

Pupil Premium Action Plan and Review 2020/2021

| Summary Information | | | |
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| 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 |
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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 | |

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| 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: | |
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| 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 | <p>All staff trained on the use of fantastics, fantastic foundations and the write stuff. This consistent approach begins with fantastics in Nursery ready to enhance their writing and reading in Reception and through to sentence stacking in year 1 onwards. Use of the same vocabulary has supported pupils to fully understand what is expected of them and how to develop their own independent writing.</p> <p>Next Steps – To link book talk with write stuff and fantastic foundations so that a consistent approach to reading linked to writing is embedded.</p> |
| Embed the teaching of subject specific vocabulary across the curriculum | Key vocabulary is taught in every class and is evident on classroom working walls. Use of Granny fantastic in the Early years ensures pupils are exposed to a wide variety of vocabulary. Use of key vocabulary support materials are used in Year1 to encourage children to expand and explore new vocabulary. |
| Reading Intervention/Support | <p>All pupils who do not read at home or who are struggling with their reading have additional reading sessions with class teacher, reading volunteer and classroom assistant. This has enabled most pupil premium children in Reception to begin to access sound blending books and most pupil premium pupils in year 1 to move onto the next phase of RWI.</p> <p>Next steps – Support for parent/carers through workshops so they are able to support their child reading and using phonics at home.</p> |

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| Spelling and Vocabulary Intervention/Support | Identified pupils have completed the first half of Neli language programme. Not yet complete due to Covid. All pupils within group have improved their communication skills. Next steps – Full impact to be identified when program is completed next academic year. |
| Additional support for vulnerable pupils in 1:1 sessions from a qualified professional to address issues arising from COVID 19 | Additional 1:1 support allocated to specific pupil premium pupil. This made sure child was able to access education with the necessary support for their emotional and behavioural difficulties. Additional support was also gained from specialist alternative provision. Pupil remained in school. |