

Pupil premium action plan 20-21

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
127	82	47	111	4	0

In-school barriers (These are issues to be addressed in school)	
	PPG children need to be identified as early as possible in EYFS
	Parental support for PPG parents around behaviour and also Early help identification
	Need to focus on PPG children working in all combined subjects.
	Increased focus required for PPG children in EYFS and Early intervention particularly around speech and language
	Consistency and frequency of reading support for PPG at home.
	Vocabulary range below that of Non-PPG
	Maintain PPG progress from KS1 outcomes to KS2 outcomes
	Increasingly mobile PPG intake need to be accurately assessed on entry.
	PPG children have access to home learning – Covid-19
External barriers (These are issues that also require action out of school)	
	Attendance of PPG children needs to be constantly monitored
	Poor home learning environment
	Lack of parental engagement

PUPIL PREMIUM OBJECTIVES FOR ACADEMIC YEAR 20-21

OBJECTIVE	SUCCESS CRITERIA
<p>1. To increase attainment for children receiving the PPG both within each year and by the end of key assessment points. To close the gap.</p>	<p>EYFS: PPG attaining at or above National Average in Prime Areas KS1: R,W,M for PPG to be at or better than non-PPG nationally KS2: R,W,M for PPG to be at or better than non-PPG nationally In school attainment for pupils to meet standards from 2019 SATS or be at least in line with National</p>
<p>2. To increase the rates of progress of PPG pupils towards closing the gap at all key assessment points compared to Non-PPG children Nationally. To close the gap quicker. Particularly in writing.</p>	<p>EYFS: PPG progress at or above National Average in Prime Areas KS1: Progress in R,W,M for PPG to be at or better than non-PPG nationally KS2: Progress in R,W,M for PPG to be at or better than non-PPG nationally In school progress for PPG to be at 1+ as a minimum</p>
<p>3. To improve attendance of PPG children.</p>	<p>Attendance of PPG children improves in school Attendance of PPG children is in line with National Attendance of PPG is comparable with Non-PPG children in school</p>
<p>4. Improved resilience shown by the PPG which improves academic outcomes. Monitored through monitoring of teaching & learning & talking to pupils.</p>	<p>Monitoring shows improved resilience amongst the PPG and helps achieve outcome A. Number of children excluded is reduced Number of PPG children involved in disciplinary issues is reduced Number of PPG children participating in clubs is increased</p>

Total pupil premium allocation for academic year: £166,028

Planned Expenditure 201-21

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

1. Quality teaching for all

		How	Impact	Expenditure	review
Staffing: School leaders / teaching	<p>To improve first wave teaching</p> <p>To improve outcomes for children in RWM and the broader curriculum</p> <p>To embed the effective delivery of the English curriculum</p>	<p>SLT and Phase Leaders support planning of broad and balanced curriculum</p> <p>SLT and CT supporting staff to identify and deliver on key non-negotiables.</p> <p>SLT lead training for staff on developing and delivering an effective curriculum</p> <p>SL given time to develop their subject area</p> <p>Monitoring of books and lessons by SLT and SL</p> <p>School to buy in a SIP to support developments</p>	<p>Children access the curriculum at age appropriate level</p> <p>Children experience a broad and balanced curriculum which they can articulate about.</p> <p>Children make rapid progress</p> <p>Children enjoy learning and coming to school</p>	<p>£85000</p>	<p>Books show that children have been taught a range of subjects.</p> <p>Progress data</p> <p>Outcomes of focus groups with SLT & children indicate that they enjoy coming to school and learning.</p> <p>Attendance data shows, that even in COVID times children want to come to school and attend well.</p> <p>Lenses have been successful in improving reading comprehension. Data attached</p>

Programmes of learning	To provide staff with the right information to teach to the children To provide appropriate resources for the children	Purchase of MNP scheme Use of the Learning Lenses Fast track phonics in year 3&4 TA training to support learners with EAL			Children requiring phonics interventions identified and TA tasked with leading this. TA trained on Racing to English and other EAL strategies. Smaller groups in some cases have enabled children to grow in confidence when giving answers / showing their work. Data
Small classes in some year groups maintained to help learning	To provide the right learning environment to help the children make accelerated progress	All classes have TA support Children are identified as needing a smaller environment 5 teachers in year 5 /6 are maintained as well as three TA's and the HLTA 3 teachers and 4 3 TA's in year 3/4 3 teachers and 3 TA's maintained in KS1			
2. Targeted support					
		How	Impact	Expenditure	review
Staffing Family Support Worker	Provides targeted support for families	Supports children struggling in school Supports struggling families Promotes attendance	% attendance improves Children who struggle to want to come to school – are in school	£35000	Attendance data shows that children want to come to school. Data re safeguarding from FSW illustrates the support

		<p>Celebrates improved attendance</p> <p>96% and over for attendance</p>			<p>given at Clifton.</p> <p>Children targeted by FSW have now attended school regularly. Covid has impacted on attendance as some isolate and others find it difficult to get testing done.</p> <p>FSW and LM have visited children, delivering PCR and food parcels.</p> <p>FSM and LM have collected children of parents having to isolate. (risk assessed re insurance and safeguarding.)</p>
<p>Staffing</p> <p>Learning Mentor</p>	<p>Developing resilience amongst the PPG.</p> <p>Improved attendance for the PPG.</p> <p>Development of strategies for resilience using Growth mind set approaches</p>	<p>Different strategies and techniques used and shared e.g. Lego therapy / mindfulness / Diaries</p> <p>Support staff in developing effective pastoral plans</p> <p>Lunchtime clubs for targeted individuals</p>	<p>Reduction in number of children excluded</p> <p>Reduction in the number of children involved in lunchtimes / break time incidents</p> <p>Reduction in classroom management incidents</p>	<p>£28000</p>	<p>Learning Mentor identifies children at risk of non-engagement and works with them.</p> <p>Exclusion data attached shows only 4 children have been subject to exclusions and all staff work closely with the family to provide support.</p>
<p>DHT</p>	<p>Targeted support for children in year 6 and in year 3.4</p>	<p>Supporting children in the accessing SATS</p>	<p>% of PPG children achieving ARE in RWM at the end of 2020 increases.</p>	<p>Already calculated</p> <p>No.1</p>	<p>DHT has lead the 3.4 team and supported the year 6 both in SATs and in transition work to high school.</p>

					Data attached
Pastoral Team	To maintain an overview of the children	Offer support to parents / children and staff	% attendance for PPG improves and is in line	Already included in no.1	Pastoral team worked very effectively throughout the year and offered much support to the families who were shielding / isolating / struggling. Regular checks were made, packs dropped and food delivered in support. IN school PT works regularly with families ensuring that no-one falls through the net. See table attached
TA's	Supporting children in interventions	Small group work to help plug gaps	% children achieving ARE or making accelerated progress	20% of all TA's time £46,000	data from assessments
3. Other strategies and approaches to support					
		How	Impact	Expenditure	review
Staff training	Staff training on ACE's	Training session on ACE's in the lives of children			

Staffing	<p>School ensures that all classes have TA support</p> <p>If children do not have support at home it can be accessed in school</p>				
Enrichment & Miscellaneous	<p>Support for parents with trips / school events / uniform</p>	<p>Horse riding lessons are paid for by both the school and the Emile Faurie Foundation</p> <p>Trips are subsidized</p> <p>School buys uniform for all year 6 children and supports other families who are struggling to cope</p> <p>School funds a minibus to take children to different activities and sporting events – especially where parents cannot take them.</p> <p>Improved environment for all.</p>	<p>Children can access broader curriculum</p>	<p>£35000</p>	<p>Many events were not able to go ahead due to covid restrictions</p> <p>Uniform / hoodies were provided</p> <p>End of year 6 celebration went ahead covid safely.</p> <p>Some trips occurred at the end of the school year and were subsidized by school.</p> <p>Visitors for school were brought in rather than going out. Plans in place for the visits to take place in the Aut 21 term.</p>
			<p>Total Expenditure</p>	<p>£229000</p>	