



Pentyrch Primary School

Costed Annual Plan

2022-2023

EIG Foundation and EIG other	Total £40,313
Early Years PDG / PDG	Total £21,850
	<i>(PDG £17,250 / EYPDG £4,600)</i>

Name of school	Pentyrch Primary School
Executive Headteacher Head of School	Mrs Sarah Coombes Mrs Amanda Reynolds
Date submitted	September 2022



Pupil Deprivation Grant 2022-2023

What do we want to improve?	Targets – what do we want to happen?	How will we know it has worked?
Pupil Deprivation Grant/EYPDG <i>Teaching assistant to work with identified pupils</i>	<i>Additional TA support for e-fsm pupils- all have additional teacher input to ensure they achieve their full potential</i>	
Reading <ul style="list-style-type: none"> To accelerate the value-added reading progress of all pupils reading at or below Chronological age. 	<ul style="list-style-type: none"> Through bespoke reading interventions standards in reading improve for identified pupils enabling them to achieve value added expectations. Identified pupils achieve the expected value-added expectations, making accelerated progress. Reading leader to share expectations of year group reading standards ‘book band targets’ to all new staff and particular year group partners. 	<ul style="list-style-type: none"> All pupils make good progress and achieve expected value-added expectations. All pupils make good progress in standards of reading across the school, transferring these skills across the curriculum. Improvement in the % of pupils reading at Chronological age or above. MER activities indicate amendments to LLC policy – reading is consistently taught across the school.
Reading <ul style="list-style-type: none"> To accelerate the value-added reading progress of all EFSM pupils reading at or below Chronological age. 	<ul style="list-style-type: none"> Independent reading strategy focusses on the reading development of pupils identified as independent readers. Bookworms guide to independent readers supports pupils who have completed the reading scheme. 	<ul style="list-style-type: none"> EFSM pupils perform in line with their peers. Learning walks and L2L indicate higher order question posters impact on deepening pupils understanding of the text.



	<ul style="list-style-type: none"> • Further develop whole class guided group reading activities at KS2 to challenge MAT pupils particularly developing inference and deduction through the use of PPS higher order reading stems. 	<ul style="list-style-type: none"> • Reading data secures an improvement in the number of pupils reading in line or above their Chronological age.
<p>Writing</p> <ul style="list-style-type: none"> • To increase the percentage of pupils meeting value added expectations based on their individual starting point in writing. 	<ul style="list-style-type: none"> • Establish writing project in year 1 and 2 to accelerate value added data. • Establishing class timetables to ensure interventions take place. • Year 6 pupils will use Alan Peat super sentences. • Introduce writing model to identified pupils to move writing level 5. • Ensure EFSM pupils perform as well as nFSM at higher than expected levels. • Standards in writing to improve for identified pupils enabling them to achieve expected value-added expectations. • By July 2023, the number of children achieving value added expectation will meet expected targets. 	<ul style="list-style-type: none"> • Improved value-added outcomes in end of phase/ KS for eFSM pupils. • Data capture weeks and scrutiny of data will inform value added data. • Evaluation of intervention groups of learners will inform effectiveness of support for ALN pupils. • Book scrutiny will show progress in writing skills. • End of phase/ Stage assessments show secure progress from their starting point (value added data) in writing. • Observation of interventions indicates that the correct steps are in place. • Learning mats show consistency in planning for oracy skills impacting on writing skills.
<p>Writing</p>	<ul style="list-style-type: none"> • Use dashboard to ensure consistency in policy and expectations for 	<ul style="list-style-type: none"> • Improved outcomes in end of phase/ stage for eFSM pupils



<ul style="list-style-type: none">• To consistently embed effective learning and teaching through modelling and sharing good practice in writing especially with a new cohort of staff.	<p>Language, Literacy and Communication across the school in learning and teaching policy.</p> <ul style="list-style-type: none">• Share expectations of writing standards to new staff and coach how to identify gaps in writing skills which will impact on the rise in the number of pupils reaching expected value-added targets.	<ul style="list-style-type: none">• End of phase/ Stage assessments show secure progress from their starting point (value added date) in maths and English• Termly progress reviews ensure the correct pupils are targeted and expected progress is made.• By end of year – all EFSM pupils achieve expected value-added expectations.• Clear next steps identified and timetabled for implementation.• L2L indicates that children are encouraged to develop writing skills in a range of different contexts.• Performance management observations identify learning and teaching in writing as 100% good or better.
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