

## Awsorth Primary and Nursery Pupil Premium - Menu of Provision

A range of strategies are available to support all of our pupils, including our disadvantaged pupils. Individually and together these interventions will have a positive impact on learners and their wellbeing. Research has been based on 'Unlocking Talent, Fulfilling Potential' (2017), Education Endowment Foundation toolkit (EEF) and research from Sutton Trust.

Academic Extension					
Strategy	Brief description	Who	Est cost	Intended Impact	Evaluation
<b>Teacher lead booster sessions English and maths</b>	Teacher to work with a small targeted group of Pupils not working at expectations for their year groups. Mornings to boost reading, writing and maths skills.	Key Stage 2	£16,500	<ul style="list-style-type: none"> <li>All target Pupils make expected progress in reading, writing and maths</li> <li>Gap between DisAdv and non DisAdv pupils is reduced from the previous year in attainment</li> <li>Increase in attitudes and capacity to learning</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis by PP Lead.</li> <li>Gaps in skills and knowledge identified and reduced as part of Pupil Progress Meetings</li> <li>Pupil interviews/survey analysis</li> </ul>
<b>Reading support</b>	5 mins 1:1 reading per day x5 days per week	Whole School	£3000	<ul style="list-style-type: none"> <li>Increase attainment in reading</li> <li>Regular movement through the book bands</li> <li>Pupils confident accessing new texts</li> <li>Pupils demonstrate a love of reading and actively read for pleasure.</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis of reading steps and book band progression by PP Lead &amp; English Lead</li> <li>Surveys/pupil interviews and case studies</li> <li>Parent feedback regarding reading at home.</li> </ul>
<b>Welcomm</b>	SaLT support to work alongside EYFS TA. WELCOM SaLT to screen children on entry and where appropriate implement bespoke programmes for support. Focus on speaking and listening skills.	EYFS /Key Stage 1	£650	<ul style="list-style-type: none"> <li>To increase communication skills and language acquisition skills</li> <li>Improvement in active engagement in all lessons</li> <li>Increase in phonics test scores</li> </ul>	<ul style="list-style-type: none"> <li>Direct assessment in SALT</li> <li>Observation of pupils in different situations both educational and social.</li> <li>KS1 phonics screener results</li> </ul>
<b>Vocabulary enrichment</b>	Activities which increase the range of vocabulary used by identified Pupils which can	Key Stage 2	£650	<ul style="list-style-type: none"> <li>Pupils use a range of synonyms in their independent writing</li> <li>Pupils use of targets to understand their next steps</li> <li>Accelerated progress in writing</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis by PP Lead – writing</li> <li>Marking and feedback</li> </ul>

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	then be transferred into their writing. 1:6 group ratio				<ul style="list-style-type: none"> <li>Assessments of the progress of skills</li> </ul>
<b>Editing writing for improvement</b>	Pupils work in small groups to develop the skills needed to up improve their writing following editing	Key Stage 2	£650	<ul style="list-style-type: none"> <li>Pupils are able to review and edit their writing using the skills taught</li> <li>Skills are regularly demonstrated in all areas of the curriculum</li> <li>Writing is improved by pupils – common errors are corrected and reduced</li> </ul>	<ul style="list-style-type: none"> <li>Data analysis by PP Lead – writing</li> <li>Marking and feedback</li> <li>Work scrutiny by English co-ordinator &amp; Curriculum Lead</li> </ul>
<b>Switch on Reading</b>	Small groups or 1:1 focusing on oral rehearsal of sentences	Whole School	£650	<ul style="list-style-type: none"> <li>Improve writing skills across the curriculum</li> <li>Accelerated progress in writing</li> <li>Attainment gap reduced</li> <li>Pupils are working at expectations for their stage of learning</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Progress meetings report accelerated progress in writing</li> <li>Data analysis by PP Lead – writing</li> <li>Marking and feedback</li> </ul>
<b>Inference training</b>	Organised programme followed for 6 week period. Pupils access devised texts and follow set format for 2x 40 min sessions per week	Key Stage 2	£650	<ul style="list-style-type: none"> <li>Pupil inference skills have improved using a range of texts</li> <li>Increase attainment in reading</li> <li>Benchmark assessments shows an improvement in inference questions from previous assessments</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of book band levels</li> <li>Pupil Progress meetings report an improvement in reading progress for all groups</li> </ul>
<b>Focused phonics group – Twinkle Interventions</b>	Individual or small group intervention which focuses on gaps in phonic knowledge based upon individual assessments and language records.	Key Stage 1 Year 3/4	£4,000	<ul style="list-style-type: none"> <li>Gaps in phonic knowledge and application are reduced</li> <li>Pupils are independently recognising targeted phonemes in their reading books</li> <li>Words containing identified spelling patterns are consistently spelt correctly in independent writing</li> </ul>	<ul style="list-style-type: none"> <li>Pupil progress shows accelerated progress in reading and writing</li> <li>Data analysis by PP Lead – writing</li> <li>Marking and feedback</li> <li>Gaps in phonic knowledge identified and reduced</li> </ul>
<b>Pencil grip and letter formation group</b>	Using pencil grippers, modelling correct grip & formation of letters. Pupils practicing in a variety of media	EYFS	£650	<ul style="list-style-type: none"> <li>All Pupils can hold their pencil with correct tripod grip</li> <li>Lower case letters are formed correctly</li> </ul>	<ul style="list-style-type: none"> <li>Intervention records</li> <li>FS leader analysis of development matters profile</li> <li>Observation of emergent writing activities and writing during play</li> </ul>
<b>Comprehension skills</b>	Small group intervention focussing on using familiar texts to reinforce retelling and retrieval skills.	Whole School	£650	<ul style="list-style-type: none"> <li>Pupils are able to transfer skills taught to independent reading activities to ensure reading for meaning</li> <li>Benchmarking assessment demonstrates increase in retelling and retrieval skills</li> <li>Pupils are able to access the next book band.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of book band levels</li> <li>Benchmark assessments shows an improvement in inference questions from previous assessment</li> </ul>

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### Personal Development

Strategy	Brief description	Who	Est cost	Intended Impact	Evaluation
<b>Gross Motor skills activities</b>	Building core strength. Improving balance and coordination	EYFS	£300	<ul style="list-style-type: none"> <li>Pupils demonstrate greater core strength during play with an improvement in balance and coordination</li> </ul>	<ul style="list-style-type: none"> <li>FS observation records/learning journey</li> <li>FS Lead analyse development matters profile (PD section)</li> </ul>
<b>Sharing and taking turns</b>	Focus on taking turns in a small group situation	EYFS KS1	£650	<ul style="list-style-type: none"> <li>Improvement in cooperation, social interaction with peers and negotiation skills</li> </ul>	<ul style="list-style-type: none"> <li>Observations; including during playtimes</li> <li>FS leader analysis of development matters profile (PSED)</li> </ul>
<b>Friendship skills</b>	Encouraging cooperating, negotiation and communication skills for Pupils who are finding social situations difficult	Key Stage 1	£650	<ul style="list-style-type: none"> <li>Pupils have friends and are able to socialise with their peers during playtimes, unsupported.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of pupil survey</li> <li>Observations during playtimes</li> <li>FS leader analysis of development matters profile (PSED)</li> </ul>
<b>Fine motor skills group</b>	Improving fine motor skills through exercise and pencil control. Pupils practice creating patterns to improve pencil grip and control	Key Stage 1	£650	<ul style="list-style-type: none"> <li>Pupils hold a pencil correctly</li> <li>Pupils able to trace patterns with increased control.</li> <li>Formation of lower case letters is accurate</li> <li>Letters are legible in independent writing</li> </ul>	<ul style="list-style-type: none"> <li>Work scrutiny by English co-ordinators</li> <li>Monitoring of pupil targets in writing</li> <li>Pupils meet the standard for writing at Year 2</li> </ul>
<b>ELSA</b>	Provide focussed learning opportunities and support for challenging emotions	Key Stage 2	£800	<ul style="list-style-type: none"> <li>Pupils understand their emotions</li> <li>Pupils are able to manage their emotions in times of anxiety or pressure</li> <li>Reduction in 'meltdown' responses</li> </ul>	<ul style="list-style-type: none"> <li>ELSA monitoring</li> <li>ELSA supervision meetings</li> </ul>
<b>Lego Therapy</b>	Small group work with Lego to support social communication skills such as; sharing, turn-taking,	KS1/KS2	£800	<ul style="list-style-type: none"> <li>Improved social skills</li> <li>Turn taking</li> <li>Following rules</li> </ul>	<ul style="list-style-type: none"> <li>Observations; including playtime</li> </ul>



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	following rules, using names and problem-solving.			<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Improved self esteem</li> </ul>	
<b>EMET School Counsellor</b>	Intermediate level provision for a range of need, including emotions, anxiety, bereavement, friendships, family issues	Whole School	£2000	<ul style="list-style-type: none"> <li>• Pupils feel supported</li> <li>• Self esteem and wellbeing status is improved</li> <li>• Pupils are able to manage situations using learnt strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Family SENCo monitors provision</li> <li>• Feedback from pupils and parents</li> <li>• Feedback and observations by school staff</li> </ul>
<b>Speech and Language Support Wellcom</b>	Individualised SALT programmes for pupils who have identified speech and language difficulties	Whole School	£650	<ul style="list-style-type: none"> <li>• Programmes bespoke for individual Pupils therefore outcomes will be linked to specific targets and SALT programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO analysis of progress data, provision maps &amp; intervention records</li> </ul>

Financial Barriers					
Strategy	Brief description	Who	Est cost	Intended Impact	Evaluation
<b>Clubs</b>	Pupils have access to a wide range of additional activities	Whole School	£800	<ul style="list-style-type: none"> <li>• Life experiences are widened</li> <li>• Active lifestyles are promoted</li> <li>• Understanding of being healthy</li> <li>• Development of active lives</li> </ul>	<ul style="list-style-type: none"> <li>• PP Lead to ensure a wide range of clubs are available</li> <li>• PP Lead to monitor attendance</li> <li>• PP Lead to signpost clubs to pupils and parents</li> </ul>
<b>Residentials</b>	All children have to opportunity to attend residential activities	Year 2 Year 4 Year 6	£650	<ul style="list-style-type: none"> <li>• Promotion of independence and self care</li> <li>• Pupils are proud of achievements</li> <li>• Pupils are confident to challenge themselves</li> <li>• Development of positive social skills</li> </ul>	<ul style="list-style-type: none"> <li>• DHTs to ensure access to funds</li> <li>• Case Studies</li> <li>• Feedback from pupils and parents</li> <li>• Dojo Portfolios</li> </ul>
<b>Breakfast/Afterschool Club</b>	Access to wrap around care to support health and wellbeing of pupils	Whole School	£600	<ul style="list-style-type: none"> <li>• Healthy living</li> <li>• Good social development</li> <li>• Promotion of social skills through play</li> </ul>	<ul style="list-style-type: none"> <li>• SENCo/Wellbeing Lead to monitor</li> </ul>
<b>Music Tuition</b>	All pupils have the opportunity to access individualised music tuition	Key Stage 2	£800	<ul style="list-style-type: none"> <li>• Pupils enjoy learning new skills</li> <li>• Raised self esteem</li> <li>• Love of music is promoted</li> </ul>	<ul style="list-style-type: none"> <li>• Music teacher to monitor progress</li> <li>• Music teacher to signpost pupils who will benefit</li> </ul>



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<b>Uniform</b>	Nearly new uniform available for all families	Whole School	£200	<ul style="list-style-type: none"> <li>• Pupils are smart</li> <li>• No difference is observed between pupils</li> <li>• Pupils are proud of their uniforms</li> </ul>	<ul style="list-style-type: none"> <li>• Office staff to liaise with parents</li> <li>• Teachers to signpost when needed</li> </ul>
<b>Technology</b>	Laptops, ipad, computers	Whole School		<ul style="list-style-type: none"> <li>• Technology is used to support learning and development effectively</li> <li>• All pupils have access to appropriate technology to support their learning</li> </ul>	<ul style="list-style-type: none"> <li>• IT co-ordinator to make sure that IT equipment is up to date</li> <li>• IT co-ordinator to ensure that programmes support learning</li> </ul>

Cultural Enrichment					
Strategy	Brief description	Who	Est cost	Intended Impact	Evaluation
<b>School Visits</b>		Whole School	£600	<ul style="list-style-type: none"> <li>• All pupils are able to attend class trips</li> </ul>	<ul style="list-style-type: none"> <li>• DHTs to ensure opportunities are for all pupils.</li> </ul>
<b>Events</b>		Whole School	£0	<ul style="list-style-type: none"> <li>• All pupils have access to a wide range of school events</li> </ul>	<ul style="list-style-type: none"> <li>• SLT plan a wide range of events throughout the year</li> </ul>

### Strengths

- The interventions used throughout the year reflect the rich diet of provision used to reduce the attainment gaps for disadvantaged pupils where needed.
- Evidence supports that provision matches individual need.
- Interventions are offered as small groups with an average of 5 - 6 pupils within the group and booster groups lead by experienced TA's and teaching staff.
- At Key Stage 1 there are more reading interventions, particularly phonics booster groups, using additional TA time allocated. This is to be expected at KS1 as teaching of phonics supports both reading and writing development.