

Pupil Premium Planned Expenditure Norris Bank Primary School 2019-20

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

A. Quality of teaching for all

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>For ALL pupils to have a broad and creative curriculum which is accessible to all abilities and enthuses and excites ALL learners.</p> <p>For EYFS and Key Stage One to develop GROW characters.</p> <p>For our GROW values to be further embedded into our curriculum.</p>	<p>To further develop our core values within the new creative curriculum, giving children greater opportunities to develop our GROW values.</p> <p>To further develop the creative curriculum to ensure knowledge sticks and skills show progression</p> <p>GROW values linked to learning behaviours planned within the new creative curriculum.</p> <p>Opportunities for child led learning to be developed</p>	<p>Evidence has shown that developing a Growth Mindset in both children and adults develops resilience, confidence and a positive approach to the challenges of life.</p> <p>Research shows how developing creativity in children enables a greater freedom, while allowing children from a range of abilities to work alongside each other.</p>	<p>Inset day Sept 19</p> <p>Two staff meetings a term linked to Creative Curriculum development</p> <p>Pupil voice twice a year.</p> <p>On SIP</p> <p>Book Scrutiny twice a year</p>	Deputy head	<p>Each half term SLT will review</p> <p>Pupil voice twice a year</p>

	<p>EYFS Growth mindset project with the Heaton's Cluster</p> <p>To develop GROW characters and link to learning behaviours</p> <p>To use technology to support and engage learners</p>				
Total budgeted cost			£8 ,000		

B. Targeted Support

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For all PP children in Key Stage 2 to make at least good progress and reach their end of year target	<p>Pupil premium champion (trained UPS teacher) to work with targeted children on 1:1 or group intervention programmes.</p> <p><u>Spelling intervention:</u> X3 a week on IT software to aid the spelling of HFW</p> <p><u>Maths intervention:</u></p>	<p>Using a qualified teacher who already knows the children will ensure approaches to the basic skills can be easily adapted to the individual.</p> <p>The teacher has worked at the school for over 8</p>	<p>A structured timetable each for the week.</p> <p>Pre assessments undertaken to show progress x3 a year.</p>	PK NE	Assessment will review progress 3 times a year Nov/ Feb/ June

	<p>Power of 2 interventions, x3 a week focusing on basic number skills, with targeted children.</p> <p><u>Reading comprehension booster:</u> Additional guided reading booster groups in year 5 and 6.</p>	<p>years and has a secure understanding of teaching and learning strategies which compliment that being used in the classroom.</p>	<p>Performance management</p> <p>Monitoring of books</p> <p>Pupil progress reviews</p>		
<p>Improved phonics scores across Key Stage 1.</p> <p>For targeted children to increase their baseline phonic assessments by 50%</p> <p>To support and improve language acquisition and vocabulary skills</p>	<p>HLTA to teach booster phonics lessons x4 a week to targeted children in Year 1 and Year 2</p> <p>Weekly supported book clubs focusing on language through a range of high-quality text.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific children with particular needs can be effective.</p> <p>An experienced librarian who can motivated and enthuse children with her wealth of reading knowledge. The link with</p>	<p>Timetable Implemented with Pupil premium champion along with Year 5 and 6 teachers.</p> <p>English team to meet regularly with DH</p> <p>Pupil voice</p>	<p>VS/ NE to monitor</p> <p>DH/ English team to monitor</p>	<p>Termly assessment and reviews of progress.</p>

	Lunch time book clubs and drop-in sessions to support a love of reading, helping children to discuss authors and choose appropriate books.	high quality text and the impact on writing.			
Total budgeted cost			£30,000		

C. Other Approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>For targeted children to a develop resilience, co-operation and self-confidence.</p> <p>For children to be aware of their emotions and develop strategies to deal with them.</p>	<p>Forest School: For targeted children to experience a forest school intervention programme.</p> <p>Lego Therapy: Selected children in Year 2-4 to participate in weekly Lego therapy sessions.</p>	<p>Evidence from EFF shows that for children to reach their potential their social and emotional well-being needs to be established.</p>	<p>Weekly session evaluations timetabled.</p> <p>Termly meetings to assess the evaluations and its impact.</p>	<p>Pupil premium Champion, forest school champion.</p> <p>Lego champion -BH</p>	<p>All interventions will be evaluated in a termly meeting.</p> <p>Dec/April/June</p>

<p>To reduce stress and anxiety amongst children.</p> <p>For children to feel more confident in social situations and have happier playtimes.</p>	<p><u>Gardening Therapy:</u> Children to experience activities within the garden, along with traditional gardening skills, with a particular focus on Year 6.</p> <p>Restorative mentor: Weekly meetings with a restorative mentor.</p>	<p>From past research in school, many children achieve more academically when balanced with outdoor learning.</p> <p>Balancing these outdoor interventions helps to reduce stress and anxiety within children, leading happier healthy children.</p> <p>Having time to spend listening and discussing issues with a child on a weekly basis has seen positive results in the past.</p>	<p>Green Lane Club meetings each half term.</p> <p>Moderation of mentoring books</p> <p>Weekly updates</p>	<p>Gardening Team</p> <p>Restorative Champion/NE</p>	
<p>For targeted EYFS and Key Stage 1 children to show an improvement in their communication and social interaction</p>	<p>Weekly/fortnightly group work with an education psychologist</p> <p>SALT assessments</p> <p>TA trained in early SALT intervention strategies</p>	<p>Evidence suggests that early intervention has the most impact on children; hence we are targeting early years and Year 1 children using highly trained experts.</p>	<p>The education psychologist and SALT therapists will write reports after each visit on the sessions.</p>	<p>Senco</p>	<p>Within the SEN review cycle</p>

	Targeted SALT intervention group.				
Total budgeted cost			£11,350		