



Pupil Premium

Menu of Provision at Chellaston Infant and Junior Schools



East Midlands
Education Trust

Using Pupil Premium to make a difference

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.

FS2/KS1 only	KS2 only	FS2/KS1/KS2
--------------	----------	-------------

Academic Extension

Strategy	Brief description	Target group	Intended Impact	Evaluation
Teachers plan high quality, engaging lessons to engage all children	Teachers released for half a day each half term to plan as a year group.	Whole School	<ul style="list-style-type: none"> All lessons engage pupils A reduction in low level behaviour in classes due to increased engagement in lessons by children All children are able to access the curriculum 	<ul style="list-style-type: none"> Pupil interviews/survey analysis Learning walks
Quality assessments are carried out and used to identify gaps in learning	NFER assessments are completed termly. The information from these is analysed by class teachers and used to inform planning.	Whole School	<ul style="list-style-type: none"> Assessments show progress made by all children Assessment analysis used to identify target groups for interventions both within and outside the classroom Gaps in pupil knowledge are identified and planning adapted to meet the needs of all pupils 	<ul style="list-style-type: none"> Data analysis Gaps in skills and knowledge identified and reduced as part of Pupil Progress Meetings Pupil interviews/survey analysis
Teacher led booster sessions English with a focus on reading and writing	Teacher to work with a small targeted group of Pupils not working at expectations for their year groups. Weekly session where the class is covered by sports coach (MA)	Whole School	<ul style="list-style-type: none"> All target Pupils make expected progress in reading and writing. Gap between DisAdv and non DisAdv pupils is reduced from the previous year in attainment Increase in attitudes and capacity to learning 	<ul style="list-style-type: none"> Data analysis by PP Lead. Gaps in skills and knowledge identified and reduced as part of Pupil Progress Meetings Pupil interviews/survey analysis



Pupil Premium

Menu of Provision at Chellaston Infant and Junior Schools



Strategy	Brief description	Target group	Intended Impact	Evaluation
Purchase and implementation of Power Maths scheme	Power Maths scheme to be implemented across the school to ensure all lessons follow age related expectations. Staff are supported by the scheme with their mathematical knowledge	Whole School	<ul style="list-style-type: none"> • Maths lessons follow the mastery approach that allows all pupils to achieve in every lesson • Children feel confident in maths lessons and see themselves as mathematicians • An increased number of pupils are making expected progress • PP pupils are making at least expected progress 	<ul style="list-style-type: none"> • Data analysis by PP lead • Learning walks • Pupil interviews/survey analysis
Purchase and implementation of Literacy Tree scheme and associated texts	Literacy Tree units being implemented across schools to ensure high quality texts and a consistent approach to reading and writing is delivered to all pupils	Whole School	<ul style="list-style-type: none"> • Children are inspired to write by the books that they are using • Cyclic approach to key writing objectives is followed across all year groups • PP pupils are making at least expected progress from their starting points 	<ul style="list-style-type: none"> • Data analysis by PP lead • Learning walks • Pupil interviews/survey analysis
Reading support with a focus on the bottom 20% of pupils in each class	5 mins 1:1 reading per day x4 times per week	Whole School	<ul style="list-style-type: none"> • Increase attainment in reading comprehension skills • Increased confidence with pupils' accessing texts from a wide range of genres • Pupils demonstrate a love of reading and actively read for pleasure 	<ul style="list-style-type: none"> • Data analysis of reading SS and levels • Surveys/pupil interviews and case studies
Purchase of quality texts to promote reading for pleasure in all classrooms	All classrooms have a wide selection of books to engage the children. Children are able to access and borrow books regularly	Whole School	<ul style="list-style-type: none"> • Increase in engagement with reading by all pupils • Increased confidence with pupils accessing texts that interest them • Pupils demonstrate a love of reading and actively read for pleasure 	<ul style="list-style-type: none"> • Data analysis of reading SS and levels • Surveys/pupil interviews and case studies
Training for staff to ensure reading for pleasure is embedded in all classrooms	All staff to attend RfP trust wide training. RfP focus group set up to drive pupil's love of reading	Whole School	<ul style="list-style-type: none"> • Increased staff confidence to be able to recommend books to pupils. • Staff are able to lead RfP sessions within their classrooms and discuss books with the children. • Good practise from other schools is shared with all staff through the focus group. 	<ul style="list-style-type: none"> • Staff surveys • Surveys/pupil interviews and case studies



Pupil Premium

Menu of Provision at Chellaston Infant and Junior Schools

Strategy	Brief description	Target group	Intended Impact	Evaluation
Lightening Squad	Online programme that adjusts to the level of individual children to develop their reading skills (both phonic knowledge and comprehension)	Whole School	<ul style="list-style-type: none"> Pupils accurately retell texts they have read independently Increase attainment in reading Benchmarking assessments show high retelling scores Gaps in phonic knowledge and application are reduced Pupils are independently recognising targeted phonemes in their reading 	<ul style="list-style-type: none"> Data analysis of reading progress, including book band progression, and attainment by PP Lead
Speech and Language Link	Diagnostic tool purchased to support intervention work with children on their speech and language. Daily 1:1 interventions	FS2/Y1	<ul style="list-style-type: none"> Targeted intervention programme can be implemented effectively to ensure pupils make progress 	<ul style="list-style-type: none"> SENDCo and class teachers monitor progress
Expected Attainers English and Maths	Barriers to children achieving combined expected are identified for individual/small groups of Pupils. Teacher led sessions focus on gaps in learning.	Year 6	<ul style="list-style-type: none"> Pupils achieve expected in reading, writing and maths (combined) Gaps in understanding are filled 	<ul style="list-style-type: none"> Ks2 SAT's data analysis Gap analysis is used to inform planning
Higher Attainers English and Maths	Barriers to greater depth are identified for individual/small groups of pupils. Teacher led sessions focus on gaps in learning.	Year 6	<ul style="list-style-type: none"> Pupils achieve greater depth in reading, writing and maths Gaps in understanding are filled 	<ul style="list-style-type: none"> Ks2 SAT's data analysis Gap analysis is used to inform planning
Higher level writers	Focusing on higher attaining pupils - up levelling writing to hone high level skills. Teacher led intervention groups	Year 5/6	<ul style="list-style-type: none"> Pupils achieve high writing levels in end of year progress tests Accelerated progress in writing steps 	<ul style="list-style-type: none"> Data analysis by PP Lead Gap between DisAdv & non DisAdv pupils is reduced
Year 6 booster sessions prior to SATs	Focus on maths and reading.	Year 6	<ul style="list-style-type: none"> Borderline pupils achieving targeted next level 	<ul style="list-style-type: none"> Data analysis by PP Lead and Y6 team



Pupil Premium

Menu of Provision at Chellaston Infant and Junior Schools



Strategy	Brief description	Target group	Intended Impact	Evaluation
Times Tables intervention	Small group intervention to fill the gaps for children struggling with times tables 20mins – 3x a week	Year 3/4	<ul style="list-style-type: none"> Pupils regularly engage in times tables IT programs Increased confidence in maths lessons Improved maths progress Increase in the number of children achieving full marks in the MTC 	<ul style="list-style-type: none"> NFER Data analysis by PP and maths Lead Year 4 National times tables test Baseline – end results of times tables completed
Precision teaching for phonics and reading	Small group intervention or 1:1 to fill gaps for children struggling with accessing class phonics sessions. 30mins per class per day	FS2/Y1/Y2	<ul style="list-style-type: none"> Gaps in phonics filled Pupils confidence in reading increased Pupils able to access whole class phonics teaching 	<ul style="list-style-type: none"> Baseline – end of intervention progress shown English lead monitoring
IT learning programs (home and school)	Freckle and TTRS used regularly to support progress in maths	Whole school	<ul style="list-style-type: none"> To improve maths skills across the curriculum 	<ul style="list-style-type: none"> IT usage monitored by class teachers and tracked on PP calculator Data analysis (MTC and NFER)
Reading/writing/ maths workshop for PP parents	Parental Workshop to promote reading for pleasure and maths IT programs to support maths skill development	PP Parents Whole School	<ul style="list-style-type: none"> Parental engagement with school is increased Children participate in IT programs on a regular basis SS scores in reading/maths is improved 	<ul style="list-style-type: none"> NFER analysis Reduced score of parental engagement & children accessing IT homework activities on PP calculator

Personal Development

Strategy	Brief description	Target group	Intended Impact	Evaluation
ELSA	Provide focussed learning opportunities and support for challenging emotions –	Whole School	<ul style="list-style-type: none"> Pupils understand their emotions Pupils are able to manage their emotions in times of anxiety or pressure 	<ul style="list-style-type: none"> ELSA monitoring ELSA supervision meetings



Pupil Premium

Menu of Provision at Chellaston Infant and Junior Schools

Strategy	Brief description	Target group	Intended Impact	Evaluation
	second step mental health support		<ul style="list-style-type: none"> Reduction in 'meltdown' responses 	
School Counsellor	Intermediate level provision for a range of need, including emotions, anxiety, bereavement, friendships, family issues – third step mental health support	Whole School	<ul style="list-style-type: none"> Pupils feel supported Self esteem and wellbeing status is improved Pupils are able to manage situations using learnt strategies 	<ul style="list-style-type: none"> Family SENCo monitors provision Feedback from pupils and parents Feedback and observations by school staff
Speech and Language Support	Individualised SALT programmes for pupils who have identified speech and language difficulties	Whole School	<ul style="list-style-type: none"> Programmes bespoke for individual Pupils therefore outcomes will be linked to specific targets and SALT programmes. 	SENCO analysis of progress data, provision maps & intervention records
Drawing and Talking Intervention	Provide 1:1 opportunities for pupils to explore and express their emotions in a protected space	Whole School	<ul style="list-style-type: none"> Pupils understand their emotions Pupils are able to manage their emotions in times of anxiety or pressure Reduction in 'meltdown' responses 	<ul style="list-style-type: none"> SENDCo monitoring
Family Support (Learning Mentor)	Providing support for children with needs involving emotions, anxiety, bereavement, friendships, family issues	Whole School	<ul style="list-style-type: none"> Pupils feel supported Self esteem and wellbeing status is improved Pupils are able to manage situations using learnt strategies 	<ul style="list-style-type: none"> Learning Mentor monitors provision Feedback from pupils and parents Feedback and observations by school staff
Lego Therapy	Encouraging cooperating, negotiation and communication skills for Pupils who are finding social situations difficult	Whole school	<ul style="list-style-type: none"> Improvement in cooperation, social interaction with peers and negotiation skills 	<ul style="list-style-type: none"> Intervention records Analysis of behaviour records
Sensory Circuits	Daily sessions to help children regulate/ground themselves at the start of the school day	Whole school	<ul style="list-style-type: none"> Improvement in focus and engagement within class Reduction in dysregulation times for children 	<ul style="list-style-type: none"> SENDCo observations and records



Pupil Premium



Menu of Provision at Chellaston Infant and Junior Schools

Strategy	Brief description	Target group	Intended Impact	Evaluation
Extra Y2 transition	Further transition opportunities for children with anxiety	Year 2 – 3 (CIS/CJS)	<ul style="list-style-type: none"> Highlighted pupils (and parents) will feel less anxious about their move to CJS 	<ul style="list-style-type: none"> All pupils in Year 3 will settle well and show a readiness to learn
Behaviour Training	All staff complete the Paul Dix behaviour training to ensure a consistent approach to behaviour across school	Whole School	<ul style="list-style-type: none"> Behaviour management across school is consistent There is a reduction in behaviour issues within the classroom and outside 	<ul style="list-style-type: none"> Learning walks Analysis of behaviour tracking on CPOMS

Financial Barriers

Strategy	Brief description	Target group	Intended Impact	Evaluation
Clubs	Pupils have access to a wide range of additional activities	Whole School	<ul style="list-style-type: none"> Life experiences are widened Active lifestyles are promoted Understanding of being healthy Development of active lives 	<ul style="list-style-type: none"> Identification from PP calculator – each PP child to attend at least 1 club throughout the year
Residential Visit	All children have to opportunity to attend residential activities	Year 6	<ul style="list-style-type: none"> Promotion of independence and self care Pupils are proud of achievements Pupils are confident to challenge themselves Development of positive social skills 	<ul style="list-style-type: none"> Feedback from pupils and parents Observations from teachers/support staff
Breakfast/After school Club	Access to wrap around care to support health and wellbeing of pupils	Whole School	<ul style="list-style-type: none"> Healthy living Good social development Promotion of social skills through play 	<ul style="list-style-type: none"> Welfare Assistant to monitor
Music Tuition	All pupils have the opportunity to access music tuition	Year 1 and 4 and whole school for individualised lessons	<ul style="list-style-type: none"> Pupils enjoy learning new skills Raised self esteem Love of music is promoted 	<ul style="list-style-type: none"> Hot House records



Pupil Premium

Menu of Provision at Chellaston Infant and Junior Schools



Strategy	Brief description	Target group	Intended Impact	Evaluation
Uniform	Nearly new uniform available for all families	Whole School	<ul style="list-style-type: none"> Pupils are smart No difference is observed between pupils Pupils are proud of their uniforms 	<ul style="list-style-type: none"> Office staff to liaise with parents Teachers to signpost when needed
Technology	Laptops, ipad, computers	Whole School	<ul style="list-style-type: none"> Technology is used to support learning and development effectively All pupils have access to appropriate technology to support their learning All PP children have access to ICT to support learning (Freckle, TTRS, Lexia) 	<ul style="list-style-type: none"> IT co-ordinator to make sure that IT equipment is up to date IT co-ordinator to ensure that programmes support learning

Strategy	Brief description	Target group	Intended Impact	Evaluation
School Visits and visitors	Visits and visitors to enhance curriculum deliver (50% school contribution for PP pupils)	Whole School	<ul style="list-style-type: none"> All pupils are able to attend class trips All pupils have access to a wide range of school events 	<ul style="list-style-type: none"> DHT to ensure opportunities are for all pupils. Enrichment activities are planned to support learning in the curriculum for all year groups. Surveys/pupil interviews and case studies <p>This will be reviewed ahead of 2024/25 to ensure consistency across KS1 and KS2</p>
Participation in sporting events	PP children targeted to participate in sports activities and events.	KS2	<ul style="list-style-type: none"> All PP children have access to sports activities and team sports across the year Increased engagement in sporting activities by PP children 	<ul style="list-style-type: none"> PE curriculum review PE lead/sports coach records of engagement
Participation in after school clubs	PP children targeted to participate in after school activities	Whole school	<ul style="list-style-type: none"> All PP children are able to access a club of their choice Clubs are to be offered to targeted children before opening out to the rest of the school 	<ul style="list-style-type: none"> PP lead to keep record of children attending clubs Club leads to report back engagement

Strengths



Pupil Premium

Menu of Provision at Chellaston Infant and Junior Schools

- The interventions used throughout the year reflect the rich diet of provision used to reduce the attainment gaps for DisAdv pupils where needed.
- Evidence supports that provision matches individual need.
- Interventions are offered as small group tuition with an average of 5 - 6 pupils within the group and booster groups lead by experienced TAs and teaching staff.
- The balance of reading, writing and maths interventions is evenly spread.
- Not all interventions will be used all of the time.
- Pupil Premium plan details costings for the year, costs of some of the above met from school's core budget