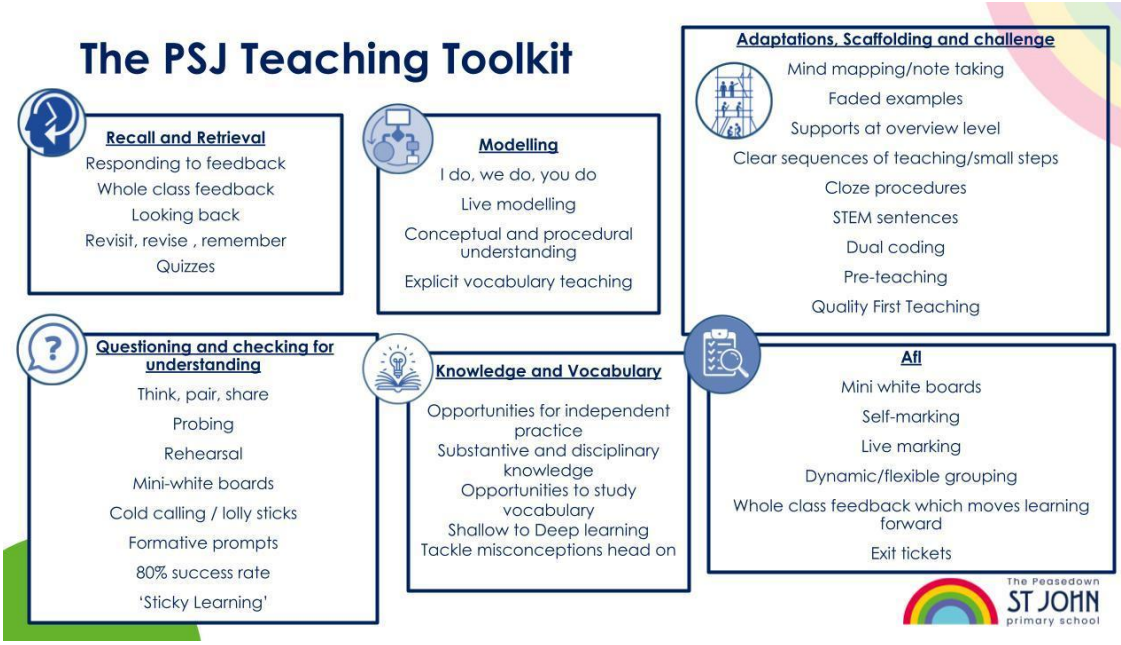


Peasedown St John Primary School – Pupil Premium Procedures

PSJ has a three tiered approach to supporting our pupil premium children to succeed. This aligns with our PP Strategy.

1) High Quality Teaching

QFT: PSJ Teaching Toolkit strategies	 The PSJ Teaching Toolkit Recall and Retrieval - Responding to feedback - Whole class feedback - Looking back - Revisit, revise, remember - Quizzes Modelling - I do, we do, you do - Live modelling - Conceptual and procedural understanding - Explicit vocabulary teaching Adaptations, Scaffolding and challenge - Mind mapping/note taking - Faded examples - Supports at overview level - Clear sequences of teaching/small steps - Cloze procedures - STEM sentences - Dual coding - Pre-teaching - Quality First Teaching Questioning and checking for understanding - Think, pair, share - Probing - Rehearsal - Mini-white boards - Cold calling / lolly sticks - Formative prompts 80% success rate 'Sticky Learning' Knowledge and Vocabulary - Opportunities for independent practice - Substantive and disciplinary knowledge - Opportunities to study vocabulary - Shallow to Deep learning - Tackle misconceptions head on All - Mini white boards - Self-marking - Live marking - Dynamic/flexible grouping - Whole class feedback which moves learning forward - Exit tickets The Peasedown ST JOHN primary school
QFT: carefully chosen seating	PP students are placed in locations where their progress within each lesson can be readily monitored by the class teacher and where they will be well supported by their peers.
QFT: Questioning	Depending on the activity or type of lesson, PP students will be asked at least one question requiring an extended answer each lesson. If the student cannot answer the question, follow up questions or contributions from other students will be used to improve their response. Children will always have time to discuss their answers with a suitable talk partner. If using cold calling strategies, PP children will have their names on lolly sticks twice to increase chances of being called upon. Understanding will subsequently be checked.
QFT: priority feedback marking	When marking activities take place within lessons, PP students' work is checked as a priority. When marking is self-assessment or peer assessment, PP students' work is checked by a staff member to ensure this marking is effective. When marking is completed after the lesson, PP children will be at the top to ensure they are marked first. Misconceptions in Maths will be corrected in afternoon sessions wherever possible with PP as a priority.
QFT: homework support	PP students must be set regular homework which is marked in accordance with the School Marking and Assessment Policy. When homework is marked, PP students' work will receive high quality formative advice at every possible opportunity.



	When PP students fail to complete homework, particular care should be taken that sanctions are applied correctly and that the student is supported to catch up the work and have it marked thoroughly or supported during the week to help complete homework. PP students will be offered time to complete homework in school if they struggle to complete it at home. This includes lunchtime library club for all pupils and after school drop ins for Year 6.
QFT: 1:1 feedback and conferencing	When children are editing, improving or upleveling writing, PP pupils will have time with a member of staff on a 1:1 basis to conferencing this writing together.
Assessment tracking and pupil progress meetings	Assessment data is quickly entered on the school's data tracking system 3 times a year. If a PP pupil is not making adequate progress, then interventions are reviewed and adapted to provide support to make better progress. Pupil progress meetings are held 3 times a year to identify PP children who are not on track and to review interventions. A tracking grid is completed and targets for PP children are set as needed.
LSA support in every class	Every class has a learning support assistant in class every morning. The support they give is inline with EEF research guidelines so as to ensure their support is having a positive impact on outcomes. Teachers deploy LSAs to scaffold and adapt learning for PP students and to provide opportunities for pre-teaching and over-learning.
Leadership time	The School PP lead is Emma Dando. The PP lead works closely with SLT to monitor and track the progress of PP students. SLT will deploy available resources to narrow the gap in achievement between these students and others as needed and coordinate work sampling to review progress throughout the year.
CPD for staff to develop QFT, including Language for life in the early years, N. PDM time.	A programme of CPD is planned and delivered over the year, this includes an investment in external CPD. This is linked to the school's improvement plan and supports targets for achievement for all pupils, especially PP pupils. Professional Development Meetings allow time for staff to engage, discuss, implement and embed professional development. Time is also given to administrative tasks that support pupils' progress such as preparing for progress meetings, writing support plans and engaging with parents.
Investment in technology and resources to support QFT	This includes year group teacher ipads, visualisers and IWB upgrades. IT devices are provided for homework support over lunchtimes/after school if needed.

2) Targeted interventions

On average the interventions offered at PSJ have 40% Pupil Premium pupils within them. The suite of interventions covers all areas of learning and nurture provision. These are time-limited and children will always have entry and exit assessments so that the impact of the provision can be measured.



Literacy Interventions	- RWI Catch-Up - Fresh Start -1:1 Reading -Reading fluency
Mathematics Interventions	- Numicon - Number Sense -Maths Mop-up -Third Space Tutoring for Year 6
Motor Skills and Handwriting Interventions	- Dough Gym - Write from the Start - Handwriting without Tears - Speed Up - strategies suggested by OT
Speech and Language Interventions	- Language for Thinking - Talking Partners - Lego Therapy - Strategies suggested by SALT - SALT therapist
Nurture and Mental Health Interventions	- Thrive - Sunshine Circles - Socially Speaking - Drawing and Talking Therapy - MHST sessions - Play Therapist - Art Therapist - Mentoring Plus
Memory Interventions	- Mastering Memory
EAL Interventions	- Racing to English

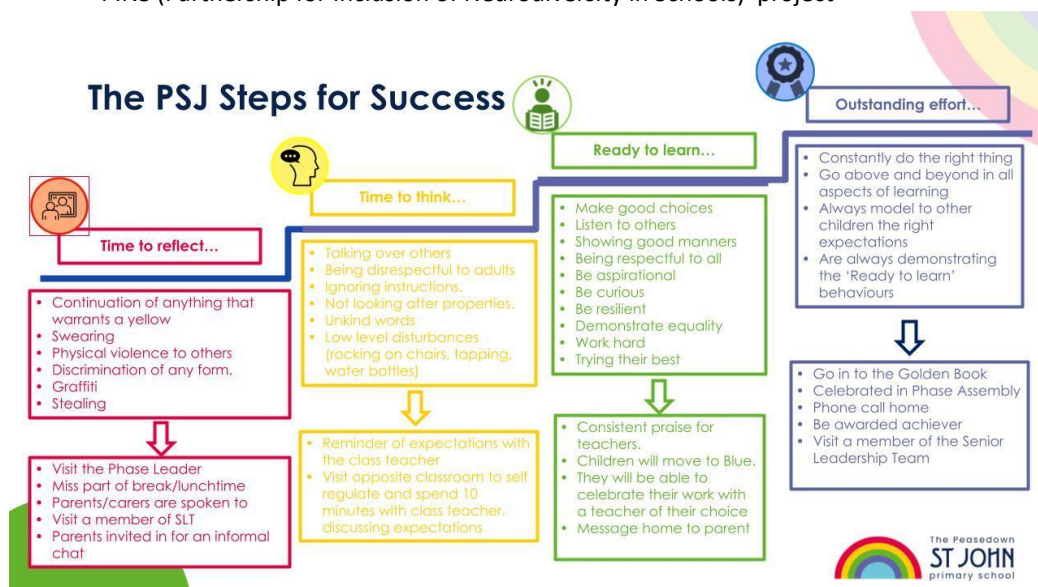
3) Wider strategies

Wider strategies offered support children's wellbeing, attendance, behaviour and attitudes whilst also increasing opportunities to engage in wider curriculum and cultural capital opportunities.

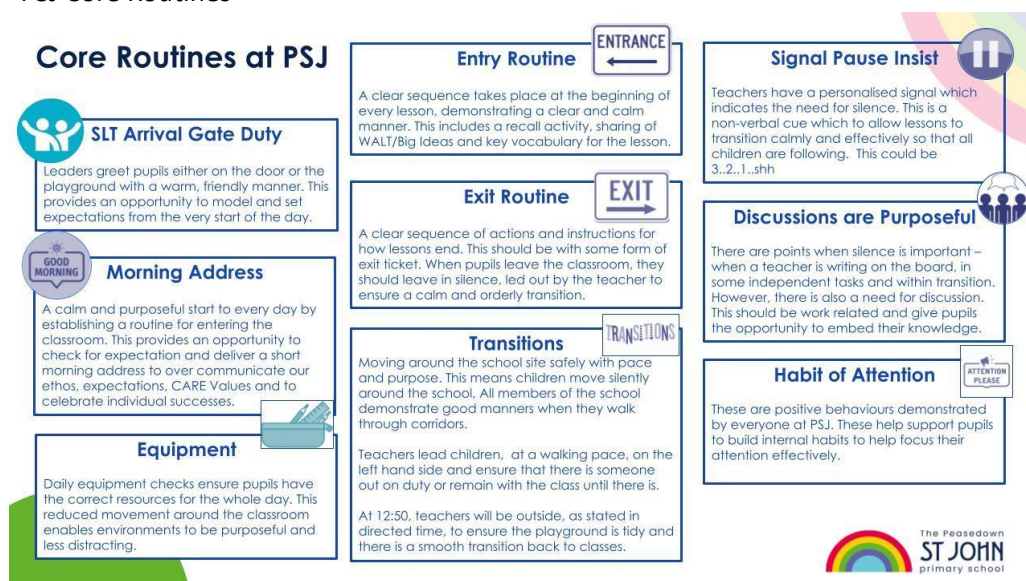
Support for Attendance, Behaviour and Attitudes towards Learning	- Breakfast Club places - Rainbow Room - EWO - PFSA (18 hours a week) - Assertive Mentoring - Free jumper when starting school for first time - 5 items annually of second hand uniform - PSJ Steps to Success
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- PSJ Core Routines
- Parental Engagement in EYFS (pop-up and play)
- PINS (Partnership for Inclusion of Neurodiversity in Schools) project



- PSJ Core Routines



Support to access Extra-Curricular opportunities

- priority places in school clubs
- subsidised music lessons for all pupils
- Bursary scheme for pupils showing a particular musical ability

Financial support to access cultural capital opportunities

- free Y6 SATs study book
- 25% subsidy for school trips
- 25% subsidy for Y4 camp
- 25% subsidy for Y6 camp
- 25% subsidy for chargeable activities



- Book in a box scheme for Year 3 (6 books a year)