

Pupil Premium Action Plan

School:

2020/ 2021

School Context								
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children	Pupil premium Grant 2020/2021	Date of next PP review
36	20	16	55	2	4	6	£67835 tbc	April 2021

Previous Year six end of KS2 results – Lockdown from March 2020		
	Pupils eligible for PP	Pupils not eligible for PP
Progress in reading, writing and maths combined	+2.2	+2.8
Attendance %	84.9	77.19%
Persistent absence %	18.26%	34.23%

Barriers to Learning for disadvantaged pupils in our school

Academic barriers:

Low academic starting point on entry to school

SEN

Low speech and language levels

A wide range of specific needs within each cohort

Lockdown and time away from school depending on year group

Additional barriers:

Attendance

Parental support – **especially with distance learning if in isolation.**

Lack of opportunities to learn away from school

Emotional instability and well-being

Low self-esteem and resilience

Pupil premium objectives review for 2019/20		
This review covers the period from September 2019 to March 2020, when school went into Lockdown.	Success criteria	Impact
1. For every pupil to have access to high quality teaching tailored to their individual needs.	For every pupil to make strong progress relative to their individual starting points	March 2020 Data analysis shows that, apart from in Year 3 and Reception all pupils made their expected progress from their starting points.
2. Target wave 3 individualised interventions to appropriate pupils	Accelerated progress for wave 3 children	In Year 3 and Reception 50% of these pupils made the expected progress. Reception pupils = 5 children – 2 of whom have special needs – one with an EHCP Year 3 pupils = 3 of whom are special needs. 1 of these has poor attendance due to parental issues.
3. Support pupils' learning by developing their emotional well-being and improving their self-esteem	Accelerated progress	All children had access to ELSA time and again, apart from 50% of the Reception and year 3 children, all made their expected progress.
4. Engage parents in all aspects of school life so they feel confident in supporting their child's education	High take up at parents' evenings and events	Prior to lock down we had a very high take up to our parents' evenings. We also had a high take up to craft afternoons and Christmas events. By Christmas 2019 -

		<p><i>1106 adults attended our Christmas productions – double last year’s figure</i> <i>330 attended craft and lunch</i> <i>54 attended RSE information evening</i> <i>37 attended phonics stay and play</i> <i>8 attended the 10 week family learning course (only 12 places)</i> <i>Our Bonfire evening was very well supported with approximately 400 people attending.</i></p> <p><i>Parents’ evenings were very well attended with approximately 239 out of 245 families attending.</i></p> <p><i>We could not go ahead with anything else after this as we went into lockdown.</i></p>
<p>5. <i>Improve attendance and persistent absentees for PPG pupils to ensure they are not disadvantaged by lower attendance</i></p>	<p><i>Attendance is in line with ‘other’.</i></p>	<p><i>Attendance for this group overall had improved by 6%. By March 2020 their attendance was at 90.4% This was better than non-Pupil Premium children at 85%.</i></p>

Overview of the [previous] academic year		Total pupil premium allocation [previous academic year]: 2019 to 2020	
Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments
<p>6. For every pupil to have access to high quality teaching tailored to their individual needs.</p> <p>7. Target wave 3 individualised interventions to appropriate pupils</p> <p>8. Support pupils' learning by developing their emotional well-being and improving their self-esteem</p> <p>9. Engage parents in all aspects of school life so they feel confident in supporting their child's education</p> <p>10. Improve attendance and persistent absentees for PPG pupils to ensure they are not disadvantaged by lower attendance</p>	<p>£36800</p> <p>£36000</p> <p><i>Inc above</i></p> <p><i>Inc above</i></p> <p><i>Inc above</i></p> <p>Total = £72800 PP allocation = £64520 School budget share = £8280</p>	<p>Pupil progress was lower than the previous year but this was due to Lockdown. However, it still remained very positive at +2.2 in reading, writing and maths combined.</p> <p>NB: We will continue with some of these objectives in 2020/2021 so we can measure impact completely. Lockdown blocked some of them.</p>	<p><i>Overall these were a successful range of strategies. We note that progress is high for our PPG pupils.. We will repeat our planned activities with some minor adjustments.</i></p>

Pupil premium objectives for 2020/21	Success criteria
<ol style="list-style-type: none"> 1. For every pupil to have access to high quality teaching tailored to their individual needs. 2. Target wave 3 individualised interventions to appropriate pupils (this may be considered as catch up also) 3. Support pupils' learning by developing their emotional well-being and improving their self-esteem 4. Improve attendance and persistent absentees for PPG pupils to ensure they are not disadvantaged by lower attendance 	<p>For every pupil to make strong progress relative to their individual starting points</p> <p>Accelerated progress for wave 3 children</p> <p>Accelerated learning in line with non-disadvantaged pupils.</p> <p>Attendance is in line with 'other'.</p>

Objective 1:

Actions	Intended Outcome	Evidence and rationale	Person responsible / timescale	Cost/resource implications	Review date
<i>Employ high quality TAs to enable teachers to tailor their teaching to individual's needs</i>	<i>Teachers use TAs effectively</i>	<i>From previous good practice and use of previous PP funding</i>	<i>Head Teacher/ By the end of the Summer Term</i>	<i>£20,000</i>	
<i>Half termly checks on PP pupils' progress through our Pupil Progress meetings</i>	<i>Planned individual work and good progress for every pupil</i>	<i>Strong progress from previous cohorts by using this approach</i>	<i>Head Teacher and Classroom Teachers</i>	<i>£3200 (supply costs)</i>	
<i>Case studies – 1 pupil per class</i>	<i>Head Teacher closely monitor and support each teacher with the learning and development of the pupil with most complex needs</i>	<i>From previous good practice and outcomes of individuals</i>	<i>Head Teacher and Classroom Teachers</i>	<i>£3600 (supply costs)</i>	

Objective 2:

Actions	Intended Outcome	Evidence and rationale	Person responsible / timescale	Cost/resource implications	Review date
<i>Robust identification of children's specific needs, using a range of assessment strategies</i>	<i>Pupils' individual needs are identified so that Teachers can plan effective intervention</i>	<i>OFSTED say holes in learning should be filled so that barriers to learning are removed.</i>	<i>Head Teacher and Classroom Teachers. By the end of September 2020</i>	<i>£10000 (tracking system (inc 3 year cost for ICT program and tests)</i>	
<i>Use a range of specific planned activities to meet the identified needs of individuals</i>	<i>Staff are able to use the range of activities effectively</i>	<i>Barriers to learning will be removed and progress accelerated</i>	<i>Classroom Teachers</i>	<i>Included above</i>	
<i>Purchase a range of specific resources to meet the identified needs of individuals</i>	<i>Staff have the tools necessary to meet the needs of individuals</i>	<i>Barriers to learning will be removed and progress accelerated</i>	<i>Classroom Teachers/SENDCO. By the end of September 2020</i>	<i>£2000</i>	
<i>Commissioning of professional agencies to support the identification of pupils' complex needs</i>	<i>Staff have extra tools necessary to meet the needs of those pupils with complex needs</i>	<i>Barriers to learning will be removed and progress accelerated</i>	<i>External Professionals e.g Ed Psych; Woodlands; SALT. Classroom Teachers By the end of September 2019 and ongoing thereafter to the end of the Summer term 2021</i>	<i>£15000</i>	
<i>Review intervention and outcomes</i>	<i>Successful interventions will have produced accelerated progress for each pupil. Where the intervention has not been successful Staff will understand why and can then refine the strategy.</i>	<i>Successful interventions will ensure that barriers to learning will be removed and progress accelerated. Unsuccessful interventions will be refined</i>	<i>Classroom Teachers – half termly</i>	<i>£3600</i>	

Objective 3:

Actions	Intended Outcome	Evidence and rationale	Person responsible / timescale	Cost/resource implications	Review date
<i>Employ high quality TAs to enable teachers to tailor their teaching to individual's needs</i>	<i>Teachers use TAs effectively</i>	<i>From previous good practice and use of previous PP funding</i>	<i>Head Teacher/ By the end of the Summer Term</i>	<i>£20,000</i>	
<i>Purchase a range of specific resources to meet the identified needs of individuals</i>	<i>Staff have the tools necessary to meet the needs of individuals</i>	<i>Barriers to learning will be removed and progress accelerated</i>	<i>Classroom Teachers/SENDCO By the end of September 2020</i>	<i>£5000</i>	
<i>Commissioning of professional agencies to support the identification of pupils' complex needs</i>	<i>Staff have extra tools necessary to meet the needs of those pupils with complex needs</i>	<i>Barriers to learning will be removed and progress accelerated</i>	<i>External Professionals e.g Ed Psych; Woodlands; SALT. Classroom Teachers By the end of September 2020 and ongoing thereafter to the end of the Summer term 2021</i>	<i>£15000</i>	
<i>Develop the role of ELSAs and give time out of classroom to facilitate work with individual children</i>	<i>Pupils identified have improved emotional well-being</i>	<i>Attendance improves. Attainment and progress improve. Attitudes to learning and school improve.</i>	<i>Head; SENDCo; Mental Health lead; ELSAs</i>	<i>£8000</i>	

Objective 4:

Actions	Intended Outcome	Evidence and rationale	Person responsible / timescale	Cost/resource implications	Review date
<i>Staff to closely monitor attendance and work with parents to actively engage pupils. Especially if distance learning.</i>	<i>Attendance improves</i>	<i>Attendance figures</i>	<i>Class teachers – ongoing over the year</i>	<i>N/A</i>	<i>Termly checks by Head and Link Governor.</i>
<i>Distance learning in place for every child so they can be educated remotely if necessary. Laptops provided where needed.</i>	<i>Working barrier is broken down and child realizes attendance is best.</i>	<i>Attendance figures</i>	<i>Class teachers – ongoing over the year</i>	<i>Laptops for children to be provided through DFE scheme and/or by school - £ 3000</i>	<i>Termly checks by Head and Link Governor.</i>
<i>Explore strategies to enthuse and reward children who attend well – e.g. – golden time; best class of the week; best class of the term; best class of the year; star attender of the school</i>	<i>Attendance improves</i>	<i>Collate numbers and see that these have improved.</i>	<i>End of year 2020 to 2021 Head and SMT</i>	<i>Prizes /Rewards £1000</i>	<i>Termly checks by Head and Link Governor.</i>