



Pupil Premium Action Plan - September 2020-2021

Total pupil premium allocation for [current] academic year: £259,621

Current projected spending: £262,279

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 service children
192	99	93	194	0	0

Barriers for future attainment (for pupils eligible for Pupil Premium Grant)	
A	Coupled vulnerability: SEND/behaviour and mental health needs (including attachment and trauma) is an ongoing issue, with no recognised pathway of support for the majority of our PPG eligible pupils.
B	Mobility from other settings: pupils who join from other settings are often eligible for PPG and working below ARE, in addition, a significant number of these pupils are also involved with multi-agency services (safeguarding cause for concern, poor attendance, strengthening families etc.)
C	Pupils entitled to PPG are affected by socio economic factors that impact on their life experiences and ability to access resources, support and opportunities, that their non PPG peers have access to.
D	Significant number of children who are entitled to PPG also have issues with attendance and punctuality.

1: NURTURE BASED PROVISION

LINKED TO BARRIERS A AND B, RATIONALE EVIDENCE TAKEN FROM [HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/EVIDENCE-SUMMARIES/TEACHING-LEARNING-TOOLKIT/](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/) AND [HTTPS://WWW.SUTTONTRUST.COM/OUR-RESEARCH/](https://www.suttontrust.com/our-research/)

Actions (what are we doing?)	Success criteria (what do we want to see?)	Monitoring Evidence (how do we know it has happened?)	Cost/resource implications	Evaluation (what is the impact of the spending?)
Implement a nurture based provision for children primarily with attachment and trauma related issues	<ul style="list-style-type: none"> • Children displaying improved social emotional skills • Children demonstrate improved resilience • reduction in challenging behaviours • children becoming more confident, trusting adults more, • more engaged with their learning • improved attendance- attendance at 96% or above and no PAs 	Lesson observations Book trawls Boxall profile data Assessment data Attendance data LSAT/EP reports Parental feedback Exclusion data Pupil voice Case study	Nurture teacher: £20,831 3x Learning support assistants: £21,769 Maintaining Forest School environment: £2,000 Educational Psychologist packages: £3,360 Total: £ 47,960	

2: JIGSAW PROVISION

LINKED TO BARRIERS A, B, C AND D RATIONALE EVIDENCE TAKEN FROM [HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/EVIDENCE-SUMMARIES/TEACHING-LEARNING-TOOLKIT/](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/) AND [HTTPS://WWW.SUTTONTRUST.COM/OUR-RESEARCH/](https://www.suttontrust.com/our-research/)

Actions (what are we doing?)	Success criteria (what do we want to see?)	Monitoring Evidence (how do we know it has happened?)	Cost/resource implications	Evaluation (what is the impact of the spending?)
<p>Maintain Jigsaw provision to ensure children working well below ARE have access to a curriculum designed to support and challenge individual learning needs.</p>	<ul style="list-style-type: none"> • Improved academic outcomes- more pupils achieving ARE • Accelerated progress • Children demonstrate improved resilience • reduction in challenging behaviours • children becoming more confident, • more engaged with their learning • improved attendance- attendance at 96% or above and no PAs 	<p>Lesson observations Book trawls Boxall profile data Assessment data Standardised test scores Attendance data LSAT/EP reports Parental feedback Pupil voice Case study</p>	<p>Nurture teacher: £20,831 3x Learning support assistants: £21,769 Total: £ 42,600</p>	

3: EARLY YEARS INTERVENTION

LINKED TO BARRIERS A, B, C AND D RATIONALE EVIDENCE TAKEN FROM [HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/EVIDENCE-SUMMARIES/TEACHING-LEARNING-TOOLKIT/](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/) AND [HTTPS://WWW.SUTTONTRUST.COM/OUR-RESEARCH/](https://www.suttontrust.com/our-research/)

Actions (what are we doing?)	Success criteria (what do we want to see?)	Monitoring Evidence (how do we know it has happened?)	Cost/resource implications	Evaluation (what is the impact of the spending?)
<p>Improve the quality of Early Years provision by: deploying additional staff member to support a reduced child: pupil ratio, improving the physical environment and increasing CPD opportunities for staff</p>	<ul style="list-style-type: none"> educational early years experiences that prepare children for school and academic success more children leaving the early years, from a very low baseline, achieving GLD- at least 80% enquiry based learning approaches, so that children experience collaborative learning and can work independently develop speaking and listening skills consistent approach to the teaching of phonics using a systematic programme (RWI)-at least 80% of pupils passing the PSC consistent parental engagement (parent partnerships)-weekly written contact and all parents signed up to Class Dojo 	<p>Lesson observations Staff observations Annotated pieces of work Book trawls Boxall profile data Foundation stage profile Attendance data LSAT/EP reports Parental feedback Pupil voice Case study</p>	<p>2x early years support assistants: £30,000 RWI consultant package: £3,000 ERASMUS network: £1,500 Total: £34,500</p>	

4: INCLUSION

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Actions (what are we doing?)	Success criteria (what do we want to see?)	Monitoring Evidence (how do we know it has happened?)	Cost/resource implications	Evaluation (what is the impact of the spending?)
Continue the work of the inclusion team to support attendance, pupil wellbeing, positive mental health and social and emotional wellbeing.	<ul style="list-style-type: none"> • Children displaying improved social emotional skills • Children demonstrate improved resilience • reduction in challenging behaviours • children becoming more confident, trusting adults more, • more engaged with their learning • improved attendance-attendance at 96% or above and no PAs improved mental health and wellbeing • all staff are aware of the impact of unsecure attachment and related traumas. • Children access appropriate interventions and support packages to address their social, emotional mental health and wellbeing. 	Lesson observations Book trawls Boxall profile data Assessment data Attendance data LSAT/EP reports Parental feedback Exclusion data Pupil voice Case study	Inclusion manager: £35,744 Learning mentor: £19,053 ELSA trained support assistant: £14,531 Relevant CPD: £17,789 School Councillor: £8,190 Attendance incentives: £2,500 Total: 97,807	

4: CURRICULUM

LINKED TO BARRIERS A, B, C AND D RATIONALE EVIDENCE TAKEN FROM [HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/EVIDENCE-SUMMARIES/TEACHING-LEARNING-TOOLKIT/](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/) AND [HTTPS://WWW.SUTTONTRUST.COM/OUR-RESEARCH/](https://www.suttontrust.com/our-research/)

Actions (what are we doing?)	Success criteria (what do we want to see?)	Monitoring Evidence (how do we know it has happened?)	Cost/resource implications	Evaluation (what is the impact of the spending?)
<ul style="list-style-type: none"> Additional HLTA in Y6 to support with booster group provision Employing specialist music teacher across both KS1 and KS2 to support participation in the arts <ul style="list-style-type: none"> To provide online resources to support reading for pleasure and to support families in developing pupil's reading skills at home. Provide daily one to one tuition for reading and precision teaching for maths across school 	<ul style="list-style-type: none"> Accelerate pupil progress in R,W & M Y6, in order to close the gap in attainment for SEN & PPG children, compared to national at least 50% of PPG and SEN achieving ARE. <ul style="list-style-type: none"> All children have access to a broad and balanced curriculum Children participate in weekly music lessons, accessing a wide range of instruments <ul style="list-style-type: none"> PPG children have the opportunity to access free 1-1 music lessons Children have weekly access to online platform (MBB) designed to improve reading for pleasure Accelerated progress in reading and maths, for those pupils below ARE, receiving additional intervention- at least 70% achieving national standard by the end of the year. 	Lesson observations Subject leader feedback Pupil progress meetings/documentation Book trawls Boxall profile data Assessment data Attendance data LSAT/EP reports Parental feedback Exclusion data Pupil voice Case study	My Book Blog: £1,800 Y6 HLTA: £17,000 Music specialist package: £1,872 2 hours per week dedicated TA time: £14,040 Total: £39,412	