



## St Leonards CE (A) First School -Pupil Premium Action Plan - 2021/22

Target/ Priority	To use the Pupil Premium funding effectively in order to improve the outcomes for our free school meal pupils.
In-school barriers	Impact of Covid-19 Pandemic, periods of isolation effecting attendance, range of home learning accessed by pupils. Specific learning difficulties, involvement of parents in homework, social and emotional needs. Action plan to be read in conjunction with Covid-19 recovery funding statement.

Key development priorities	Actions and strategies	Intended impact and sustainable outcomes	Evidence	Review Dates
To ensure all pupil premium children make 'good or better' progress from their starting points.	<ul style="list-style-type: none"> <li>Sustain teaching assistant hours to work specifically in our KS1 class where our pupil premium pupils are based.</li> <li>Provide 1:1 support and small group tuition for pupils who are not making good progress with an experienced teaching assistant or teacher.</li> <li>Put a learning passport in place for pupil premium children (if required).</li> <li>TA to provide precision teaching for Reading, Spelling and Maths facts.</li> <li>PP pupils to have daily intervention for reading, spelling and Maths.</li> </ul>	% of PP pupils making Good or better progress in reading, writing and Maths will increase.	Tracking grids Work scrutiny Lesson monitoring Standardised scores Pupil and parent voice	Each half term
To ensure ALL children make progress with basic skills of reading and writing and are taught key words with rigour.	<ul style="list-style-type: none"> <li>Teaching Assistants to maintain our precision teaching approach to reading and spelling and Maths across the whole school so that EVERY pupil has individual reading and spelling targets.</li> <li>Teachers to support this approach with rewards at key points and extra practice where needed.</li> </ul>	All children can read and spell the appropriate key words at the end of Year 2 and Year 4.	Tracking sheets Word and fact lists	Each half term

<p>Ensure that KS1 pupils undertaking KS1 Assessment or Year 1 phonics screening assessment are supported to achieve ARE.</p>	<ul style="list-style-type: none"> <li>• Teaching assistants to provide focused daily support as needed based on regular assessments.</li> <li>• Practice Assessments to be used to track progress.</li> </ul>	<p>All PP children to achieve ARE in Y1 phonics screening and KS1 Assessments.</p>	<p>Phonics screening check scores. SAT practice test scores.</p>	<p>Half termly checks. End of year scoring.</p>
<p>Improve parental links with PP pupil families to enhance learning further improving outcomes.</p>	<ul style="list-style-type: none"> <li>• Strong links with parents through meetings where needed.</li> <li>• Telephone calls home to update on progress.</li> <li>• Use of see saw to share learning and targets.</li> </ul>	<p>% of PP pupils making Good or better progress in reading, writing and Maths will increase as pupils maintain attitudes to learning and are settled and happy. No dips in progress are apparent.</p>	<p>Tracking grids Work scrutiny Lesson monitoring Standardised scores Pupil and parent voice</p>	<p>Each half term. Evaluate at the end of the year.</p>