Pupil Premium Strategy Plan 2020-21

SUMMARY INFORMATION			
Pupil Premium Strategy Plan			
CURRENT PUPIL INFORMATION (2020)			
Total number of pupils:	142	Total pupil premium budget:	£21,520
Number of pupils eligible for pupil premium:	14 (+2 Early Years PP)	Amount of pupil premium received per child:	£1345

PP COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	9	56%
Girls	7	44%
SEND	2	13%
GRT	6	38%
EAL	4	25%

Assessment data

EYFS						
	Pupils eligible for PP	All pupils	National average	Data from previous 3 years		
				2016-17	2017-18	2018-19
Good level of development (GLD)	N/A	N/A	N/A	74%	69%	N/A

YEAR 1 PHONICS SCRENING CHECK					
All pupils	Pupils eligible for PP	National average	Data from previous 3 years		
			2016-17	2017-18	2018-19
N/A	N/A	N/A	85%	79%	50%

END OF KS1						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths	N/A	N/A	N/A	74%	65%	0%
% making expected in reading	N/A	N/A	N/A	78%	75%	0%
% making expected in writing	N/A	N/A	N/A	78%	70%	0%

% making expected in maths	N/A	N/A	N/A	87%	76%	33%

END OF KS2						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths	N/A	N/A	N/A	72%	76%	50%
% making expected progress in reading	N/A	N/A	N/A	72%	86%	50%
% making expected progress in writing	N/A	N/A	N/A	83%	81%	50%
% making expected progress in maths	N/A	N/A	N/A	83%	86%	100%

OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	There are robust systems in place to support families with low attendance.	The attendance of specific sub-groups.

LONG-TERM PLAN/ BARRIERS TO LEARNING (3 YEAR TIMESCALE):

1) ATTENDANCE – REDUCING THE GAP BETWEEN PUPIL; PREMIUM NON – PUPIL PREMIUM CHILDREN
2) PROGRESS AND CLOSING THE GAP ON PEERS
3) CURRICULUM ENRICHMENT AND ENSURING EQUALITY OF OPPORTUNITY FOR PUPIL PREMIUM
4) DEVELOPING QFT THROUGH HIGH – QUALITY CPD

PRIORITY 1 - ATTENDANCE – REDUCING THE GAP BETWEEN PUPIL PREMIUM AND NON-PUPIL PREMIUM CHILDREN (SEE SDP – TARGET 3)
BUDGET ALLOCATION: £0

Member of staff responsible: MG

EEF Evidence for approach

Parental engagement
Moderate impact for moderate cost, based on moderate evidence.
££££££   🔒🔒🔒🔒🔒   +3

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria	Review
1. To identify target PP children.	Identify the children with attendance less than non – PP.	MG/GB	Autumn 2020	Time	Attendance data	The attendance gap between PP and non – PP children will be reduced.	Target PP children have been identified. All of the children are from the GRT community.

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria	Review
To identify PP pupils who are also GRT.	Identify children (PP GRT) with attendance less that non – PP.	GB	30.11.20		List of targeted children. Attendance data	The attendance gap between PP GRT children and non – PP children will be reduced.	As above.
2. To support families with attendance.	Talk to families about attendance and identify barriers. Look at support available for families. Reinforce the importance of good attendance and the impact of persistent absenteeism. Monitor in line with school's attendance policy. School to work with EWO/GRT advisor on supporting families.	MG/GB	Ongoing	Time	Attendance data Paperwork linked to monitoring attendance EWO consultation minutes	The attendance gap between PP and non – PP children will be reduced. The attendance gap between PP GRT children and non – PP children will be reduced.	This is ongoing and support has been impacted by the partial closure of schools. MG/GB continue to work with EWS and GRT services to support famalies.

PRIORITY 2 - PROGRESS AND CLOSING THE GAP ON PEERS
BUDGET ALLOCATION: £18500

Member of staff responsible: MG/TM

EEF Evidence for approach

Phonics
Moderate impact for very low cost, based on very extensive evidence.   £ £ £ £ £   🔒🔒🔒🔒🔒   +4

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria	Review

1.To ensure PP children's progress is targeted	Ensure relevant pupils are targeted to make accelerated progress by class teachers Ensure teachers are aware of PP children in their new classes and their needs/barriers to learning	MG TM Class Teachers	Autumn 1 2020	Time	Data Discussions	Targeted children will make more than expected progress in reading, writing and mathematics	This was completed in the Autumn Term – CTs discussed these children at Pupil Progress Meetings and strategies were also discussed to ensure progress.
2.To explicitly monitor PP children during Pupil Progress Meetings	Progress to be closely monitored at Pupil Progress Meetings considering interventions, QFT and specific next steps to ensure progress	TM HB Class Teachers	Termly - During PP Meetings	Time	Data Discussions/ Pupil Progress Meeting Sheets	Targeted children will make more than expected progress in reading, writing and mathematics	CTs discussed these children at Pupil Progress Meetings and strategies were also discussed to ensure progress.
3.To ensure all reading books are phonically decodable for children learning phonics	Review current reading books for phonic learners Source and order new books Ensure all current phonic reading books follow the RWI progression (colours)	TM	Autumn 2020	Time Money for new resources	Monitoring of book bags Monitoring through pupil chats Reading progress Phonics data	All children learning phonics will have a phonetically decodable reading book which is linked to their stage of phonic learning.	Complete
4.To improve spelling across KS2	Target specific PP pupils with specific gaps in understanding of spelling rules Small group spelling intervention for KS2 pupils (Post phonics)	Class teachers TA	Autumn 2020	TA support TA Training	Improved spelling score on NfER Assessments	Improved spelling score on NfER Assessments Improved spelling in written work	Baseline assessments were undertaken before lockdown

5.To ensure phonic resources are up-to-date and fit for purpose	RWI resources to be audited and new resources to be purchase so all pupils have access to an individual phonics books and new-style workbooks during lessons	FH/TM	Spring 2021	Time Money for new resources	New resources in classrooms	All pupils in a phonics group will have access to an individual phonics book and new-style workbook.	complete
6.To improve phonic knowledge of KS2 PP pupils who need support	To provide small group phonics lessons in KS2 Children who require additional phonics support in KS2 will receive daily phonics lessons.	TM	Autumn 2020	TA Support	Improved phonic knowledge	Improved phonic knowledge Improved reading ability	Some children were making accelerated progress in phonics. All pupils were making expected progress
7. To provide high quality phonic teaching in KS1	To provide smaller group phonics lessons in KS1 using teachers and TAs PP children who are falling behind in phonics will receive a daily 1:1 phonics intervention	FH/BC	Autumn 2020	TA Support	Improved phonic knowledge	Improved phonic knowledge Improved reading ability Improved phonics screening scores across KS	Small groups were set up and continually monitored throughout the term. PP pupils were focused on and overall made expected progress.

PRIORITY 3 - CURRICULUM ENRICHMENT AND ENSURING EQUALITY OF OPPORTUNITY FOR PUPIL PREMIUM
BUDGET ALLOCATION: £1000

Member of staff responsible: MG/TM

EEF Evidence for approach

Social and emotional learning
Moderate impact for moderate cost, based on extensive evidence.
£ £ £ £ £   🔒🔒🔒🔒🔒   +4

Digital technology
Moderate impact for moderate cost, based on extensive evidence.
£ £ £ £ £   🔒🔒🔒🔒🔒   +4

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria	Review
1.To ensure PP children have access to technology should there be another school closure	MG to look into applying for technology for PP pupils to use at home Audit the PP families to find out which children have a need for technology at home to access school work.	MG	Autumn 2020	Technology		PP children have access to technology at home should there be another school closure	All PP children who do not have access to laptops have been provided with one. This has been through the school's resources or the ones provided by the DFE.
2.To support PP pupils pastorally where needed	Identify children who would benefit from nurture support Trained TAs to run a nurture group to support PP pupils focusing on their specific needs	BC	Spring 2021	TA Support		PP pupils will be supported through external problems they may be encountering Boxall Profile	

PRIORITY 3 - DEVELOPING QFT THROUGH HIGH-QUALITY CPD
BUDGET ALLOCATION: £2000

Member of staff responsible: MG/TM

EEF Evidence for approach

Early years interventions
Moderate impact for very high cost, based on extensive evidence.
£ £ £ £ £   🔒 🔒 🔒 🔒 🔒   +5

Reading comprehension strategies
High impact for very low cost, based on extensive evidence.
£ £ £ £ £   🔒 🔒 🔒 🔒 🔒   +6

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria	Review
1.To improve the teaching of reading through CPD	VIPERS CPD to be undertaken by staff Monitoring to take place to ensure CPD is embedded in teaching and learning across the school	TM	Autumn Term 2020	Staff Meeting Time INSET Time	Planning will reflect the use of VIPERS Core pedagogy will be agreed across all classes for the implementation of VIPERS	Monitoring of reading lessons and books will show VIPERS is embedded in children's learning	VIPERS INSET took place and was evident throughout learning walks
2.To improve the teaching of phonics through CPD	Locate and book RWI CPD for teachers and TAs Teaching staff and TAs to undertake RWI Training Monitoring to take place to ensure CPD is embedded in the classroom	Staff	Autumn Term 2020	Funding Time INSET Time	Consistent approach to RWI Phonics across the school	Monitoring of phonics lessons and books will show the RWI phonics program is embedded in school	Initial CPD session took place with TKAT.

| 3. To improve language understanding in EYFS | Sign up for the NELI program

Undertake CPD around the use of NELI.

Begin to roll out the program in EYFS | TM/MG/FH | Spring 2021 | Time
TA Support | Training undertaken

Assessment of pupils

Intervention timetables | EYFS pupils have improved language acquisition | Baselines were undertaken and CPD has taken place. |

To be reviewed: Termly