

3 Year Pupil Premium strategy plan Y2 20-21

SUMMARY INFORMATION

Pupil Premium Strategy Plan

CURRENT PUPIL INFORMATION 2020-21

Total number of pupils:		Total pupil premium budget:	76 665 (57 ch) based on Jan census <i>88 770 (66 ch SIMS data)</i>
Number of pupils eligible for pupil premium:	57 (October census) 59 Jan 21 62 (8.2.21) 66 (27.4.21)	Amount of pupil premium received per child:	1 345

COHORT INFORMATION

CHARACTERISTIC*	NUMBER IN GROUP 72 (Target Tracker Data includes Ever6 and LAC/PLAC)	PERCENTAGE OF GROUP
Boys	28	39
Girls	44	61
SEN support	20	29
EHC plan	2	3
EAL	22	31

Assessment data

EYFS				Data from previous 3 years sch / (nat) all pupils		
	Pupils eligible for PP 18-19 data 6 children (national FSM)	School (All Pupils)	National average	2018-19	2019-20	2020-21
Good level of development (GLD)	67%	76	72	73% (74)		
Reading	67	83	77	79% (79)		
Writing	67	78	74	76% (76)		
Number	67	86	80	78% (82)		
Shape	67	86	82	85% (84)		

YEAR 1 PHONICS SCREENING CHECK

All pupils				Data from previous 3 years (all pupils)		
	Pupils eligible for PP	School	National average	2018-19	2019-20	2020-21
90%	100% (6 children)	90%	84%	88%		

END OF KS1

Pupils eligible for PP 18-19 data Pupils eligible for PP (9 children)		Pupils not eligible for PP		Data from previous 3 years all pupils EXS or above		

		School average	National average	2016-17	2017-18	2019-20
% achieving expected standard or above in reading, writing and maths				68%	68%	N/A
% achieving EXS or better in reading	22%	68%	75%	85%	80%	
% achieving EXS or better in writing	11%	62%	69%	70%	72%	
% achieving EXS or better in maths	22%	75%	76%	78%	77%	
END OF KS2						
	18-19 data Pupils eligible for PP - (4 children)	Pupils not eligible for PP		Data from previous 3 years all pupils		
		School average	National average			
% achieving expected standard or above in reading, writing and maths	50%	76.5	65%			
% making expected progress in reading						
% making expected progress in writing						
% making expected progress in maths						
Look at:						
Attendance data	Strengths Only 2% gap in overall attendance between PP & nonPP children in 18-19 PP 95% nonPP 97%	Weaknesses/Issues Attendance is lower for Pupil Premium/FSM in YrR (92%), Yr1 (91.39%) and Yr2 (92.19%) but is in line with % attendance non PP/FSM for all other year groups. (End 18-19 internal data)	Aut 20 Review Aut 19-20 difference 2.26% PP children 93.28% nonPP children 95.4%	Soring 21 review PP attendance data not accurate owing to lockdown		
Behaviour data	NEED TO CHECK BEHAVIOUR SURVEY ANALYSIS					
Safeguarding referrals	Systems in place for monitoring/followup of safeguarding concerns for all children inc PP children with staff aware of vulnerable ch (inc PP) i. e.vulnerable child lists, attendance monitoring, wellbeing provision planning	All current CP/CiN children also PP (Aut 19) 46% of current children with safeguarding/CP files also in receipt of PP funding (Aut 19)	Aut 2020 no children on CiN	Sum 1 21 No children on CiN 80% of all Social Care referrals in 20-21 were also PP children (3 out of 4 children) 51% PP children also have a CP file		
SEN	half termly tracking in place for all SEN inc PP with SEN (ADPR cycle) Targetted interventions with outcomes monitored in place for SEN inc PP	33% of 60 PP children also have SEN		32% of 66 PP children also have SEN and Support Plans which are reviewed half termly with 2 ch with EHCP		
LONG-TERM PLAN (3 YEAR TIMESCALE): Including links to SDP						
	Review/ Update	Feb 21 update	Spring 21 Review	Decide on 3 – 5 priorities for your school For each of these, explain: Why it's a priority (using the How it links to other school improvement priorities (if relevant)		

<p>Priority 1 Teaching & Learning</p> <p><i>Links with SDP 3a To continue to develop a shared Visible Learning approach to across the school with teachers undertaking action research and developing feedback techniques to improve outcomes (sustainable, High quality staff to meet needs of school)</i></p>	20-21 - continue	VL feedback strategies to promote and encourage child engagement with and awareness of own strengths and areas to develop	VL impact cycle amended to take lockdown into account Focus on use of stem sentences & SC Learning Ambassadors roll out to focus on learning dispositions Summer term 21 PP & VL Leads to discuss options for focussed VL feedback time for teachers with PP children in their class half termly with Teacher PD time to ensure consistent approach from staff				
<p>Priority 2 Targetted academic support</p> <p><i>Links with SDP 1a Children will make excellent progress in reading and receive the high quality teaching required for them to achieve age-related expectations at the end of each year. (Develop high expectations in all aspects of school life)</i></p>	20-21 - continue catch up program for PP children needs to be in place	Catch up funding program - focus on reading as main priority for all children	Catch up funding used to facilitate non contact time for teachers to work with children on individual needs level See above: VL Feedback approach TLR holders used to ensure effective support Include loan of Chromebooks into part of established support provided for PP children Get Coram Reading Beanstalk volunteer programme running following Covid closures				
<p>Priority 3 Wider Strategies</p> <p><i>Links with SDP 2a There are meaningful opportunities for project-based learning embedded into the curriculum for all year groups. (Aspirational creative curriculum)</i></p>	PBL 2a may not be priority in 20-21 Sum 20 Recovery curriculum likely to be a priority	Recovery/wellbeing Child and family re-engagement with school over Spring/Summer terms	Continue with enrichment programmes: Brilliant Makers Planned additional enrichment: Premier sport access ASC access for targeted children according to need Forest School sessions (LM F/School Lead) Science/Eco Club Breakfast Book Club (early morning reading) Also hoping to look at a drama club to promote confidence, esteem & communication & language skills				

PRIORITY 1 Teaching & Learning							
Member of staff responsible: Overall: PP Lead Additionally: class teachers, VL delivery team							
Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Success Criteria	Spring 21 Review	Sum 21 update
Ensure impact of Visible Learning CPD on outcomes for PP children: focus on effective feedback	Music Specialist time to be used for class teachers in Yr4-6 to be used for 1:1 pupil conferences providing targetted feedback for PP children	Class Teachers & Music Specialist Pupil Progress monitoring team (EY/Y1 & SLT)	PP Lead monitoring Aut 2 & Spr1	Costs of Music Specialist Academic Year 20-21 £9 580	Improved outcomes for PP children in R W M leading to accelerated progress Diminishing gap between PP & non-PP children in KS2 assessments	Impact Cycle 2 currently underway with focus on effective feedback in VL teams: EY/Y1 Y2/3 Y4,5,6	Following Covid partial closures, KS2 teachers in 4-6 ow starting PP time again, time being used to catch up with basic skills in English & Maths

	VL evidence/impact cycles to improve QFT teaching				VL impact cycle feedback shows increased child independence and self-awareness of next steps in learning	VL impact cycles on hold owing to challenges of feedback with Remote Learning VL Lead provided PD for teachers regarding feedback in Google Meets 20.1.21	Mini impact cycle focussing on feedback which links feedback received during remote learning to feedback in school.
Teachers supported in fulfilling their role effectively through release time to attend range of monitoring/review activities with SLT & others	HLTA to provide internal short term cover for teachers			HLTA costs Academic Year 20-21 £ 25 500			HLTA providing ongoing cover for teachers for support plans, assessments and review meetings.
	KK to monitor PP children's progress with class teachers to maintain profile / prioritise attainment of PP children and to provide support for class teachers in delivering high quality provision	KK PP lead / Class teachers	PP Lead monitoring PP updates Spring & Summer	Supply costs 5 days £1000		Spring PP update carried out 20.1.20	Engagement monitored during remote learning and subsequently through return to school surveys.
		Priority 1	TOTAL COSTS	36 0880			

PRIORITY 2 Targetted Academic Support

Member of staff responsible: Overall: PP Lead Additionally: Inclusion EY Lead Assessment Lead

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Success Criteria	Spring 20 Review	Sum 21 Update
1 EY Close the gap between PP and Non-PP children achieving GLD at end of YrR (60% of PP children currently achieved GLD compared with 76% non-PP)	Identify particular barriers for children eligible for PP in YrR to focus interventions appropriately Make use of Pupil Progress meetings to target provision for PP children at risk of not achieving ARE Check other possible additional barriers to learning for EYFS PP children e.g. behaviour, SEN, medical etc	Pupil Progress monitoring team (EY/Y1 & SLT) EY Lead Inclusion/SENco (TA deployment /support for interventions)	Termly SEN/Interventions monitoring Termly Wellbeing support review Data tracking in line with wh/sch assessment schedule	Time for EYFS Lead (also Early Reading Lead) to collate data and plan appropriate targetted provision for PP children in YrR & Yr1 1 day/half term £ 1 200	Increase in % of children with P who achieve GLD / ELG for Reading at end EYFS Additional barriers to learning identified and being addressed (e.g. EHCP applications, EHA referrals, etc)	Teacher/SENco meetings Jan 20 PP updates Jan 20 Pupil Progress review meetings with March 20	No GLD data for Sum 20 owing to C19 closures Currently 14 children in YrR on PP 72% below ARE in N, R & Writing Focused recovery provision in place to promote phonics and early reading in EY owing to lost time in school in EY team (NELI intervention)

2 KS1 Close the gap between PP and non-PP in particular middle-attaining children	<p>Improve QFT for reading</p> <p>Appraisal targets linked with SDP: working group for Reading</p> <p>Focus additional adult/volunteers on KS1/Lower KS2 on reading: CORAM Beanstalk project (www.beanstalkcharity.org.uk)</p>	<p>Reading Lead</p> <p>SDP team for reading</p> <p>Parent Volunteer lead role no longer in place - Reading volunteers being lead by KS1 PP lead</p>	<p>Subject monitoring schedule</p> <p>Appraisal SDP working group schedule</p> <p>Initial training session for Beanstalk reading volunteers planned for Spring 2020 - being rescheduled for Sum 21</p>	<p>£1500 Beanstalk reading training for parent volunteers</p> <p>Supply costs for parent volunteer lead £400</p>	<p>Pupils with a specified reading difficulty are identified. Specialised assessment tools are used to provide more detailed information on most appropriate teaching approaches.</p> <p>Reading volunteers are working effectively with PReaders Y1-4</p>	<p>establishing Volunteers Lead role</p> <p>Coram Beanstalk CPD booked 27.3.20</p> <p>Induction with volunteers being carried ongoing</p>	<p>Volunteers not in school. Parents contacted and asked if they still wish to be a reading volunteer. We will then start training.</p>
3 KS2 Close the gap between PP and non-PP (in particular middle-attaining children) in Reading (& writing)	<p>QFT teaching of Reading (as above)</p> <p>Scholars Programme to run with cohort of 12 Y5 children</p>	<p>Reading Lead</p> <p>Y5 teachers: Scholars Programme</p>	<p>Scholars Programme - programme starts Spring term</p>	<p>Scholars Programme costs 20-21 £2200</p> <p>Supply costs for Scholars Programme teachers £1000</p>	<p>Teachers are confident in their understanding of a wide range of reading strategies and how to teach reading and develop comprehension effectively</p> <p>Outcomes for children who have attended Brilliant Club programme improved in Y5 & Y6 with increased aspirations (Pupil & parent survey)</p>	<p>PP & Assessment Leads identified Scholars Programme children for March start Spr1 Scholars programme started 15.9.20 x8 children in Y6 as identified previous year</p>	<p>Scholars programme started again in March 21 with Y5 children including PP and borderline vulnerable children that meet Scholars Prog. criteria (inc IDACI deprivation indicator)</p>
Specific identification of Social & emotional barriers to learning in order to better target provision of additional support for PP children	<p>Purchase and use of Boxall Profile assessment</p>	<p>Inclusion Lead / HLTA</p>	<p>Spr 1</p>	<p>Boxall online £150 (one off cost 19-20)</p>			<p>Used across school with identified children.</p>
		Priority 2	TOTAL COSTS	£6 300			
PRIORITY 3 Wider Strategies							
Member of staff responsible: Overall: PP Lead Additionally: Inclusion Lead Wellbeing Lead Art Lead							
Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Success criteria	Aut 20 update	Sum 21 Update

<p>For PP children to be exposed to and participate in a wide range of cultural, social, learning and sporting experiences</p>	<p>Wellbeing Lead to track interventions with PP children & parents & monitor levels of engagement in general school life, progress towards individual improvements etc</p>	<p>Wellbeing Lead</p>	<p>Termly provision/review meetings with Wellbeing Lead, Inclusion Lead & PP lead</p>	<p>Wellbeing Lead costs Academic Year 19-20 £9 920</p>	<p>PP children will be identified as having additional support needs where relevant Wellbeing Lead interventions will include PP children as proportionate to needs Children in receipt of wellbeing lead time will be supported so that wellbeing issues are not a barrier to accessing learning & social development</p>	<p>Aut 1 termly check on identified children for Wellbeing Lead support</p>	<p>Ongoing regular Wellbeing meetings to plan provision for PP children to include social skills group work, confidence & esteem building, self regulation strategies and interventions to manage in school and out of school anxieties and emotion wellbeing Particular focus on supporting children with the fallout of lockdown on return to school and regular home school contact during closure through safe and well calls and online meetings</p>
<p>2</p>	<p>Ensure money is not a significant barrier in participation in wider curriculum and extra-curricular experiences e.g. Y6 residential; afterschool clubs etc</p> <p>Implement PP voucher scheme for all PP children to be used at parent/carer discretion on in-school costs e.g. trips, PE kit, out of hours clubs etc</p>	<p>PP Lead</p>	<p>Ongoing according to curriculum planning Review termly</p> <p>Implement voucher scheme by Jan 2020</p>	<p>Money set aside for access to additional curriculum opportunities e.g. £50 per PP child £3300</p> <p>Y6 residential x5 current Y5 PP children @ possible £200 per child £100</p>	<p>PP children to have financial assistance where necessary to enable them to participate fully in wider curriculum and extra-curricular experiences</p>	<p>Initial query - additional budget line to be added (Pupil Premium Vouchers) Letter to be sent to PP families & note in newsletter 2.12.19 £50 offered to all PP families end Dec Jan 20 x10 have used or started to use £token</p>	<p>£50 voucher to be offered again from Sept 21</p>

3	Brilliant Makers club by invitation only for PP children in Y3/4 extending to KS1 later in year	Art Lead	Programme runs half termly	Supply costs £400	PP children to have access to wide range of creative opportunities	Brilliant Makers visited Fitz to see MMPS work on display (Dec 19) Brilliant Makers for Y1 & 2 started March 20	Brilliant Makers to continue in Sept 21 £ for residential to be included once C19 allows
Increase % of attendance for PP children to at least in line with non-PP children	Daily monitoring of vulnerable children's attendance to support quick response with parents where needed Half termly monitoring meetings with Office Attendance staff (ES) Attendance procedures followed: LA letter/ meeting / LAAO intervention with relevant support offered e.g. breakfast club attendance Regular attendance at LA Attendance briefings	PP Lead/DHT/Attendance Lead	Half & Termly monitoring	Breakfast club £7 / per session so £210 per half term x1 child potential for 8 children in need £1680 to provide place for one half term for 8 children possible additional cost for staffing to be considered	%attendance of PP children will have increased to at least in line with non PP children	Half termly monitoring carried out Aut1, Aut2, Spr 2 Spring 1 reminders given at Parent Consultations	Planned Breakfast Book Club with reading focus pilot for Summer 2 with ongoing half termly offer in 21-22 money for books & additional resources £150 per half term £900/year
			Priority 3	TOTAL COSTS	£ 17 200		
TOTAL COSTS			Priority 1	33 880			
			Priority 2	6 300			
			Priority 3	17 200			
			PP resources budget	3 500			
				60 880			
ADDITIONAL PLANNED ACTIONS £15 000							
Eco/Science Club for PP children - incorporating use of outdoor /garden area							
Support for PP parents/carers in ways to help at home Inc intro session to foster relationships and to share available support & resources							
Develop an ongoing parent support programme - e.g. Aut1 Reading with your child Aut 2 Maths Strategies Spr1 Arts/Enrichment resources Summer - celebration?							
Time for PP lead team to support in phases - in KS1 x1/2 day (£6000 pa) and in Y3 x1/4 day (£2 800 pa)							
Increase access to Premier Sport activity clubs once per child in a year £2000							
Ongoing half termly Cbk loan to PP children to help remove barriers to learning - costs include TA/Admin time to administer process							