impact in learning behaviour and attitudes from pupils being involved in collaborated outside learning.</b></p> <p><b>Pupil voice reports that they feel happy and well supported in school</b></p> <p>PP pupils were asked if they felt safe at school:</p> <ul style="list-style-type: none"> <li>• 'Yeah, the classroom, all or it' – EYFS</li> <li>• 'I feel a bit worried on the bottom playground when I'm running, and people are throwing balls. I don't want to trip over them.' As a whole, 'happy at school'- EYFS</li> <li>• 'Sometimes I don't feel safe because I think there is going to be a fire'- Year 1</li> <li>• 'I feel safe at school and have lots of friends'- year 1</li> </ul>	<ul style="list-style-type: none"> <li>• Although PP children are engaging well in school there was significantly less engagement from PP pupils when they are learning at home. If there is another lockdown we may need to increase the offer of spaces for PP pupils and ensure those at home are offered technology straight away</li> <li>• Discussions on behaviour in SLT meetings have allowed a joined-up approach for children with shared language (advise from SENCO) which has had a very positive impact for some PP children in particular. One child who was a risk of exclusion is now managing whole schools days with less extra adult support and significantly less alert forms.</li> <li>• Holding space have provided some great support for some of our families and the school will continue to refer families.</li> <li>• Pupil voice shows they generally feel very safe at school. One child mentioned worrying about fire so we need to ensure teachers talk about this with their class following our fire evacuation practises.</li> </ul>
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REVIEW OF THE 2021-2022 ACADEMIC YEAR

- 'I feel safe a school because the teachers look after us'- Year 1

*Evidence of improved behaviour from reduced alerts on my concern*

**Total pupil premium allocation for 2020-2021 academic year: £82,045**



## PUPIL PREMIUM OBJECTIVES FOR 2021-2024 ACADEMIC YEARS

1. Improved oral language skills and vocabulary among disadvantaged pupils.
2. Improved reading and writing attainment among disadvantaged pupils.
3. Improved maths attainment for disadvantaged pupils at the end of KS1.
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.
5. To achieve and sustain improved parental engagement and interaction with school, for all parents, particularly parents of our disadvantaged pupils.

**Total pupil premium allocation for academic year 2022/2023: £90,330**

1. OBJECTIVE 1: Improved oral language skills and vocabulary among disadvantaged pupils.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications per year
<p>1. Language and vocabulary interventions run in EYFS 5 mornings a week</p>	<ul style="list-style-type: none"> <li>- Trained Learning Assistant carrying out language interventions from 9-12 5x a week</li> <li>- Children in group demonstrate improved use of vocabulary in class</li> <li>- Children in group demonstrate improved confidence with speaking and listening in class</li> </ul>	<p>Term 1,4,5,6 trained Learning Assistant running interventions 9-12 in library</p>	<p>Clare Butler</p>	<p>15 hours a week approx. £13 an hour (includes oncosts) = £ a week, 39 weeks= <b>£7,605</b></p>

1. OBJECTIVE 1: Improved oral language skills and vocabulary among disadvantaged pupils.				
2. Talk for Writing 10 sessions of Teacher training run across the year, allocated 15 hours	<ul style="list-style-type: none"> <li>- All 10 teachers have accessed 15 hours of Talk for writing training</li> <li>- At least 80% of teachers rate their confidence level of teaching talk for writing as 'confident to teach TFW' compared to only 20% who were confident in survey carried out June 2021</li> <li>- EYFS Writing results for all are 60% (53) in Feb 22 and target 70% in July 22</li> <li>- EYFS Writing results for PP are 29% (6/21) in Feb 22 and targeted for 50% in July 22</li> <li>- KS1 Writing results for all are 73% or above by July 2022</li> <li>- KS1 Writing results for PP are 60% or above by July 2022</li> <li>- KS1 Reading results for all are 73% or above by July 2022</li> <li>- KS1 Reading results for PP are 60% or above in July 2022</li> </ul>	10 sessions spaced across the academic year	Emma Lewis	<ul style="list-style-type: none"> <li>- Teacher release cover for 15 hours x 9 classes= 135 hours of TA3 cover (£13 an hour) across the year, approximately <b>£1755</b></li> <li>- Cover for Pupil Progress meetings- 6 x a year, 10 teachers and HOY attending each meeting, 2 hours per meeting approximately 240 hours of TA3 cover (£13 an hour) across the year, approximately <b>£3120</b></li> </ul>
	-			<b>Total: £12,480</b>

1. OBJECTIVE 2: Improved reading and writing attainment among disadvantaged pupils.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications per year
<p>1. Talk for Writing 10 sessions of Teacher training run across the year, allocated 15 hours</p>	<ul style="list-style-type: none"> <li>- All 10 teachers have accessed 15 hours of Talk for writing training</li> <li>- At least 80% of teachers rate their confidence level of teaching talk for writing as 'confident to teach TFW' compared to only 20% who were confident in survey carried out June 2021</li> <li>- EYFS Writing results for all are 60% (53) in Feb 22 and target 70% in July 22</li> <li>- EYFS Writing results for PP are 29% (6/21) in Feb 22 and targeted for 50% in July 22</li> <li>- KS1 Writing results for all are 73% or above by July 2022</li> <li>- KS1 Writing results for PP are 60% or above by July 2022</li> <li>- KS1 Reading results for all are 73% or above by July 2022</li> <li>- KS1 Reading results for PP are 60% or above in July 2022</li> </ul>	<p>10 sessions spaced across the academic year</p>	<p>Emma Lewis</p>	<ul style="list-style-type: none"> <li>- Teacher release cover for 15 hours x 9 classes= 135 hours of TA3 cover (£13 an hour) across the year, approximately</li> </ul> <p><b>Cost noted above</b></p> <ul style="list-style-type: none"> <li>- Cover for Pupil Progress meetings- 6 x a year, 10 teachers and HOY attending each meeting, 2 hours per meeting approximately 240 hours of TA3 cover (£13 an hour) across the year.</li> </ul> <p><b>Cost noted above</b></p>

1. OBJECTIVE 2: Improved reading and writing attainment among disadvantaged pupils.

<p>Phonics interventions run 4x a week in Year 1, allocated 8 hours</p>	<ul style="list-style-type: none"> <li>- At least 80% of PP who are not SEND will pass phonics screening in June 2022</li> <li>- At least 90% of all pupils in Year 1 will pass phonics screening in Year 1 (NA in 2019 81.9, Pashley 2019 93.4)</li> <li>- Children in year one are keeping up with the school trajectory of phonics teaching, phase 4 in Term 1, Phase 5 in Terms 2- 5</li> <li>- Children who are behind the phonics trajectory are shown to make accelerated progress following a 6 week intervention</li> </ul>	<p>Terms 1,4,5 trained Learning Assistant running interventions in Year 1 Pod</p>	<p>Helen Thomas</p>	<p>10 hours a week approx. £13 a hour (includes oncosts) = £130 a week, 39 weeks= <b>£5,070</b></p>
<p>2. Year 1 teachers new to year group access Phonics Hub Year 1 Phonics Training</p>	<ul style="list-style-type: none"> <li>- All four Year 1 teachers are delivering consistently 'good' or better lessons</li> <li>- All four Year 1 teachers would rate their confidence levels as 'very good' or better by December 2021</li> </ul>	<p>November 2021</p>	<p>Emma Lewis</p>	<p>Three teachers released for one day of training- <b>£300</b></p> <p>Year group leader planning time and release time to lead training- <b>£200</b></p> <p>Cost <b>£500</b></p>

1. OBJECTIVE 2: Improved reading and writing attainment among disadvantaged pupils.

<p>3. Phonics interventions run 3 x a week in Year 2, allocated 3 hours</p>	<ul style="list-style-type: none"> <li>- At least 80% of PP who are not SEND will pass phonics screening in June 2022</li> <li>- At least 90% of all pupils in Year 2 will pass phonics screening in Year 2 (NA in 2019 81.9, Pashley 2019 93.4)</li> <li>- Children who are behind the phonics trajectory are shown to make accelerated progress following a 6 week intervention</li> </ul>	<p>Terms 1,4,5 trained Learning Assistant running interventions in Year 2 Pod</p>	<p>Rosanna Dyer</p>	<p>10 hours a week approx. £13 a hour (including oncosts) = £130 a week, 39 weeks= <b>£5,070</b></p>
<p>4. Purchase YARC assessments and train staff</p>	<ul style="list-style-type: none"> <li>- School set of YARC reading assessments purchased</li> <li>- Detailed understanding of reading gaps given by assessments meaning children can be properly targeted</li> <li>- Inclusion team use the assessments to identify gaps in SEND children's reading ability to ensure targets set for APDRs are</li> <li>- Staff trained in how to carry out Reading Assessments with children working below age expected level</li> </ul>	<p>Term 1  Term 3  Term 3  Term 5</p>	<p>Alex Cox</p>	<p><b>£150</b> per year</p>

1. OBJECTIVE 2: Improved reading and writing attainment among disadvantaged pupils.

<p>5. Additional Writing sessions for children working below expected standard across the school</p>	<ul style="list-style-type: none"> <li>- Sentence and word level work in a small group is planned for children working below in each lesson. The 'slow graspers' of the lesson will be part of the teacher focus group</li> <li>- Class Learning Assistants lead interventions with children in their own class who are working below age expected standard in writing</li> </ul>	<p>All year in classes</p>	<p>Class teachers</p>	<p>Cost prediction- 0.5 hour per week, 13prh x 39 weeks, <b>£254</b></p>
<p>6. Bikeability to improve gross motor skills of EYFS, Year 1 and Year 2 children</p>	<ul style="list-style-type: none"> <li>- EYFS children are taught how to ride on balance bikes</li> <li>- Year 1 and 2 children are taught skills to ride their own bikes</li> <li>- Bikeability team are in school carrying out teaching with children and staff</li> <li>- Gross motor skills and balance show improvement from the beginning to the end of the sessions for all children</li> </ul>	<p>Term 1 and 2 in EYFS Term 4 and 5 for KS1</p>	<p>Clare Butler</p>	<p>No cost – pupil premium free</p>

1. OBJECTIVE 2: Improved reading and writing attainment among disadvantaged pupils.

<p>7. School led tutoring programme supporting reading and or writing for PP children and children working below age related expectations in reading and/ or writing</p>	<ul style="list-style-type: none"> <li>- Supply teacher works 1-2 mornings a week leading a tutoring programme with 3-4 teaching assistants in Year 2</li> <li>- Supply teacher works 1 morning a week leading a tutoring programme with 3-4 teaching assistants in Year 1</li> <li>- 3/4 teaching assistants work 1:1/ 1:2 or 1:3 with children in KS1 supporting targeted children before school for 20-45 minutes 2-4 times a week for 6 weeks a time in Year 2</li> <li>- 3 teaching assistants work 1:1/ 1:2 or 1:3 with children in Year 1 one afternoon a week for 45 minutes a session, the support continues in class as the class learning assistant works with own known children</li> </ul>	<p>Terms 3,4</p> <p>Terms 4,5</p>	<p>Emma Lewis</p>	<p>Year 2 Teacher 2 x 8.15am to 12.00pm, 7.5 hrs a week, hourly rate £50 per hour, £375 a week, £2250 for 6 weeks- x 4 terms=</p> <p><b>£9,000</b></p> <p>Year 1 Teacher 2 x 1pm to 3pm, 2 hrs a week, hourly rate £50 per hour, £100 a week, £600 for 6 weeks x 2 terms =</p> <p><b>£1,200</b></p> <p>Teaching assistants in Year 2 - four TA3's (one 2 am's, three x 3 am's) 8.25 hpw, approx.. £13 pr hour, £107.25 per week, £643.50 for 6 weeks x 3 terms =</p> <p><b>£7,722</b></p> <p>Teaching assistants in Year 1- three TA3s, 2 hour a week, 13pr hour, £78 per week, £468 for 6 weeks, two terms=</p> <p><b>£936</b></p> <p><b>= £18,858</b></p>
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1. OBJECTIVE 2: Improved reading and writing attainment among disadvantaged pupils.

<p>8. Book club for all PP children. Trained Learning Assistant runs small group sessions with PP children developing a love of reading and giving children a time to talk</p>	<ul style="list-style-type: none"> <li>- Term 2 and 3 Year 1 children access Cosy Book Club weekly, 45 minutes per group for approx. 12 weeks</li> <li>- Term 4 and 5 EYFS children access Cosy Book Club weekly, 45 minutes per group for approx. 12 weeks</li> <li>- Term 6 Year 2 children access Cosy Book Club weekly, 45 minutes per group for 6 weeks</li> </ul>	<p>All year every Wednesday and Friday afternoon 1-3pm</p> <p>Continued 2023-2024</p>	<p>Emma Lewis leading Hannah Brown</p>	<p>4 hours a week approx. £13 a hour (includes oncosts) =£52 a week, 39 weeks= <b>£2,028</b></p>
<p>9. TA2 working one hour a week to read 1:1 with PP readers</p>	<ul style="list-style-type: none"> <li>- 9-10am every Friday TA works through list of PP readers in one year group, rotating each term</li> <li>- PP readers across the school are being heard read at least twice a week</li> <li>- PP readers make accelerated progress in reading</li> </ul>	<p>Every Friday 9-10am across the school year</p> <p>Continued 2023-2024</p>	<p>Emma Lewis leading Hannah Brown</p>	<p>1 hours a week 17pprox.. £13 a hour (includes oncosts) =£13 a week, 39 weeks= <b>£8,619 for the year</b></p>
<p>10. Local poet to visit and inspire the children</p>	<ul style="list-style-type: none"> <li>- World Book Day focus on Poetry with local Poet Tony Peek visiting for the day</li> </ul>	<p>3<sup>rd</sup> March 2022</p>	<p>Emma Lewis</p>	<p><b>£350</b></p>

1. OBJECTIVE 2: Improved reading and writing attainment among disadvantaged pupils.

<p>11. Co English leads time together to drive forwards English</p>	<ul style="list-style-type: none"> <li>- 0.5 day every fortnight for English lead Alex to have out of class</li> <li>- 0.5 day dedicated leadership time every fortnight for Deputy Head</li> <li>- TA3 cover every fortnight for English lead</li> <li>- Action plan is driving forwards English across the school</li> </ul>	<p>Every Tuesday afternoon once a fortnight</p>	<p>Alex Cox Emma Lewis</p>	<p>Release time for English lead lead- 6 hours a term, for 6 terms, TA3 cover, 6 hours= <b>£468</b></p>
<p>12. Poetry books for PP children are given free following visit from Poet on World Book Day</p>	<ul style="list-style-type: none"> <li>- All PP children get a free poetry book to take home</li> <li>- All PP children get to meet a poet</li> </ul>	<p>3<sup>rd</sup> March 2022</p>	<p>Emma Lewis</p>	<p>One book for every PP child in school. 65 PP children x £5 per book = <b>£320</b></p>
<p>1.</p>	<p>-</p>			<p><b>£41,687</b></p>

1. OBJECTIVE 3: Improved maths attainment for disadvantaged pupils at the end of KS1.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications per year
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1. OBJECTIVE 3: Improved maths attainment for disadvantaged pupils at the end of KS1.

<p>13. School led tutoring programme supporting maths for PP children and children working below age related expectations in maths</p>	<ul style="list-style-type: none"> <li>- Supply teacher works 1-2 mornings a week leading a tutoring programme with 3-4 teaching assistants in Year 2</li> <li>- Supply teacher works 1 morning a week leading a tutoring programme with 3-4 teaching assistants in Year 1</li> <li>- 3/4 teaching assistants work 1:1/ 1:2 or 1:3 with children in KS1 supporting targeted children before school for 20-45 minutes 2-4 times a week for 6 weeks a time in Year 2</li> <li>- 3 teaching assistants work 1:1/ 1:2 or 1:3 with children in Year 1 one afternoon a week for 45 minutes a session, the support continues in class as the class learning assistant works with own known children</li> </ul>	<p>Terms 3,4</p> <p>Terms 4,5</p>	<p>Emma Lewis</p>	<p>Year 2 Teacher 2 x 8.15am to 12.00pm, 7.5 hrs a week, hourly rate £50 per hour, £375 a week, £2250 for 6 weeks- x 2 terms=</p> <p><b>£4,500</b></p> <p>Year 1 Teacher 2 x 1pm to 3pm, 2 hrs a week, hourly rate £50 per hour, £100 a week, £600 for 6 weeks x 2 terms =</p> <p><b>£1,200</b></p> <p>Teaching assistants in Year 2 - four TA3's (one 2 am's, three x 3 am's) 8.25 hpw, approx.. £13 pr hour, £107.25 per week, £643.50 for 6 weeks x 3 terms =</p> <p><b>£7,722</b></p> <p>Teaching assistants in Year 1- three TA3s, 2 hour a week, 13pr hour, £78 per week, £468 for 6 weeks, two terms=</p> <p><b>£936</b></p> <p><b>total= £14,358</b></p>
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1. OBJECTIVE 3: Improved maths attainment for disadvantaged pupils at the end of KS1.

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<ul style="list-style-type: none"> <li>- Maths lead and one key teacher to attend maths hub training sessions</li> <li>- Maths lead release time to plan and deliver training to staff including team teaching and monitoring</li> <li>- Maths resources</li> <li>- External consultant to lead 3 maths teacher training sessions across the year</li> </ul>	<p>0.5 day per term for teacher and maths lead release for training all year</p> <p>Maths lead 1 day per term allocated for release</p>	<p>Ros Dyer</p>	<p>0.5 day (2 hours) teacher release and cover 6 terms across the year, x 2 teachers, TA3 cover, 13prh =</p> <p><b>£312</b></p> <p>Maths consultant Debbie 4x across the year = £200 per session,</p> <p><b>£800</b></p> <p>Release time for maths lead- 1 day a term, for 6 terms, TA3 cover, 6 hours=</p> <p><b>£390 ++++</b></p> <p><b>= £1,502</b></p>
	<p>-</p>			<p><b>£15,860</b></p>

1. OBJECTIVE 4: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
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<p>Wellbeing and Inclusion groups run regularly by trained staff.</p>	<p>Ready to Learn (RTL) groups support's children's understanding and their ability to be ready to engage in class activities, building their confidence and readiness to learn in class.</p> <p>Nurture groups build self-esteem and targets children's individual needs so they are given time to discuss emotions and learn on a structured and very successful nurture programme.</p> <p>Mindfulness 1:1 or group sessions support children to improve self-regulation and gives them strategies to calm and for them to be able to engage better with life.</p> <p>Cosy Book club allows children time to discuss different topics pertinent to their lives based on books specifically targeted to the groups of children that are working together. Pupil Voice is collected weekly and shared with teachers, this gives Pupil Premium children regular time to share how they are and staff a raised awareness of things that might be needed to support them at home or in school. <b>Accounted for above</b></p> <p>HLTA Science lead works with PP groups 3x a week for a lunchtime club. Focusing on vocabulary and conversational language. Working with farm, animals and other outdoor learning experiences.</p>	<p>Weekly at least 3 RTL and nurture groups are run</p> <p>Weekly at least 4 mindfulness sessions are run</p> <p>Cosy book club 4 hours a week</p> <p>HLTA time 3x a week at lunchtime</p>	<p>Sharon Souto (Inclusion Leader)</p>	<p>Average costs per term= 13.25 per hour X 10 hours per week=132.50  X 39 weeks = <b>£5,168</b></p> <p>Boxhall: <b>£150</b> Licenses and training costs</p>
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1. OBJECTIVE 4: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

<p>Enrichment activities available for PP children.</p>	<p>All PP children have free or subsidized trips throughout their school career at Pashley. This ensures PP children get to take part in a range of enriching activities in and out of school e.g. watersports trip in Year 2, trip to Bodiam castle in year 1, trip to the farm in EYFS, Trip to Art gallery in Year 2.</p> <p>School photos fully paid for all PP children</p> <p>School water bottles, book bags, jumpers and coats fully provided</p> <p>Before and After School places as needed – x3 spaces</p>	<p>All year</p> <p>Continued 2023-2025</p>	<p>Emma Lewis</p>	<p>Office time – 1 hour per week x 11.05 x 39 weeks = <b>£431</b></p> <p>64 children, approx. 1 trip a year funded fully, average cost of trip £11.50= <b>£736</b></p> <p>64 children, approx. £50 per child = <b>£3,200</b></p> <p>3 x 6 weeks @ £10 x5 =?? X 6 terms = <b>£1620</b></p>
				<p><b>£11,217</b></p>

1. OBJECTIVE 5: To achieve and sustain improved parental engagement and interaction with school, for all parents, particularly parents of our disadvantaged pupils.

1. OBJECTIVE 4: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

<p>Inclusion Assistant regularly contacts disadvantaged pupil's families, who are not engaging with the school. Dedicated time and weekly meeting to discuss these families in place with Head and Deputy.</p>	<ul style="list-style-type: none"> <li>- Inclusion assistant dedicates at least one day a week to contacting and meeting with parents and children in need</li> <li>- Children and parents in need are supported by the school</li> </ul>	<p>All year  Continued 2023-2024</p>	<p>Heather Godding</p>	<p>Cost – £10.62 per hour 6x 10.62= 63.72 X 39 weeks= <b>£2,485</b></p>
<p>Contacting parents by phone / text / email regarding drop ins, workshops, school events to encourage participation in school events.</p>	<p>-</p>			<p>10.62 per hour x 4 hours per week x 3 weeks = <b>£1,275</b></p>
	<p>-</p>			<p><b>£3,760</b></p>

**Total = £85,004**

**£90,330 - £85,004 = £5326**

**£5326 planned carry forwards for contingency**



