



Pupil Premium Action Plan 2019—2020

Role	Name	Signed	Date
Head Teacher	Helen Weston		
Co-Chairs of Governors	Carol Moor Kieran Dwyer		
Pupil Premium Coordinator	Matt Davenport		
Pupil Premium Link Governor	Kieran Dwyer		

School Context

Year Group	Total Eligible	Percentage of Year Group	Number of LAC	Number of Service Children
Foundation 2	0	0%	0	0
Year 1	5	9.3%	0	0
Year 2	9	15.3%	0	0
Year 3	19	32.8%	0	0
Year 4	21	36.2%	0	0
Year 5	25	41.7%	0	0
Year 6	25	45.5%	0	0
Total	104	26.4%	0	0

Funding 2019-20

£1,320 for pupils in Foundation 2 to Year 6 who have registered as eligible for FSM at any point in the last 6 years.

Amount per Pupil

£2,300 for each pupil identified in the spring school census as having left local authority care because of 1 of the following: adoption, special guardianship, child arrangements order or a residence order; has been in local authority care for one day or more; recorded as eligible for FSM in the last 6 years and as being looked after.

Total for Academic Year 2019—2020

£186,120

Review of Previous Academic Year (2018— 2019)

Total Number of Eligible Pupils:

Total Pupil Premium Budget: £217,800

Summary of Objectives	Summary of Expenditure	Comments
To increase progress and raise attainment in language and communication (writing), bringing it inline with national averages.	22,300 10% of budget	Attainment in writing of PP pupils has dropped on the previous year however progress for the same children has increased by nearly 0.3 points. Writing progress also remains higher than their non-PP peers. Reading presents a similar picture with attainment being lower than the previous year and when compared to their non-PP peers. Progress is higher with more than 2 points difference compared to non-PP pupils.
To bring numeracy skills inline with national averages for pupil premium pupils across the school.	15,300 7% of budget	Talk4Writing is continued to be delivered across the school with further support given by the literacy lead following CPD sessions. Attainment in maths is lower than last year but the difference between PP and non-PP is comparable between the two years. Progress of PP pupils is higher than their non-PP peers which is a contrast from the previous year.
Improve behaviour and bring attendance of pupil premium pupils to at least 95%.	24,500 11% of budget	Instances of poor behaviour decreased within the majority of year groups compared to the previous year and a more streamlined and consistent approach was adopted across the school. Attendance of PP pupils was 95.1% which was higher than their non-PP peers but still lower than ideal.
Provide a greater range of life experiences and enrichment activities for pupils to relate to in their academic work.	37,700 17% of budget	A mini-bus has now been purchased (along with funding from the Sport Premium) and staff trained so that further trips and experiences can be offered to pupils. Sessions for PP pupils were used to build on self-esteem, team work and to tackle behaviour issues. TAs have received training in social and emotional interventions, lego therapy and phonics boost in order to support pupils in addition to their roles in the classroom. We believe it is this extra support that means
Increased 1:1 support, TA intervention and early identification of additional educational needs.	118,000 54% of budget	We believe it is this extra support that means we have one of the lowest exclusion rates in the area.

Pupil Premium Data Review

Summary Analysis

KS2 Pupil Premium Progress

	Reading	Writing	Maths
2019 (20)			
School PP	2.11	2.07	2.64
School NonPP	-0.07	1.85	1.41
LA Other	-0.07	0.09	-0.12
Nat Other	0.18	0.17	0.21

2018 (30)

School PP	2.2	1.8	3.7
School NonPP	4.0	1.9	4.8
LA Other	0	0.4	0.1
Nat Other	0.3	0.2	0.3

2017 (32)

School PP	0.4	-4.5	2.9
School NonPP	3.4	-1.0	5.9

Three Year Average

	PP	NonPP	Difference
Reading	1.57	2.4	-0.83
Writing	-0.21	0.9	-1.11
Maths	3	4	-1

KS2 Pupil Premium Attainment

(ex+)	Reading	Writing	Maths	SPAG
2019 (20)				
School PP	40% (10%)	50% (0%)	65% (5%)	55% (15%)
School NonPP	57.5% (12.5%)	77.5% (12.5%)	77.5% (15%)	82.5% (30%)
LA Other	57.5% (25.5%)	77.5% (21.3%)	77.5% (24.4%)	82.5% (35.7%)
Nat Other	76% (29.2%)	81.3% (22.1%)	81.6% (29%)	80.8% (38.3%)

2018 (30)

School PP	63.3%	73.3%	76.7%	63.3%
School NonPP	76.9%	84.6%	84.6%	84.6%
LA Other	78.7%	81.4%	79.6%	82%
Nat Other	80%	83%	81%	82%

2017 (32)

School PP	72%	53%	91%	91%
School NonPP	77%	69%	85%	77%

KS1 Pupil Premium Attainment

	Reading	Writing	Maths	Science
2019 (13)				
School PP	76.9%	61.5%	76.9%	84.6%
LA Other	75.3%	70.2%	76.8%	82.5%
2018 (19)				
School PP	73.7%	68.4%	68.4%	
LA Other	75.2%	71.5%	77.3%	
Nat Other	79%	74%	80%	

Pupil Premium Objectives for Academic Year 2019—2020

- Priority 1** To improve pupils word level, language and reading comprehension skills across all year groups.
- Priority 2** To bring numeracy skills and attainment inline with national averages for pupil premium pupils across the school.
- Priority 3** To decrease the number of persistent absences and bring pupil premium attendance to above 95%.
- Priority 4** To provide a modern curriculum that engages pupils with opportunities for enrichment and builds on prior learning.
- Priority 5** Provide effective teaching support for pupils requiring extra support or intervention.

Overview of Expenditure

OBJECTIVE	ESTIMATED COSTS (£)	
Objective 1	19,000	
Objective 2	14,050	
Objective 3	25,350	
Objective 4	15,000	
Objective 5	113,000	
TOTAL	186,400	(Funding 2019 = £186,120)

Priority 1:

To improve pupils word level, language and reading comprehension skills across all year groups.

Rationale:

Reading progress in KS2 last year was high, bucking the trend of previous years, however attainment is still lower compared to our non-pupil premium pupils and national. KS1 attainment fairs better but is still a little way behind national. Lots of research is coming to light highlighting the negative effects poor vocabulary has on other learning and future prospects. We need to do all we can to buck this trend as much as possible for our pupils.

Success Criteria	Actions	Timescales	Persons Responsible	Cost / Resource Implications
Whole school implementation of class reading system taking place 2-3 times per week.	Staff training in the use of whole class reading (Reading Journals) conducted by an external trainer.	Early Autumn 1	NM	£500
Quality resources to help pupils learn to read both in school and home settings.	Purchase of additional reading scheme books.	Autumn 2	NM	£5,000
	Talk 4 Reading training			£200
	Reading moderation training			£250
Raise attainment in upper KS2 by reducing group size and providing closer support for those requiring it.	Additional teacher recruited with clear expectations and target children.	Start asap	HW / MD	£6,250
Effective coordination of reading with release time to implement and monitor whole school strategies.	Half day release time cover and TLR2.1	Termly	NM HW	£6,800
Total				£19,000

Priority 2:

To bring numeracy skills and attainment inline with national averages for pupil premium pupils across the school.

Rationale:

Although progress at KS2 in maths was strong, attainment is behind that of their peers both within the school and nationally. In addition to this, it is at a three year low. At KS1, attainment is comparable between pupils premium pupils and others.

Success Criteria	Actions	Timescales	Persons Responsible	Cost / Resource Implications
To be able to challenge our more able children further, increasing progress and a higher attainment percentage.	INSET with MathsNoProblem specialist to develop pedagogy and strategies for further challenge.	Spring 1	AW	£1000
Raise attainment in upper KS2 by reducing group size and providing closer support for those requiring it.	Additional teacher recruited with clear expectations and target children.	Start asap	HW / MD	£6250
Effective coordination of reading with release time to implement and monitor whole school strategies.	Half day release time cover and TLR2.1 Monitoring and peer coaching to ensure quality first teaching.	Termly	NM HW	£6,800

£14,050

Priority 3:

To decrease the number of persistent absences and bring pupil premium attendance to above 95%.

Rationale:

Attendance for pupil premium pupils remains on the cusp of the 95% target. The work carried out over the last 12 months needs to continue and re-enforced to ensure this success continues.

Actions	Success Criteria	Timescales	Persons Responsible	Cost / Resource Implications
Employment of an Attendance Worker	Children's attendance rates will be monitored leading to less absence and, particularly, persistent absentee rates will fall.	Termly performance management	LH TL / HW	£20,000
Get pupils into school early and ready to start the day, developing a routine.	Subsidised breakfast club for PP pupils.	Termly	TL	£2,850 (10 pupils at £1.50/day)
Termly Attendance Awards	Children's attendance will continue to improve.	Each full term	LH	£500
Termly Attendance Prize Draw	Children's attendance will continue to improve.	Each full term	LH	£1,000
Termly Behaviour Prize Draw	Children will continue to follow the school Behaviour Policy and reward system showing positive attitudes towards each other and respect for their surroundings.	Each full term	LH and HW	£1,000
Total				£25,350

Priority 4:

To provide a modern curriculum that engages pupils with opportunities for enrichment and builds on prior learning.

Rationale:

Quality first teaching from an engaging and relevant curriculum is proven to have the best results in progress and attainment; a great curriculum will drive pupils' love of learning. The context of our school means that many of our pupil premium pupils have not had the best start and continue to have gaps in their experiences that compounds on their learning in the classroom. These gaps must be addressed before we can expect pupils to engage in classroom lessons to their fullest.

Success Criteria	Actions	Timescales	Persons Responsible	Cost / Resource Implications
Children will have access to real life experiences, particularly PP children, to which they might otherwise not have access. This will lead to an improvement in their written and verbal skills.	Subsidy of trips to ensure access for all pupils.	Termly	Team Leaders AS HW	£8,000
Children will experience live theatre production to enhance both drama and writing activities.	Theatre visit for school	Autumn 2	MD / HW	£3,000
Children will experience art at source and be inspired in their own art work	Artist experience and workshops	Spring 2	MD	£2,000
PP children will be able to take part in group activities to widen their life experiences.	Utilise school bus to increase our potential offerings through social and emotional intervention group work.	Spring and Summer	MD / HW MW / DL	£2,000
Total				£15,000

Priority 5:

Provide effective teaching support for pupils requiring extra support or intervention.

Rationale:

School context means many pupils come from poor backgrounds and broken homes. Typically this can result in pupils requiring extra support both academically and emotionally. The emotional support must be received if pupils are to make the academic milestones expected of them. Additional support from suitably trained and experienced TAs allows for interventions to be put in place or to free up the teacher to respond to their pupils' needs.

Success Criteria	Actions	Timescales	Persons Responsible	Cost / Resource Implications
Full time TA in each classroom to support PP pupils with additional interventions or to release teacher to spend more time with identified pupils.	Carefully implemented and monitored intervention programmes. TA performance management. TA training utilising best practice identified from EEF publication.	Termly Autumn 2 training	HW / MD Team Leaders	14 TAs 731.25 hours x 14 TAs @ £11/hour
			Total	£113,000