

Pupil Premium Action Plan

Pupil Premium Profile 2020-2021

Number of eligible pupils	101
Total pupil premium budget	£104,395

Summary

Key Priority

Increase progress and attainment of PP pupils in all year groups

Key Focus Areas:

Provide high quality teaching and learning to accelerate progress

Provide highly effective targeted academic support

Use a range of wider strategies to address the educational, social and emotional needs of the pupils

Barriers:

1. PP learners with lower levels of numeracy, literacy and organisational skills;
2. PP learners (and especially FSM pupils) fared less well than peers during lockdown;
3. PP learners with social, behavioural, emotional needs or lower engagement;
4. PP learners with lower prior attainment in Maths than English;
5. PP learners with low perceived learning capability and low self-regard as learners which can lead to lower aspirations;
6. Attendance support needed for some PP learners;

Year 8							
19/132		Mobile 16/19		SEND 2/19		(1 x E)	
	HPA	MPA	LPA		HPA	MPA	LPA
English	3	11	5	Maths	1	11	17
Y7							
24/139		8/24		SEND 8/24		(2 x E)	
	HPA	MPA	LPA		HPA	MPA	LPA
English	4	14	6	Maths	5	9	10
Y6							
23/134		Mobile 0/23		SEND 5/23		(1 x E)	
	HPA	MPA	LPA		HPA	MPA	LPA
English	1	19	3	Maths	3	11	9
Y5							
19/125		Mobile 0/19		SEND 7/19			
	HPA	MPA	LPA		HPA	MPA	LPA
English	3	6	10	Maths	1	6	12

Increase progress and attainment of PP pupils in all year groups

Desired Outcome	Approach	Monitoring of impact	Owner	SLT overview/Review	Total cost
Provide high quality teaching and learning to accelerate progress (SLT lead ST)					
Early Career teachers are well supported	<ul style="list-style-type: none"> New Teaching and Learning Team to offer bespoke coaching and support to identified staff New form tutors supported by experienced staff during registration/form time activities 	Feedback from coaches in weekly meeting of T&L team Drop-ins to form time	ST SD/MD		TLRs (PP Portion) £800
PP Pupils who self-isolate receive effective remote learning	<ul style="list-style-type: none"> Provide intensive staff training on the use of Teams, other Office 365 applications and best practice in remote learning Clear contingency planning Thoughtfully timetabled online content with recorded content available to be accessed flexibly On-going monitoring of provision Audit home provision for pupils and ensure PP pupils have access to appropriate distance learning materials Communicate key needs to parents: pupils' self-regulation and organisation, routines, quiet place to work 	Feedback from staff Checking access to Teams events/meetings Parental feedback Parent/pupil voice	ST/KR		Teams Training £300 Laptops purchase £10000
Assessment is used effectively to identify the needs of pupils	<ul style="list-style-type: none"> Embed the use of pre/post assessments Ensure that there is clear, focussed use of information from assessments to inform planning and identify key intervention needs Ensure that PP pupils are actively planned for following assessments 	T&L team audit T&L team audit during drop-ins JC/MDW check planning	KR		GL Assessments (PP portion) £1700
PP pupils are assessment capable learners who understand their next steps.	<ul style="list-style-type: none"> VL training about feedback and assessment capable learners Embed the use of learning journeys and progress paths across the school 	Learning walks, T&L team audit Pupil voice Focussed learning walk on PP pupils	ST/KR		
The curriculum is adapted to best suit the learning needs of pupils	<ul style="list-style-type: none"> Staff training session re catch-up requirements Curriculum meetings (KR/PJB) with lead teachers to discuss curriculum gaps/changes 	Records of meetings	KR		
More curricular time for English and Maths at KS2 with increased personalised support	<ul style="list-style-type: none"> Additional specialist Maths and English staffing. (B1) Additional curricular hour in KS2 timetabled as part of lessons in sets (rather than stand-alone) with more developed personal relationships (B1, B2) Personalised classroom expectation of PP pupil by all staff (will contribute twice every lesson, names 	Additional time/staffing has a significant impact on achievement at KS2 PP pupils' active engagement is evident in lessons (drop-ins, observations)	KR		Extra staffing (PP portion) £6800

	<p>in randomiser twice, direction towards 'gold' success criteria) (B2, B4) <i>EEF +2/3 months</i></p>				
Continue to support teachers in engaging all pupils so that progress is accelerated for all.	<ul style="list-style-type: none"> Quality teaching first – VL training, further investment in school and across MAT, Visible Learning approach (B2, B4) Continuing Teacher CSPD through triads, best practice seminars (B2) Ensure that there is consistence in best practice where classroom staff check PP pupils are working at challenging success criteria and use the '5 Easy Wins' (B1, B4) <i>EEF Evidence +5/+8 months</i> 	<p>Evidence from observations and drop-ins shows high quality learning experiences</p> <p>PP pupils are challenged appropriately to their ability (observations, work scrutiny, pupil voice)</p>	ST		Training (PP portion) £1200
Further embed reading culture throughout the school	<ul style="list-style-type: none"> PP pupil group given opportunity to recommend books for the library to purchase (B2, B4) Maintain the high profile of AR through school display, DEAR, assemblies, house competitions funding rewards for engagement (B1) Further develop paired reading programmes with PP pupils and mentors and readers (B1, B2, B4) <i>EEF Evidence +5 months</i> 	Proportion of PP pupils reading at benchmark or above increases	MDW		Funding for library £500
Progress is accelerated for pupils identified as making well below expected progress	<ul style="list-style-type: none"> A strategic, three phase programme of structured interventions is put in place, aimed at 'well below expected progress' pupils and FSM: <ul style="list-style-type: none"> Phase one – HLTA intervention/timetabled teacher intervention slots for pupils who failed to engage in lockdown work Phase two – as above, plus further planned interventions, with pupils identified through assessment data (TA 'wrap-around' intervention, remote learning evening sessions with tutors, prefect/peer support through Teams, additional intervention slots in school) Phase three – after February assessments reassessing pupils' needs, reallocating provision Planned interventions related to classwork, developed by link teachers 	<p>SLT overview of provision</p> <p>Tracking and evaluating progress as set out in intervention process flowchart</p> <p>Feedback from tutors and class teachers</p> <p>February GL assessments</p> <p>Feedback to MDW/Maths lead from link teachers</p>	<p>KR</p> <p>KR/MDW</p> <p>MDW</p>		<p>1:1/small group Intervention £44000</p> <p>Remote tutoring £11000</p> <p>Wraparound intervention £2000</p>
Teaching assistants are deployed effectively to	<ul style="list-style-type: none"> Initial focus on supporting social, emotional and behavioural needs identified in vulnerable pupils 	Through PDR cycle	RC		

maximise impact on vulnerable pupils	<ul style="list-style-type: none"> Bespoke sessions supporting vulnerable pupils with remote learning skills Focus TA support with key pupils (FSM, 'well below' pupils, in English and Maths lessons Use link TA's to support 'pre-reading' for foundation subjects 	<p>Feedback from SENCO</p> <p>Teacher/pupil voice</p>			
Focussed reading support enables PP pupils to make accelerated progress	<ul style="list-style-type: none"> Introduction of the NGRT to provide detailed reading feedback for teachers and pupils Develop a distanced paired reading programme (across Teams) Raise the profile of reading across the curriculum, refocussing staff on the importance of DEAR Use link TA's to support 'pre-reading' for foundation subjects Wraparound basic skills support for identified pupils 	<p>Tracking SAS</p> <p>Pupil voice, NGRT results</p> <p>Walk-through observations</p> <p>NGRT results</p>	MDW		
Basic Maths skills are developed, particularly ensuring times tables responses are more rapid in Y5.	<ul style="list-style-type: none"> Close tracking of TTRockstars scores is used to identify intervention pupils Frequent extra practice of times tables/basic skills is part of 'wrap-around' interventions Raise the profile of TTRockstars across the school, refocussing staff on the importance of the initiative. Increase the level of challenge at KS3/HPA pupils 	Tracking pupil attainment	Maths lead		
PP Year 8 pupils are prepared for High School	<ul style="list-style-type: none"> Teachers use assessment information to identify gaps and adjust curriculum to meet pupils' needs Homework is used regularly to provide additional learning opportunities Regular review by tutors of Y8 vulnerable pupils to discuss options and offer guidance 	<p>Curriculum meetings</p> <p>Tracked in Go4Schools</p> <p>Feedback to LoA</p>	KR/MD		
Refine the use of TAs to best support PP pupils	<ul style="list-style-type: none"> TAs know the PP pupils in their classes well and support appropriately to needs (organisational skills, directing to challenging success criteria) (B1, B2, B4) Class teachers and TAs liaise closely before and after lessons to refine classroom approaches for disadvantaged pupils (B1, B2, B4) Monitoring of the effectiveness of provision routinely carried out by middle leaders (B2, B4) <p>EEF Evidence +1 month</p>	<p>Drop-ins/observations evidence that PP pupils are well supported by TAs</p> <p>Effective liaison between teachers and TA's is evident (observations, teacher planning)</p> <p>SENCO feedback half-termly to SLT</p>	RC		Middle Leaders Management time £8200

Increase accessibility of online learning resources	<ul style="list-style-type: none"> • Purchase of My maths and spag.com, TT Rockstars, AR, Spelling Shed (B1, B3)) • Curriculum time (1 hr p/w) to access materials (B1) • Class teachers monitor completion and support access (B1, B3) • Providing computers and necessary equipment for remote learning <i>EEF +4 months</i> 	PP pupils successfully complete online homework tasks	JC/MD W		Digital learning materials (PP portion) £1300
Departments funded to meet specific needs of their learners	<ul style="list-style-type: none"> • Equipment is made available to address needs of PP pupils (e.g. pencil case of maths equipment, Ready style subscriptions for more able) (B2) • Library allocated funds for PP pupil group to spend on books for the library (B2) 	Spending has a positive impact on the school experience of PP pupils (pupil voice)	SLT		Teaching Community funds £1200
Pupils' social and emotional needs are met	<ul style="list-style-type: none"> • Additional PER sessions added into the timetable on a rotation basis to allow time for structured SMSC input • TLR and ESLT roles in school to develop SMSC programme and to focus on mental health • Initial focus area for vulnerable pupils • Modelling independent learning skills for pupils through focus on the learning pit and 3Rs in lessons • Preparing pupils for further distance learning by incorporating use of Teams/remote learning techniques into everyday practice • Run a forest school programme for selected pupils to build confidence and friendships, places funded and prioritised for vulnerable pupils • Provide an invitation only lunch club for vulnerable pupils 	<p>Walk-throughs</p> <p>Pupil voice</p> <p>Pupil/parent/teacher voice</p> <p>Pupil/parent/teacher voice</p>	<p>SD</p> <p>ST</p> <p>SD</p> <p>RC</p>		<p>TLR £1000</p> <p>Forest school £7000</p>
Behaviour routines are firmly established	<ul style="list-style-type: none"> • Staff and pupils are trained in restorative behaviour approaches. • Refocus on the 3Rs and behavioural points system in lessons • Develop pupils' understanding of the school values through the introduction of the school VIPs. 	<p>Teacher/pupil voice</p> <p>Lesson drop-ins</p> <p>Analysis of behaviour points</p> <p>Pupil's progress through VIP levels</p>	MD		
Parents are well-informed about their child's learning, helping them to	<ul style="list-style-type: none"> • Sustain and further develop parental use of Go4Schools, including behaviour scores, home learning and assessment feedback. 	<p>Parent voice</p> <p>Parent access information</p>	MD/KR		

engage effectively in supporting learning	<ul style="list-style-type: none"> Share contingency plans for self-isolation with parents 				
PP pupils understand that they are valued stakeholders in their education	<ul style="list-style-type: none"> Timetabled, structured pupil voice discussions for PP pupils to enable an understanding of barriers and effective rewards (Headteacher's Dine and Discuss')(B2, B4) Use information gathered to identify issues and address (B2, B4) Provide a fund for pupils to spend (e.g. on library books) (B2, B4) 	PP Pupils feel valued and so more positive and engaged (PASS survey, pupil voice)	KR/MD		
Continue to prioritise attendance of vulnerable groups (PP and SEND particularly) so that attendance is in line with NAv.	<ul style="list-style-type: none"> Communicate with parents regularly regarding attendance (B4) Raise the significance of the role of the form tutor, expecting weekly information for all pupils and frequent discussions with PA pupils (B4) Develop the specific role of PSAs in supporting attendance (B4) Employ 'Attend EDC' to intervene where pupils' attendance is a concern (B4) Effectively monitor, track and intervene with attendance issues (B4) 	PP pupils attend school well, in line with NAv (attendance figures) PA pupils are attending more often (attendance figures)	SD		PSA Role (PP portion) £3900 Attend EDC (PP portion) £500
Some pupils are better able to regulate their behaviour and so make better progress	<ul style="list-style-type: none"> Offer support to vulnerable pupils through counselling service, Inspire (B2) Develop understanding of restorative processes through delivery of PSHCE programme 	Behaviour outbursts are less frequent amongst pupils on the programmes (behaviour monitoring points/records)	RC		SUMO £400 Base 25 (PP portion) £400