

Pupil Premium Action Plan and Review 2020/2021

Summary Information			
School	Poppyfield Academy		
Academic year	2020 to 2021	Total Budget	£1345
Total No of pupils	85	Number of Pupils eligible for PP	4
Date for next review of PP Action Plan	Mid-point April 2021	Final review July 2021	New plan September 2021

	School Non-PP	School PP	Gap

Action Plan for Current Year 2020-2021

In-school barriers

Language deficit has been identified as a barrier – where children have not had access to an enriched vocabulary outside of the school environment. This is about the number of words they speak, not about the language they speak. Positive social interaction, for some children, can be difficult and is a barrier to taking part successfully in all school opportunities. Emotional health issues can mean that a child is not ready for learning and will need support each day to remove those barriers before learning can begin to take place.

External barriers

Lack of self-esteem or belief in their own abilities to achieve highly means aspirations can be low. Some parents may need help to support their child with homework. Significant issues at home, which could be due to any number of circumstances, may lead to children feeling unsettled and not ready to learn. COVID 19 lockdown and impact on families may have a significant effect.

Methodology	Action – what are you doing?	Reasoning – why have you chosen this approach?	Intended Outcome	How it will be measured	Cost
Quality first Teaching	Develop a consistent approach to early writing <ul style="list-style-type: none"> The Fantastics Fantastic Foundations and The Write Stuff 	Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months	Children develop letter knowledge, knowledge of sounds and early phonics; and introductions to different kinds of writing.	Data, pupil progress meetings, observations and work scrutinies. Pupil voice opportunities	£600.00
	Embed the teaching of subject specific vocabulary across the curriculum	Research (EEF and wider) shows that knowing more words leads to comprehending more – and ultimately making more progress. EEF +6	Children's vocabulary improves and leads to them 'knowing more' and making accelerated progress across the curriculum	Data, pupil progress meetings, observations and work scrutinies. Pupil and parent voice opportunities	

Targeted Support	Develop and implement route for pupils falling behind in reading	Short, regular sessions (about 15 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Average Impact: +5 months	Children develop a love or reading and their skills and attainment rise, progress is further accelerated	Data, pupil progress meetings, observations and work scrutinies. Pupil and parent voice opportunities	£345.00
	Intervention programmes for pupils falling behind in spelling and vocabulary work	Language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. Average impact: +5 months	Children's spelling and vocabulary improves and leads to them 'knowing more' and making accelerated progress across the curriculum	Data, pupil progress meetings, observations and work scrutinies. Pupil and parent voice opportunities	
Alternative Approaches	Additional support for vulnerable pupils in 1:1 sessions from a qualified professional to address issues arising from COVID 19	Vulnerable families need support, schools should encourage collaborative learning and also raise parental engagement Research from EEF confirms this. EEF + 4, +3 Sutton Trust Toolkit	Children are emotionality ready for learning and vulnerable pupils have support to deal with strains of lockdown etc.	Observations, pupil voice, parent voice staff anecdotal evidence. Data	£400.00

Amount of PP received:	
Action	Impact – including further actions/ next steps
Develop a consistent approach to early writing <ul style="list-style-type: none"> The Fantastics Fantastic Foundations and The Write Stuff 	
Embed the teaching of subject specific vocabulary across the curriculum	
Reading Intervention/Support	
Spelling and Vocabulary Intervention/Support	
Additional support for vulnerable pupils in 1:1 sessions from a qualified professional to address issues arising from COVID 19	