



# Chellaston Junior School - Pupil Premium

## Menu of Provision

### 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.

### Academic Extension

| Strategy                                    | Brief description  | Target group | Cost                          | Intended Impact   | Evaluation  |
|---|--|--------------|-------------------------------|---|---|
| <b>NTP Reading Intervention</b>             | Tutor to work with a small target group of pupils working just below the target level.   | Whole school | £30,900<br>(510 pupils x £80) | <ul style="list-style-type: none"> <li>Targeted pupils make next level progress in reading.</li> <li>Gap between DisAdv and Non-DisAdv pupils is reduced from the previous year in attainment</li> <li>Promote a love of reading that will stay with the child</li> </ul> | <ul style="list-style-type: none"> <li>Data analysis</li> </ul>   |
| <b>Problem solving whole class teaching</b> | Focuses on the solving of two-step problems relating to the 4 number operations with children being able to answer, prove and explain answers. | Whole school | £50<br>(copying)<br>£1000     | <ul style="list-style-type: none"> <li>Pupils are able to use the four operations accurately throughout the curriculum.</li> <li>Increase in maths attainment and progress</li> </ul>   | <ul style="list-style-type: none"> <li>Data analysis</li> </ul>   |
| <b>Reading support</b>                      | 5 mins 1:1 reading per day x4 times per week   | Whole School | £3000<br>TAs<br>Volunteers    | <ul style="list-style-type: none"> <li>Increase attainment in reading comprehension skills</li> <li>Increased confidence with pupils' accessing texts from a wide range of genres</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 SS and levels</li> <li>Surveys/pupil interviews and case studies</li> <li>Reduced score on PP calculator</li> </ul> |
| <b>IT home learning programs</b>            | Provided support by using Doodle TT Rockstars  | Whole school | £5000<br>Doodle<br>£200 TT    | <ul style="list-style-type: none"> <li>To improve Maths and English skills across the curriculum</li> </ul>   | <ul style="list-style-type: none"> <li>IT usage monitored by class teachers and tracked on PP calculator</li> </ul>   |
| <b>TA preteaching intervention groups</b>   | Activities which enable inclusion of all children due to them having a basic understanding prior to lessons                                    | Whole school | £20000<br>TA Time             | <ul style="list-style-type: none"> <li>Pupils engage in lessons due to an increase in confidence</li> <li>Improved assessment data</li> </ul>   | <ul style="list-style-type: none"> <li>Data analysis</li> <li>Teacher observations</li> </ul>   |



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|---|--|--------------------------------|---|--|---|
| <b>Year 6 booster sessions prior to SATs</b>                          | Focus on maths, reading and writing  | Year 6                         | £7000<br>Resources<br>Teacher time      | <ul style="list-style-type: none"> <li>Borderline pupils achieving targeted next level</li> </ul>  | <ul style="list-style-type: none"> <li>NTS Data analysis</li> </ul>   |
| <b>Times Tables intervention</b>                                      | Small group intervention to fill the gaps for children struggling with times tables 20mins – 3x a week | Year 3/4/5                     | £50<br>Copying<br>Teacher time<br>£1000 | <ul style="list-style-type: none"> <li>Pupils regularly engage in times tables IT programs</li> <li>Increased confidence in Maths lessons and strawberry jam sessions</li> <li>Improved Maths progress</li> </ul>  | <ul style="list-style-type: none"> <li>NTS Data analysis</li> <li>Strawberry jam analysis</li> <li>Year 4 National times tables test</li> <li>Baseline – end results of times tables completed</li> </ul> |
| <b>Speech and Language (SALT) programme</b>                           | Individualised SALT programmes for pupils who have identified speech and language difficulties         | Children with identified needs | £1000                                   | <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>  | SENCO analysis of progress data and intervention records  |
| <b>Fluent in Five Arithmetic</b>                                      | Revision of 4 number rules   | Whole school                   | £390<br>Third Space                     | <ul style="list-style-type: none"> <li>Improvement in mental recall skills</li> <li>Increase in maths attainment and progress</li> </ul>   | <ul style="list-style-type: none"> <li>Data analysis</li> </ul>   |
| <b>Response to marking</b>  | Pupils work 1:1 or small groups to respond to marking and improve understanding                        | Whole school                   | £0                                      | <ul style="list-style-type: none"> <li>Pupils are able to review and edit their writing using the skills with greater independence</li> <li>Pupils show a greater understanding of maths concepts and can apply this knowledge independently</li> <li>Pupils learn strategies for answering reading comprehension questions</li> </ul> | <ul style="list-style-type: none"> <li>Data analysis</li> <li>Marking and feedback</li> <li>Work scrutiny by English/Maths Lead</li> </ul>  |
| <b>Writing Intervention for pupils targeted to achieve EXS and GD</b> | Identify gaps and teach writing objectives from next year group  | Year 3/4                       | £13000<br>TA<br>£1000<br>Teacher time   | <ul style="list-style-type: none"> <li>Pupils achieve Expected/Greater Depth in writing</li> <li>Gaps in understanding are filled</li> </ul>   | <ul style="list-style-type: none"> <li>NTS Data analysis</li> </ul>   |
| <b>Lexia</b>  | 1:1 work on Lexia IT program – children progress through Lexia stages                                  | Whole School                   | £4410                                   | <ul style="list-style-type: none"> <li>Improve phonic and reading skills across the school</li> </ul>  | <ul style="list-style-type: none"> <li>Data analysis by SENDCO</li> </ul>   |
| <b>EWO mtgs</b>   | Termly meetings to identify low attendance   | Whole school                   | £614.35                                 | <ul style="list-style-type: none"> <li>Improved attendance</li> </ul>  | <ul style="list-style-type: none"> <li>Whole school attendance improved</li> <li>PP attendance improved</li> <li>Reduced attendance score on PP calculator</li> </ul>                                     |



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| Strategy   | Brief description   | Target group       | Cost   | Intended Impact  | Evaluation   |
|--|---|--------------------|--|--|--|
| <b>Nurture/Self esteem/Behaviour group</b>             | Group work focusing on sharing, listening and developing strategies for good behaviour                | Year 3/4           | £4000  | <ul style="list-style-type: none"> <li>Improved concentration skills in lessons</li> <li>Improved behaviour – fewer children on report</li> <li>Improved cooperation and social interaction</li> </ul>   | <ul style="list-style-type: none"> <li>Observations and improved behaviour data</li> </ul>   |
| <b>Accelerated Reader</b>                              | Whole school approach to reading to motivate, monitor and manage pupils' independent reading practice | Whole school       | Licence £2500<br>Books £6000                       | <ul style="list-style-type: none"> <li>Reading comprehension data is improved from last year</li> <li>Promote a love of reading that will stay with the child</li> </ul>   | <ul style="list-style-type: none"> <li>Data analysis</li> <li>Teacher observations</li> </ul>  |
| <b>NTP Phonics intervention</b>                        | Small group intervention which focuses on gaps in phonic knowledge based upon individual assessments  | Year 3/4           | £10,000  | <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</li> <li>Words containing identified spelling patterns are consistently spelt correctly in independent writing</li> </ul> | <ul style="list-style-type: none"> <li>Data analysis</li> <li>Gaps in phonic knowledge identified and reduced and progress is shown in reading and writing in the classroom</li> </ul> |
| <b>NTP Shine Maths programme</b>                       | Assessments in Maths enabling gap analysis and group analysis to lead to targeted interventions       | Year 3/4/5         | £2400<br>Rising stars<br>Tests<br>£212.50<br>Shine | <ul style="list-style-type: none"> <li>Pupils achieve targeted next levels</li> <li>Improved confidence in maths in the classroom</li> </ul>   | <ul style="list-style-type: none"> <li>Data Analysis</li> <li>Teacher observations</li> <li>Intervention records</li> </ul>  |
| <b>Handwriting intervention</b>                        | Modelling correct grip & formation of letters. Pupils practicing handwriting 2x a week                | Year 3             | £5000<br>TA time                                   | <ul style="list-style-type: none"> <li>Pupils can hold their pencil with correct grip</li> <li>All letters are formed correctly and writing shows consistent sizing with finger spaces</li> </ul>  | <ul style="list-style-type: none"> <li>Intervention records and improved handwriting</li> <li>Increased number of children reaching 3 stages of handwriting</li> </ul>                 |
| <b>Administer NTS Year 2 Summer tests in September</b> | Assessment process to enable gap analysis for new Y3 pupils   | Year 3             | £400   | <ul style="list-style-type: none"> <li>Identify gaps which can inform Year 3 planning</li> <li>Provide targeted support to fill the gaps</li> </ul>  | <ul style="list-style-type: none"> <li>NTS data analysis</li> </ul>  |
| <b>Reading/Writing/Maths workshop for PP parents</b>   | Parental Workshop to promote our reading/maths IT programs  | PP parents<br>Y3-6 | £400   | <ul style="list-style-type: none"> <li>Parental engagement with school is increased</li> <li>Children participate in IT programs on a regular basis</li> <li>SS scores in reading/maths is improved</li> </ul>   | <ul style="list-style-type: none"> <li>NTS analysis</li> <li>Reduced score of parental engagement &amp; children accessing IT homework activities on PP calculator</li> </ul>          |



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| Strategy                   | Brief description  | Target group | Cost   | Intended Impact   | Evaluation  |
|----------------------------|--|--------------|--|---|---|
| <b>Extra Y2 transition</b> | Further transition opportunities for children with anxiety | Year 2 - 3   | £600<br>Staff cover<br>£1000<br>Teacher time | <ul style="list-style-type: none"><li>Highlighted pupils (and parents) will feel less anxious about their move to CJS</li></ul> | <ul style="list-style-type: none"><li>All pupils in Year 3 will settle well and show a readiness to learn</li></ul> |



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### Personal Development

| Strategy   | Brief description  | Target group                          | Cost   | Intended Impact  | Evaluation  |
|--|--|---------------------------------------|--|--|---|
| <b>Outdoor Learning sessions</b>                         | Half class - to promote team building, love of outdoors and social interaction                                       | Year 3                                | £500   | <ul style="list-style-type: none"> <li>Pupils demonstrate greater confidence and are able to show higher levels of cooperation and social interaction</li> </ul>   | <ul style="list-style-type: none"> <li>Observation by BU and Year 3 teachers</li> </ul>   |
| <b>Sensory Provision</b>                                 | Individual time in the Sensory room to promote calm and coping strategies  | Children with behaviour/anxiety needs | £650   | <ul style="list-style-type: none"> <li>Improvement in concentration, attendance and behaviour for learning</li> </ul>  | <ul style="list-style-type: none"> <li>Learning Mentor observations</li> <li>Parental feedback</li> <li>Improved class participation</li> </ul>                                   |
| <b>Peer mediators</b>                                    | Encouraging cooperating, negotiation and communication skills for pupils who are finding social situations difficult | Whole school                          | £400<br>PSHE time                                | <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>Observations during playtimes</li> <li>Pupil survey from Wellbeing Coordinator</li> </ul>  |
| <b>Buddies</b>   | Younger children have a mentor to help with all aspects of school life   | Whole school                          | £400<br>PSHE time                                | <ul style="list-style-type: none"> <li>Pupils have a greater understanding towards one another</li> <li>Older pupils have the opportunity to show responsibility</li> <li>Younger pupils have role models</li> </ul> | <ul style="list-style-type: none"> <li>Children are happier, show more resilience, independence and responsibility around school</li> </ul>                                       |
| <b>ELSA</b>  | Provide support for children with emotional anxieties  | Whole school                          | £12000<br>TA time<br>£800<br>Training            | <ul style="list-style-type: none"> <li>Pupils understand their emotions and 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> </ul>   |
| <b>Family Support (Learning Mentor &amp; Counsellor)</b> | Providing support for children with needs involving emotions, anxiety, bereavement, friendships, family issues       | Whole School                          | £30724<br>L Mentor<br>£2000<br>School Counsellor | <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>Learning Mentor monitors provision</li> <li>Feedback from pupils and parents</li> <li>Feedback and observations by school staff</li> </ul> |
| <b>Play Therapy</b>                                      | Small group work to develop children's social skills and confidence  | Pupils who lack confidence            | £2600<br>LL<br>£2600<br>Other TA                 | <ul style="list-style-type: none"> <li>Improved emotional wellbeing and confidence which leads to improved learning</li> </ul>   | <ul style="list-style-type: none"> <li>Analysis of intervention records</li> </ul>  |



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### Financial Barriers

| Strategy                           | Brief description  | Target group                                       | Cost   | Intended Impact  | Evaluation   |
|------------------------------------|--|--|--|--|--|
| <b>Clubs</b>                       | Pupils have access to a wide range of additional activities          | Whole School                                       | £5985<br>21 clubs 5 chn PP chn each club places per week x £1.50 | <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>Identification from PP calculator – each PP child to attend at least 1 club throughout the year</li> </ul>                                  |
| <b>Trips and Residentials</b>      | All children have to opportunity to attend residential activities    | Year 4<br>Year 6                                   | £3900<br>£65 per pupil x 60 pupils                               | <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>Feedback from pupils and parents</li> <li>Observations from teachers/support staff</li> </ul>   |
| <b>Breakfast/After school Club</b> | Access to wrap around care to support health and wellbeing of pupils | Whole School                                       | £1000  | <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>Welfare Assistant to monitor</li> </ul>   |
| <b>Music Tuition</b>               | All pupils have the opportunity to access music tuition              | Year 4 and whole school for individualised lessons | £2000  | <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>Hot House records</li> </ul>  |
| <b>Uniform</b>                     | Uniform/Kit available for all families                               | Whole School                                       | £3000  | <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                                       | £20,000  | <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> |



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### Cultural Enrichment

| Strategy                          | Brief description   | Target group | Cost           | Intended Impact   | Evaluation  |
|-----------------------------------|---|--------------|----------------|---|---|
| <b>School Visits and visitors</b> | Visits and visitors to enhance curriculum deliver (50% school contribution for PP pupils) | Whole School | £8400<br>£2460 | <ul style="list-style-type: none"><li>All pupils are able to attend class trips</li><li>All pupils have access to a wide range of school events</li></ul> | <ul style="list-style-type: none"><li>DHT to ensure opportunities are for all pupils.</li><li>Year groups to plan a wide range of events throughout the year matched to the curriculum plans for the year group</li></ul> |

#### Strengths

- 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.