



Pupil Premium 2019-2020 Expenditure Plan

School Lead: Headteacher (Assessment Manager)/Inclusion Manager (PP Champion)

Funding: £147 789

Objectives:

- To track attainment and progress of pupil premium eligible pupils (focus on more able) to identify, discuss and address underachievement immediately.
- To develop 'quality first' teaching, raising expectations for pupil premium pupils through next steps teaching and specific targeted TA support.
- To employ an additional teacher to provide booster learning for pupils across KS2.
- To release Deputy Headteacher from Classteacher role to deploy her to impact upon the teaching of Writing in Years 5 & 6.
- To further narrow the gap in Reading, Writing and Maths for pupils in Years 1 to 6 using pre teaching.
- To develop the role of the Leader Readers to impact on the fluency of underachieving pupils in reading.
- To accelerate rate of progress, increasing the GLD for pupil premium pupils in Reception through the employment of an additional TA (reducing pupil to adult ratio); focus on narrowing the school and national attainment gap between pupil premium pupils and non-pupil premium pupils.
- To track the progress of the pupil premium pupils for Phonics in Year 1 and provide intervention to narrow the attainment gap between pupil premium and the non-pupil premium pupils.
- To further develop the provision in Early Years to accelerate progress and attainment in 'Writing' and 'Being Imaginative', especially for pupil premium pupils.
- To continue to provide a broad range of enrichment activities, e.g. theatre visit and school trips linked to thematic curriculum
- To deliver reading, writing and maths training for the whole staff team to focus explicitly on raising attainment for the more able disadvantaged pupils.
- To deliver 'language development' training for the whole staff team to focus explicitly on planning for developing language, oracy and collaborative learning, especially for the pupil premium pupils.
- To develop a 'love to read' culture in the school with an emphasis on pupil premium pupils.
- To buy additional resources specifically to track and booster progress in Reading, Writing and Maths, i.e. revision guides, Testbase subscription, tests, etc...
- To target attendance and punctuality for pupil premium pupils; to increase 0.3% from 96.2% (2019) to 96.5% in 2020.
- To develop home-school relationship and increase parental engagement in pupils' learning through the increased use of Marvellous Me.
- To include pupil premium achievement in whole staff appraisal targets to demonstrate the high priority for this group of pupils.

Objective	Provision	Intended impact / Desired Outcomes	Evaluation
<p>To track attainment and progress of pupil premium pupils to identify, discuss and address underachievement immediately.</p>	<p>Half termly tracking of attainment and progress for all pupil premium pupils (highlighted on trackers) with a focus on the more able pupil premium pupils.</p> <p>Target more able pupil premium pupils for greater depth learning. Tracking to ensure it happens and underachievement addressed through PPMs.</p> <p>School Pupil Premium Champion challenge underachievement of pupil premium in the PPMs.</p>	<p>All children, especially the pupil premium pupils, are making good progress from their individual starting points. Attainment is improving for pupil premium pupils through careful, precise targeting.</p> <p>Pupil premium pupils are targeted for additional support to achieve a greater depth of learning.</p> <p>Greater depth of learning is tracked throughout the year to ensure the more able pupil premium pupils achieve higher outcomes and remain 'on track'.</p>	<p>Covid 19 forced school closure in 19/20 in late Spring and for the whole of the Summer term. SATs were cancelled too. The following analyses is based entirely on Teacher Assessment, which is judged by children's engagement in the online learning.</p> <p><u>ALL National Results are for Y6 SATs & Y2 will be from 2018-2019</u></p> <p><u>KS2 PP Results for 'expected' as follows:</u></p> <p>Re 72% (Na Other 78%) Wr 95% (Na Other 83%) Ma 91% (Na Other 84%)</p> <p>Based on Teacher Assessment of the online learning, Re was lower than previous year.</p> <p><u>KS1 PP Results for 'expected' as follows:</u></p> <p>Re 50% Wr 38% Ma 38%</p> <p><u>KS1 Na Other (Non PP):</u> Re 78%, Wr 73%, Ma 79%</p>

<p>To develop 'quality first' teaching, raising expectations for pupil premium pupils through next steps teaching and targeted support.</p>	<p>All staff to engage with whole school CPD to focus on vulnerable and disadvantaged children. Language development to be the key driver for whole school improvement. Staff to raise aspirations and expectations for all. Consultant 1 to 1 support to develop quality first teaching. Moderation of learning 1 to 1 - identifying next steps; focus specifically on pupil premium pupils.</p>	<p>Teachers' expectations for all (vulnerable) pupil premium pupils raised - lessons are challenging and meet pupils' needs, especially for the more able and disadvantaged. Gap between vulnerable pupils and others is narrowing.</p>	<p>Prior to Lockdown in March 2020, 70% Teaching is Good or better as noted in the overall Teaching and Learning profile. We had 3 NQTs - with a further term in school this could have been improved. Staff identify Pupil Premium pupils on planning and in teaching - questioning aimed at the PP pupils to ensure acceleration through quality first teaching. All staff appraisal target includes acceleration of PP pupils' learning to achieve age-related expectations.</p>
<p>To employ an additional teacher to provide booster learning and interventions for pupils across KS2.</p>	<p>An additional teacher (0.7) employed to provide high quality booster for Maths, Reading & Writing as and where high needs are identified in Year 6.</p>	<p>Smaller groups of children per teacher enable precise teaching to meet the needs of the learners. Pupil premium attainment gap in Maths, Reading and Writing decreases and progress of pupil premium pupils accelerated. Quality 'close the gap' intervention is delivered to all vulnerable pupils to accelerate progress.</p>	<p>Additional experienced teacher employed in Year 6 with a focus on increasing progress and raising attainment for PP pupils. KS2 end, PP pupils outperform Na Other: <u>KS2 PP Results for 'expected' as follows:</u> Re 72% (Na Other 78%) Wr 95% (Na Other 83%) Ma 91% (Na Other 84%)</p>

<p>To release the DHT from Classteacher role to deploy her to impact upon the quality of the Thematic lessons and the teaching of Writing in Years 5 & 6</p>	<p>Deputy Headteacher released from class to develop thematic provision and work alongside staff to develop the writing provision.</p>	<p>Teaching in Thematic lessons improve and pupil premium pupils targeted for quality outcomes. Teaching of Writing in Year 5 and 6 improves. Pupil premium pupils' writing outcomes are improved.</p>	<p>Year 6 WRITING PP Exp 95% PP Higher 18% Na Other:Exp 83% Higher 24% Year 5 WRITING PP Exp 50% Higher 0% <i>Covid 19 impact - the absence in the summer term led to poor outcomes specifically for pupil premium children.</i></p>
<p>To further narrow the gap in Reading, Writing and Maths for pupils in Years 1 to 6 using pre teaching.</p>	<p>TAs trained to provide pre-teach or 'plug the gap' booster for Maths, Reading and Writing.</p>	<p>Significant increase in 'expected' and 'higher' level for pupils from the start of the year to the end of the year. Pupil premium pupils who are also SEND have improved outcomes, particularly at end of Y2 and Y6. Increased rate of progress to exceed 'expected progress' from KS1 to KS2</p>	<p>Pre-teaching of reading text takes place throughout the school. Children are more confident in lessons and are ready to respond to whole class questioning.</p>
<p>To develop the role of the Leader Readers to impact on the fluency of underachieving pupil premium pupils in reading.</p>	<p>Training pupils to work alongside their younger peers; develop peer-on peer coaching to develop reading fluency for hesitant readers, particularly in vulnerable pupil group.</p>	<p>Vulnerable and hesitant readers develop greater reading fluency. There is clear evidence of progress from start to end of Peer Reading Programme intervention.</p>	<p>Fluency is greatly increased for all pupils involved in the programme. Overall, due to Covid the impact is reduced.</p>
<p>To accelerating rate of progress, increasing the GLD for pupil premium pupils in Reception through the employment of an additional TA</p>	<p>Additional TA to reduce adult to pupil ratio in EYs and for SEND/pupil premium pupils across the whole school.</p>	<p>Increase in GLD for pupil premium pupils at the end of EYFS, particularly for exceeding. Pupil premium pupils who are also SEND have improved outcomes, particularly at end of Early Years.</p>	<p>PP GLD in 2019 = 87% So, 13 out of 15 pupil premium pupils achieved their GLD. PP GLD in 2020 = 57%</p>

(reducing pupil to adult ratio); focus on narrowing the school and national attainment gap between pupil premium pupils and non-pupil premium pupils.			- Covid 19 impact
To track the progress of the pupil premium pupils for Phonics in Year 1 and provide intervention to narrow the attainment gap between pupil premium and the non-pupil premium pupils.	Tracking half termly, phonics progress of Pupil Premium eligible pupils in Y1 in comparison to non-pupil premium pupils. Pupils to have additional support/booster to accelerate the rate at which young pupils learn to read.	Y1 phonics screening shows an increase rate of success in Pupil Premium eligible pupils so there is a narrowing of the gap.	Y1 PP Pupils' Phonics was postponed until the following academic year. This was undertaken in Autumn 2020 = 100% PP children achieved the Y1 Phonics Screening Check compared to 2019 Na Other 83% Additional booster sessions took place in the Autumn term, particularly targeting the PP pupils and other vulnerable pupils.
To further develop the provision in Early Years to accelerate progress and attainment in 'Writing' and 'Being Imaginative', especially for pupil premium pupils.	Develop the Writing and Role Play provision across all areas of learning. Plan and deliver learning specifically to extend pupil premium pupils' knowledge, skills and understanding in 'Being Imaginative' and 'Writing' - accelerate rates of progress and improve the overall learning in these areas.	Pupil premium pupils' spoken language improves through role play and as a result there is an impact on Writing outcomes. Writing outcomes are improved also through the quality provision across the different areas.	<u>PP pupils' data comparing baseline to data submitted at the end of the year</u> Baseline 2019 Results: Wr = 43% exp 0% exc BI = 53% exp 0% exc Summer 2020 submission data: Wr = 62% exp 0% exc BI = 69% exp 0% exc
To continue to provide a broad range of enrichment activities,	Visit to a theatre to see a live performance.	Pupil premium pupils develop a love for the arts and culture. Experience allow pupils to	Theatre Production visited by whole school.

<p>e.g. theatre/beach visit, school visits out and visitors in to enliven the thematic curriculum.</p>	<p>Provide a range of visits to places of interest or invite visitors (workshops) to motivate learners and enhance their learning.</p> <p>A Better curriculum impacts on school attendance, particularly for pupil premium pupils. Pupils want to be in school.</p>	<p>understand how reading stories/poetry is transferred to stage - impact on own performance. Reading fluency improves and vulnerable groups develop confidence in the spoken language.</p> <p>An enrichment Curriculum with experiential learning at the core; engages and inspires pupils and promotes enquiring minds. Pupils' first-hand experience is shown via impact on outcomes, especially for the pupil premium pupils.</p> <p>Pupil premium attendance target is 96.5% to be above national average for ALL pupils.</p>	<p>Pupils are able to understand skills involved and apply these to own performances.</p> <p>Range of enrichment visits out to various venues (including the beach) and visitors invited to the school to provide pupils with first-hand experiential learning. All visits/visitors are linked to the wider curriculum. Very few visits in Spring 2 and no visits in the Summer term</p> <p>PP pupils attendance = 94% which was lower than previous year 96.2%</p> <p>Previous Years:</p> <p>2016 Pupil Premium Attendance = 94.7%</p> <p>2017 Pupil Premium Attendance = 95.5%</p> <p>2018 Pupil Premium Attendance = 95.6%</p>
<p>To deliver 'language development' training for the whole staff team to focus explicitly on developing oracy, language and collaborative learning, especially for the pupil</p>	<p>Quality first teaching improves with a focus on language development.</p>	<p>All pupils, especially pupil premium pupils, have opportunities to develop their language (spoken and written). Class teachers provide opportunities for this to happen through a focus on developing oracy and collaborative learning in lessons.</p>	<p>Language Development refresher training sessions were delivered to all staff</p> <p>All lessons demonstrate a focus on talk and oracy.</p>

premium pupils.			This development and focus will continue into the next academic year to continue to impact on pupils' language and communication skills.
To develop a 'love to read' culture in the school with an emphasis on pupil premium pupils. To nurture a culture of 'reading for pleasure and enjoyment'.	Each year group allocated a 'significant author' collection of books. Each year group to have a 'Booklist' allocation from a range of text types and authors. Staff encourage all pupils, especially the pupil premium pupils to read widely and set up challenges to develop competitiveness to motivate.	A 'love to read' culture develops across the whole school and impacts on pupils' outcomes for reading, especially for the pupil premium pupils. Pupil premium pupils' reading improves and the learning gaps are closing. The differences between pupil premium pupils and non-pupil premium pupils are diminishing.	PP Pupils are target pupils for developing reading fluency. The positive culture for reading is developing throughout the school. From EYs to Year 6, all pupils provided opportunities to hold 'book talk' about the books they have read.
To buy additional resources specifically to track and booster progress in Reading, Writing and Maths, i.e. revision guides, Testbase subscription, tests, etc...	Purchase of Sandwell Numeracy Test and Testbase subscriptions. Subsidise the purchase of the CGP revision guides for the pupils in Year 6.	The resources are well utilised and a result the expected and greater depth scores for the pupil premium pupils increases. Year 6 pupil premium pupils benefit from the CGP resources and an impact is seen on pupil outcomes.	Testbase resources, I can see reasoning, SATs revision guides, etc. purchased. Direct impact on pupil outcomes as detailed above. SATs cancelled due to Covid 19 and the ensuing lockdown.
To target attendance and punctuality with an emphasis on pupil premium pupils.	Incentivise individual pupils and whole classes for attendance. Individual prizes for termly attendance and class prizes for weekly attendance.	Attendance for pupil premium is increased - 0.3% from 96.2% (2019) to 96.5% in 2020. Pupil premium attendance is above national for ALL pupils.	PP attendance for whole school = 94% Will review target for next year.

	Meetings are held with parents.																																		
To develop relationship and increase parental engagement in pupils' learning through the increased use of Marvellous Me.	Increase parental engagement. Communication and feedback to parents about pupils' learning, behaviour and attendance via the Marvellous Me app	Communication between parents and school is improved. Pupil premium pupils are incentivised and motivated. Their learning, behaviour and attendance is improved.	92% pupils have at least one parent engagement (most children have more than one parent) through the Marvellous Me app																																
To include pupil premium achievement in staff appraisal targets to demonstrate high priority for this group of pupils.	All staff to have appraisal targets to accelerate rates of progress for PP eligible pupils.	Interventions throughout the year - minimum of 80% pupil premium pupils are working at age-related expectations by the end of the year.	<p>PP % results in each year group at end of 2019-20:</p> <table border="1"> <thead> <tr> <th></th> <th>Re</th> <th>Wr</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>57</td> <td>57</td> <td>64</td> </tr> <tr> <td>Y1</td> <td>88</td> <td>81</td> <td>69</td> </tr> <tr> <td>Y2</td> <td>50</td> <td>38</td> <td>38</td> </tr> <tr> <td>Y3</td> <td>43</td> <td>57</td> <td>43</td> </tr> <tr> <td>Y4</td> <td>87</td> <td>80</td> <td>80</td> </tr> <tr> <td>Y5</td> <td>50</td> <td>60</td> <td>55</td> </tr> <tr> <td>Y6</td> <td>72</td> <td>95</td> <td>91</td> </tr> </tbody> </table> <p>Majority of PP targets are impacted by Covid 19 and the ensuing Lockdown.</p>		Re	Wr	Ma	Rec	57	57	64	Y1	88	81	69	Y2	50	38	38	Y3	43	57	43	Y4	87	80	80	Y5	50	60	55	Y6	72	95	91
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