

### **COVID 19 UPDATE**

Due to the changes to educational provision caused by the COVID-19 pandemic the detail in this Pupil Premium strategy has been subject to review since April 2020. Our use of the funding has been adapted to meet students' needs as they have arisen, whilst maintaining where possible the principles outlined in this document, and in others related to the PPG.

During the pandemic the following key steps have been taken to ensure that 'disadvantaged' pupils' barriers to learning will continue to be overcome wherever possible:

- Online and off-line learning packs produced weekly for pupils and parents with learning opportunities for pupils. Learning follows BBC Bitesize so that those without internet access can still access learning via the red button on the TV. Maths learning follows the White Rose schemes of work, children are familiar with the layout and structure of this as we follow this programme of study in school.
- Weekly phone calls to the vulnerable pupils and their parents to check on wellbeing and ensuring they are able to access the home learning, whilst making them aware they can get in contact with the school or class teacher should they need any support.
- Of the 64 pupils in our Emergency Key worker/vulnerable child provision, 19% are eligible for the PPG.

Future versions of the strategy will reflect the changes that are currently being made. School leaders with responsibility for administering the PPG have drawn on these helpful publications from the Children's Commissioner and the Education Endowment Foundation:

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

They will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with other stakeholders

**1. Summary information**

<b>School</b>	Brunel Primary Academy				
<b>Academic Year</b>	2019-2020	<b>Total PP budget (2 terms*)</b>	£96,360	<b>Date of most recent PP Review</b>	Feb 2020
<b>Total number of pupils</b>	331	<b>Number of pupils eligible for PP</b>	80 24%	<b>Date for next internal review of this strategy</b>	

**Current academic outcomes**

	School 2019			National 2018		
	PP	NPP	Diff: Sch PP – Nat PP (2018 Nat figures)	PP	NPP	Diff: Sch PP - Nat NPP
EYFS - % Reaching Good Level of Development 2018-19	44.4%	75%	- 12.6%	57%	74%	-29.6%
% that achieved the threshold 32/40 to pass the Phonic Screening test (Yr1)	92.3%	80%	+20.3%	72%	85%	+7.3%
KS1 - % Reaching Expected Standard 2018-19						
Reading	42.9%	76%	-19.1%	62%	79%	- 36.1%
Writing	37%	68%	-18%	55%	74%	-37%
Mathematics	57.9%	78.6%	-5.1%	63%	80%	- 22.1%
KS2 - % Reaching Expected Standard 2018-19						
Reading	61.1%	82.6%	-2.9%	64%	80%	-18.9%
Writing	66.7%	87%	-0.3%	67%	83%	-16.3%
Mathematics	61.1%	82.6%	+2.9%	64%	81%	-19.9%
GPS	72.2%	87%	+5.2%	67%	82%	-9.8%
R, W & M	55.6%	69.6%	+4.6%	51%	70%	-14.4%

KS2 - Average Scaled Score 2018-19						
Reading	105.07	102.78	+2.07	103	106	-0.93
Grammar, Punctuation and Spelling	106.73	104.26	+2.73	104	107	-0.27
Mathematics	105.33	103.26	+3.33	102	105	+0.33
KS2 – Average Progress Score 2018-19						
Reading	-2.86	-2.81	-2.16	-0.7	0.3	-3.16
Writing	-0.77	-2.50	-0.37	-0.4	0.2	-0.98
Mathematics	-3.47	-2.45	-2.87	-0.6	0.3	-3.77

**Identifying Potential Barriers to learning for Disadvantaged Pupils (ie not necessarily present for all PP pupils)**

<b>Barriers A</b>	
Limited language/restricted vocabulary   Poverty (including experience)   SEND	
Desirable Outcomes	<p>To diminish average achievement difference between ‘Disadvantaged’ and ‘Other’ pupils in all year groups.</p> <p>To accelerate progress made by disadvantaged children to maximise percentage of pupils attaining age related expectations.</p> <p>All PP pupils, including high need child, to be ready every day to access learning and make the expected progress in reading, writing and maths.</p> <p>To diminish differences as early in possible – ideally within EYFS</p>
<b>Barriers B</b>	
Poor attendance   Home/life changes   Medical issues   Lack of family engagement with learning Repeated school moves	
Desirable outcomes	<p>Increased attendance rates</p> <p>Families more involved in learning</p>
<b>Barriers C</b>	
Low aspirations   Low expectations (of themselves)   Low expectations (of them outside school) Lack of positive role-models   Lack of confidence   and self esteem	

Desirable outcomes	Aspirations to rise and for pupils to believe that they are capable and can achieve if they really want to.
<b>Barriers D</b> Lack of sleep Safeguarding (pink forms or social care plan) Poor nutrition	
Desirable outcomes	All pupils physically and emotionally ready for learning every day.

1. Planned expenditure					
<b>Academic year</b>	<b>2019-2020</b>				
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					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact

<p>PP children to make at least expected progress in reading, writing and maths with an increased proportion making accelerated progress.</p> <p>(A &amp; C)</p>	<p>Visible Learning Programme continued to embed effective use of metacognition strategies across the school and continue to support improvement to quality first teaching</p> <p>Visible Learning coaches to attend additional VL training session and cascade learning to Teachers and support staff.</p> <p>£2,200</p> <p>Visible learning development plan (Teacher clarity and feedback) – Teacher CPD and additional TA meetings/ training (£1000)</p> <p><b>Total cost £3,200</b></p>	<p>Quality first teaching with teacher clarity and quality feedback can have the biggest impact (Visible learning effect scores: 0.75 – nearly two years progress)</p> <p>Early intervention – 0.47 effect</p> <p>Evidence from EEF states Metacognition &amp; Feedback + 8months progress</p>	<p>Other CPD needs identified by SMT, time/ training and support given to support this</p> <p>Cascading Visible learning training and understanding to support staff</p> <p>In class intervention records show children included and impact had</p> <p>IRIS – Micro teaching to monitor feedback to children</p>	<p>Head Teacher/ Assistant Headteachers Visible Learning coaches</p>	<p>School Capability Assessment report received Jan 2020 following a review of our Visible learning practices on Dec11th 2019.</p> <p>In all 4 strands (the visible learner, Know thy impact, visible teaching and leading and Effective feedback) improvements have been made.</p> <p>Where good practice existed in small pockets across the school at the previous visit this good practice is now seen across the school as a whole.</p> <p>March 2020 data Progress of pp Pupils across all cohorts.</p> <table border="1" data-bbox="1541 667 2094 976"> <thead> <tr> <th rowspan="2">Year group</th> <th>Points progress</th> <th>Points progress</th> <th>Points progress</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1.9</td> <td>1.7</td> <td>2.1</td> </tr> <tr> <td>2</td> <td>2.2</td> <td>2.2</td> <td>2.1</td> </tr> <tr> <td>3</td> <td>1.5</td> <td>1.3</td> <td>1.5</td> </tr> <tr> <td>4</td> <td>2.1</td> <td>2.1</td> <td>1.9</td> </tr> <tr> <td>5</td> <td>1.8</td> <td>1.8</td> <td>1.7</td> </tr> <tr> <td>6</td> <td>2.3</td> <td>2.0</td> <td>2.2</td> </tr> </tbody> </table>	Year group	Points progress	Points progress	Points progress	Reading	Writing	Maths	1	1.9	1.7	2.1	2	2.2	2.2	2.1	3	1.5	1.3	1.5	4	2.1	2.1	1.9	5	1.8	1.8	1.7	6	2.3	2.0	2.2
Year group	Points progress	Points progress	Points progress																																	
	Reading	Writing	Maths																																	
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<p>PP children to make at least expected progress in reading and writing with an increased proportion making accelerated progress.</p>	<p>Read, Write Inc Program to be rolled out across Nursey, EYFS, KS1 and lower Keystage 2 to improve the % of those pupils achieving ARE in reading and writing at the end of KS1 and ultimately KS2</p> <p>This program will bring a consistency of approach to how the school teaches phonics, spelling, reading and writing.</p> <p>3 days whole team training + development days across the year.</p> <p><b>Total Cost £9,900</b></p>	<p>Ofsted report Nov 2018 stated:</p> <p>“Pupils do not learn basic skills in reading well”</p> <p>“Children do not make enough progress in the Early Years”</p> <p>“Pupils do not develop confidence in phonics because the teaching is inconsistent. Progress in reading is further hampered by pupils reading books that do not match their current ability.”</p> <p>Phonics + 4months EEF toolkit</p>	<p>Reading Champions will oversee and monitor the consistency of approach of RWInc across all classes adopting this approach.</p>	<p>PP Lead Eng Lead Reading champions</p>	<p>RWI program embedded in EYFS, KS1 and LKS2 resulting in all pupils moving through at least one stage.</p> <p>This program is currently being embedded with in BPNA, data to March 2020 shows year 1 and year 2 progress of PP pupils to be in line with National expectations and in the case of year 2 above that of non pp pupils.</p> <table border="1" data-bbox="1691 545 2096 735"> <thead> <tr> <th></th> <th>Points progress PP pupils</th> <th>Points progress Non PP pupils</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>1.9</td> <td>2.0</td> </tr> <tr> <td>Year 2</td> <td>2.2</td> <td>2.0</td> </tr> </tbody> </table> <p>60% of PP pupils in EYFS were on track to achieve GLD.</p>		Points progress PP pupils	Points progress Non PP pupils	Year 1	1.9	2.0	Year 2	2.2	2.0
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**budgeted cost £13,100**

**ii. Targeted support**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
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<p>To diminish differences in attainment as early as possible</p> <p>(A &amp; C)</p>	<p>Elklan training for EYFS TA to support speech, language and sound recognition on the early years</p>	<p>EEF + 5 months for Oral language intervention</p> <p>EEF + 5 months for Early Years intervention</p>			<p>Communication &amp; Language assessments for PP pupils in March</p> <p>80% of PP pupils made greater than expected progress in one of the three areas of C&amp;L and 20% made better than expected in all ..</p>
<p>To diminish differences in attainment as early as possible</p> <p>(A &amp; C)</p>	<p>Appointment of TA in the Early Years who is Elklan trained and a TIS practitioner</p>	<p>EEF + 5 months for Early Years intervention</p>			<p>Communication &amp; Language assessments for PP pupils in March</p> <p>80% of PP pupils made greater than expected progress in one of the three areas of C&amp;L and 20%</p>
<p>To increase the % of PP pupils achieving the expected standard at the end of KS1 in reading, writing and maths and increase the percentage of pupils achieving greater depth</p> <p>(A &amp; C)</p>	<p>Additional LSA to be deployed across KS1 to enable teacher led intervention and ensure PP pupils are effectively supported – particularly in reading and writing</p> <p><b>Total Cost £3,400</b></p>	<p>% of PP pupils achieving ARE in reading at the end of KS1 2019 was 42.9%, writing was 42.9% and Maths 50%.</p>	<p>Half termly Pupil progress meetings with HT and AHT to ensure pupils are on track and making progress</p> <p>Book monitoring (Eng, Ma, Theme, Guided Reading) by Curriculum Leads</p>	<p>PP Lead Class Teachers</p>	<p>% of PP pupils currently on track to reach ARE at end of KS1: Reading – 78% Writing – 73% Maths – 73%</p> <p>% of PP pupils currently on track to reach ARE at end of KS1: Reading – 85% Writing – 85% Maths – 68%</p>
<p>To increase the % of PP pupils achieving the expected standard (and GDS) at the end of KS2 in reading</p> <p>(A &amp; C)</p>	<p>1:1 reading with identified pupils by trained LSA's and parents.</p> <p>Additional LSA to be deployed across Year 5 and 6 to enable teacher led intervention and ensure PP pupils are effectively</p>	<p>PP pupils continue to perform less well than their non disadvantaged peers at the end of KS2</p> <p>July 2019 data shows that 66% of all pupils achieved ARE with 61%</p>	<p>Parent rota system managed effectively with Teachers being specific around who should be read with target areas for improvement.</p> <p>LSA's having the relevant knowledge to ensure that</p>	<p>Class Teachers PP Lead Eng Lead</p>	<p>In December 2019 the % of PP pupils achieving ARE in reading had increased in year 4 and 5. It had stayed the same in Year 6 and had gone down by 4% (1 child ) in year 3.</p>

	<p>supported – particularly in reading.</p> <p>Guided Reading sessions to take place each morning with TA supporting targeted groups alongside teacher.</p> <p>VIPERS once a week to further consolidate Vocab, Inference, Prediction, Explanation and Recall.</p> <p>IRIS used to capture best practice with teaching of disadvantaged pupils in reading and used to refine practice across the school.</p> <p><b>Total cost £3,600</b></p>	<p>of PP pupils achieving ARE in reading</p> <table border="1" data-bbox="788 295 1077 547"> <tr> <th colspan="2">% of PP pupils working at ARE in September 2019 in Reading</th> </tr> <tr> <td>Year 3</td> <td>40%</td> </tr> <tr> <td>Year 4</td> <td>33%</td> </tr> <tr> <td>Year 5</td> <td>58%</td> </tr> <tr> <td>Year 6</td> <td>39%</td> </tr> </table>	% of PP pupils working at ARE in September 2019 in Reading		Year 3	40%	Year 4	33%	Year 5	58%	Year 6	39%	<p>they are challenging pupils in their learning.</p> <p>Regular data analysis to monitor progress</p>		<table border="1" data-bbox="1693 231 1982 483"> <tr> <th colspan="2">% of PP pupils working at ARE in December 2019 in Reading</th> </tr> <tr> <td>Year 3</td> <td>36%</td> </tr> <tr> <td>Year 4</td> <td>53%</td> </tr> <tr> <td>Year 5</td> <td>61%</td> </tr> <tr> <td>Year 6</td> <td>39%</td> </tr> </table> <table border="1" data-bbox="1693 539 1982 791"> <tr> <th colspan="2">% of PP pupils working at ARE in March 2020 in Reading in KS2</th> </tr> <tr> <td>Year 3</td> <td>32%</td> </tr> <tr> <td>Year 4</td> <td>54%</td> </tr> <tr> <td>Year 5</td> <td>58%</td> </tr> <tr> <td>Year 6</td> <td>36%</td> </tr> </table> <p>* 2 PP pupils in Yr 5 who were on track left in Feb 2020 due to house move          * 1 PP pupil in Yr 6 who was on track left in Feb 2020 due to house move</p> <p>56% of PP pupils in year 6 have SEN and 1 of these is educated off site (dual registration)</p> <p>*2 of the 5 PP pupils with SEN enrolled at BPNA in Year 5</p>	% of PP pupils working at ARE in December 2019 in Reading		Year 3	36%	Year 4	53%	Year 5	61%	Year 6	39%	% of PP pupils working at ARE in March 2020 in Reading in KS2		Year 3	32%	Year 4	54%	Year 5	58%	Year 6	36%
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<p>To increase the % of PP pupils achieving national expectations in reading and writing in the current year 4 cohort (A &amp; C)</p>	<p>1:1 reading with identified pupils by trained LSA's and parents.</p> <p>Assistant Head for the school will be teaching one of these classes and liaising with the other yr 4 teachers with the support of 2 experienced LSA's to ensure that % at ARE in reading and writing increases.</p> <p><b>Total Cost: £2,700</b></p>	<p>% of PP pupils working at ARE in reading in year 3 is 40%. (September 2019 data)</p>	<p>Half termly Pupil progress meetings with HT and AHT to ensure pupils are on track and making progress</p> <p>Reading CPD for relevant staff.</p> <p>Time for English Lead to observe in partner classroom to ensure consistency of approach</p> <p>Book scrutiny</p> <p>Moderation across year group and key stage.</p> <p>Teacher observations</p>	<p>Class Teachers PP Lead Eng Lead</p>	<p>% of PP pupils working at ARE in reading in year 3 is 36%.in December 2019.</p> <p>% of PP pupils working at ARE in reading in year 3 is 32%.in March 2020</p> <p>% of PP pupils working at ARE in writing in year 3 is 32%.in March 2020.</p> <p>*1 PP pupil in Yr 3 who was on track left in Feb 2020 due to house move</p>
<p>To increase the % of PP pupils achieving the expected standard at the end of KS2 in writing (A &amp; C)</p>	<p>In Year 5 and 6 pupils will be organised into targeted groups enabling Teacher and LSA to target learning effectively. Increased LSA hours to help ensure progress by providing release time for teacher led intervention.</p> <p><b>Total Cost: £3,300</b></p>	<p>Although PP pupils made accelerated progress in writing in Year 6 last year, only 53% of PP pupils achieved ARE in writing at the end of KS2 SATS.</p> <p>September 2019 data shows that 45% of PP pupils are working at ARE in Writing in current Year 6.</p>	<p>Half termly Pupil progress meetings with HT and AHT to ensure pupils are on track and making progress</p> <p>Book scrutiny</p> <p>Moderation across year group and key stage.</p> <p>Teacher observations</p>	<p>Class Teachers PP Lead Eng Lead</p>	<p>Dec 2019 shows that 46% of PP pupils are working at ARE in writing in y6. Pupils have made 1pt progress (1pt per full term is expected)</p> <p>March 2020 data shows PP pupils have made 2pts progress in writing with 36% of PP pupils on track. * 1 PP pupil left BPNA in Feb 2020 due to house move.</p> <p>* 56% of PP pupils in year 6 have SEN and 1 of these is educated off site (dual registration)</p> <p>*2 of the 5 PP pupils with SEN in Y6 enrolled at BPNA in Year 5.</p>

<p>To increase the % of PP pupils achieving the expected standard in R,W and M in year 4.</p>	<p>In Year 4 Assistant Head teacher and will teach in Year 4 to enable 2 small classes for Reading, writing and Maths 5 days a week.</p> <p>2 small classes created to help ensure progress for PP pupils.</p> <p>Reduced class sizes + 3 months EEF Toolkit</p> <p>Feedback to pupils + 8 months EEF Toolkit</p> <p><b>Total cost £10, 600</b></p>	<p>32% of the year 4 cohort are eligible for PP funding.</p> <table border="1" data-bbox="790 272 1084 496"> <tr> <td colspan="2">% of PP pupils working at ARE in September 2019 in year 4</td> </tr> <tr> <td>Reading</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>33%</td> </tr> <tr> <td>Maths</td> <td>33%</td> </tr> </table> <table border="1" data-bbox="790 507 1084 703"> <tr> <td colspan="2">Avg pts progress of PP pupils 2018/2019 in Sept year 4 cohort</td> </tr> <tr> <td>Reading</td> <td>2.5pts</td> </tr> <tr> <td>Writing</td> <td>1.9pts</td> </tr> <tr> <td>Maths</td> <td>2.1pts</td> </tr> </table>	% of PP pupils working at ARE in September 2019 in year 4		Reading	33%	Writing	33%	Maths	33%	Avg pts progress of PP pupils 2018/2019 in Sept year 4 cohort		Reading	2.5pts	Writing	1.9pts	Maths	2.1pts	<p>Half termly Pupil progress meetings with HT and AHT to ensure pupils are on track and making progress</p> <p>Book scrutiny</p> <p>Moderation across year group and key stage.</p> <p>Teacher observations</p>	<p>Class Teachers PP Lead Maths Lead</p>	<table border="1" data-bbox="1693 181 1995 405"> <tr> <td colspan="2">% of PP pupils working at ARE in December 2019 in year 4</td> </tr> <tr> <td>Reading</td> <td>53%</td> </tr> <tr> <td>Writing</td> <td>33%</td> </tr> <tr> <td>Maths</td> <td>33%</td> </tr> </table> <p>PP pupils are making at least expected progress in maths and accelerated progress in Reading and writing.</p> <table border="1" data-bbox="1693 576 1995 772"> <tr> <td colspan="2">Avg pts progress of PP pupils Sept 19 – Dec 19</td> </tr> <tr> <td>Reading</td> <td>1.6pts</td> </tr> <tr> <td>Writing</td> <td>1.4pts</td> </tr> <tr> <td>Maths</td> <td>1.0pts</td> </tr> </table> <table border="1" data-bbox="1693 828 1995 1024"> <tr> <td colspan="2">% of PP pupils working at ARE in March 2020 in year 4</td> </tr> <tr> <td>Reading</td> <td>54%</td> </tr> <tr> <td>Writing</td> <td>39%</td> </tr> <tr> <td>Maths</td> <td>39%</td> </tr> </table> <table border="1" data-bbox="1693 1099 1995 1295"> <tr> <td colspan="2">Avg pts progress of PP pupils March 2020</td> </tr> <tr> <td>Reading</td> <td>2.1</td> </tr> <tr> <td>Writing</td> <td>2.1</td> </tr> <tr> <td>Maths</td> <td>1.7</td> </tr> </table>	% of PP pupils working at ARE in December 2019 in year 4		Reading	53%	Writing	33%	Maths	33%	Avg pts progress of PP pupils Sept 19 – Dec 19		Reading	1.6pts	Writing	1.4pts	Maths	1.0pts	% of PP pupils working at ARE in March 2020 in year 4		Reading	54%	Writing	39%	Maths	39%	Avg pts progress of PP pupils March 2020		Reading	2.1	Writing	2.1	Maths	1.7
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<p>To increase the % of PP pupils achieving national expectations</p>	<p>In Year 3 the English lead for the school will be teaching this cohort alongside 3 LSA's</p>	<p>The % of PP pupils currently working at ARE is 50% across Key</p>	<p>Half termly Pupil progress meetings with HT and AHT to</p>	<p>Class Teachers PP Lead</p>	<p>The % of PP pupils currently working at ARE is 54% across Key</p>																																																

<p>in writing in all year groups (A &amp; C)</p>	<p>(4 mornings a week) to ensure that %achieving ARE in writing increases.</p> <p>In Year 4 the Assistant Head teacher will teach in Year 4 to enable 2 small classes for writing 5 days a week.</p> <p>In Year 5 AHT (and PP lead) teaching each morning.</p> <p>Further LSA support given to Year 5/6 (4 LSA's to 3 classes) to support attainment of PP pupils.</p> <p><b>Total cost £7,600</b></p>	<p>Stage 2 in writing. (July 2019)</p> <table border="1" data-bbox="790 292 1075 579"> <tr> <th colspan="2">% of PP pupils working at ARE in September 2019 in writing</th> </tr> <tr> <td>Year 2</td> <td></td> </tr> <tr> <td>Year 3</td> <td>43%</td> </tr> <tr> <td>Year 4</td> <td>33%</td> </tr> <tr> <td>Year 5</td> <td>47%</td> </tr> <tr> <td>Year 6</td> <td>39%</td> </tr> </table> <p>Avg pt Progress for these pupils was 2.5. Reducing class size EEF +3 months</p> <p>Feedback to pupils + 8 months EEF Toolkit</p>	% of PP pupils working at ARE in September 2019 in writing		Year 2		Year 3	43%	Year 4	33%	Year 5	47%	Year 6	39%	<p>ensure pupils are on track and making progress</p> <p>Book scrutiny</p> <p>Moderation across year group and key stage.</p> <p>Teacher observations</p> <p>Pupil Conferencing</p>	<p>Eng Lead</p>	<p>Stage 2 in writing. (Dec 2019) An increases of 4%.</p> <p>% of PP pupils working at ARE has risen in Year 5 and 6, staying the same in year 4.</p> <table border="1" data-bbox="1693 424 1977 679"> <tr> <th colspan="2">% of PP pupils working at ARE in Dec 2019 in writing</th> </tr> <tr> <td>Year 2</td> <td></td> </tr> <tr> <td>Year 3</td> <td>32%</td> </tr> <tr> <td>Year 4</td> <td>33%</td> </tr> <tr> <td>Year 5</td> <td>55%</td> </tr> <tr> <td>Year 6</td> <td>46%</td> </tr> </table> <table border="1" data-bbox="1693 711 1977 967"> <tr> <th colspan="2">% of PP pupils working at ARE in March 2020 in writing</th> </tr> <tr> <td>Year 2</td> <td></td> </tr> <tr> <td>Year 3</td> <td>32%</td> </tr> <tr> <td>Year 4</td> <td>39%</td> </tr> <tr> <td>Year 5</td> <td>47%</td> </tr> <tr> <td>Year 6</td> <td>36%</td> </tr> </table> <p>*1 PP pupil in Yr 3 who was on track left in Feb 2020 due to house move</p> <p>* 2 PP pupils in Yr 5 who were on track left in Feb 2020 due to house move</p> <p>* 1 PP pupil in Yr 6 who was on track left in Feb 2020 due to house move</p> <p>* 56% of PP pupils in year 6 have SEN and 1 of these is educated off site (dual registration)</p>	% of PP pupils working at ARE in Dec 2019 in writing		Year 2		Year 3	32%	Year 4	33%	Year 5	55%	Year 6	46%	% of PP pupils working at ARE in March 2020 in writing		Year 2		Year 3	32%	Year 4	39%	Year 5	47%	Year 6	36%
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<p>To increase the % of PP pupils achieving ARE in Maths in current Years 3,4, 5 and 6 (A &amp; C)</p>	<p>In Year 4 AHT teaching each morning in year 4 enabling 2 small year 4 classes to be made ensuring targeted learning for those most in need.</p> <p>In Year 5 AHT (and PP lead) teaching each morning.</p> <p>In partner year 4 class Maths Lead to teach on daily basis.</p> <p>Further LSA support given to Year 5/6 (4 LSA's to 3 classes) to support attainment of PP pupils. <b>Total Cost: £8,400</b></p>	<p>September data 50% of PP pupils in Year 3 working at ARE in maths.</p> <p>September data 33% of PP pupils in Year 4 working at ARE in maths.</p> <p>September data 32% of PP pupils in Year 5 working at ARE in maths.</p> <p>September data 33% of PP pupils in Year 6% working at ARE in maths</p>	<p>Half termly Pupil progress meetings with HT and AHT to ensure pupils are on track and making progress</p> <p>Book scrutiny</p> <p>Moderation across year group and key stage.</p> <p>Teacher observations</p> <p>Pupil Conferencing</p> <p>Maths CPD for relevant staff.</p>	<p>Class Teachers PP Lead Maths Lead</p>	<p>% of PP pupils working at ARE has risen in Year 5 and 6, staying the same in year 4.</p> <table border="1" data-bbox="1691 367 1982 654"> <caption>% of PP pupils working at ARE in December 2019 in maths</caption> <tr><td>Year 2</td><td></td></tr> <tr><td>Year 3</td><td>46%</td></tr> <tr><td>Year 4</td><td>33%</td></tr> <tr><td>Year 5</td><td>44%</td></tr> <tr><td>Year 6</td><td>39%</td></tr> </table> <table border="1" data-bbox="1691 686 1982 941"> <caption>% of PP pupils working at ARE in March 2020 in maths</caption> <tr><td>Year 2</td><td></td></tr> <tr><td>Year 3</td><td>42%</td></tr> <tr><td>Year 4</td><td>39%</td></tr> <tr><td>Year 5</td><td>41%</td></tr> <tr><td>Year 6</td><td>36%</td></tr> </table> <p>*1 PP pupil in Yr 3 who was on track left in Feb 2020 due to house move</p> <p>*2 PP pupils in Yr 5 who were on track left in Feb 2020 due to house move</p> <p>* 1 PP pupil in Yr 6 who was on track left in Feb 2020 due to house move</p> <p>56% of PP pupils in year 6 have SEN and 1 of these is educated off site (dual registration)</p>	Year 2		Year 3	46%	Year 4	33%	Year 5	44%	Year 6	39%	Year 2		Year 3	42%	Year 4	39%	Year 5	41%	Year 6	36%
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<p>Increased in-school reading for targeted pupils, fostering a love of reading and a greater likelihood of reading at home, either independently or with support from a family member.</p> <p>(A, B, C)</p>	<p>1:1 reading with identified pupils by trained LSA's and parents.</p> <p><b>Already budgeted above</b></p>	<p>EEF Toolkit + 5 months</p> <p>PP pupils in particular not spending as much time reading at home than non pp pupils (pupil conferencing data)</p> <p>In KS1 % of PP pupils achieving ARE is 64%, - the % of Non PP pupils working at ARE is 79%. (July 2019 data)</p> <p>In KS2 % of PP pupils achieving ARE is 51%, the % of Non PP pupils working at ARE is 75%. (July 2019 data)</p>	<p>SLT will conduct 1:1 reading conversations with PP and non-PP pupils alike to establish whether or not there is a difference between the two groups. The work of the designated TA(s) will also be monitored and evaluated.</p>	<p>Eng Lead LC – community link PPL</p>	<p>In KS1 70% of PP pupils are achieving ARE in March 2020 compared to 74% of Non PP pupils. Points progress for PP pupils was 2.1 and non PP was also 2.1.</p> <p>This is an increase of 10% on July 2019 data for PP pupils.</p> <p>In KS2 50% of PP pupils are achieving ARE in March 2020 compared to 77% of Non PP pupils.</p> <p>Points progress for PP pupils was 1.9 and no PP was also 1.9. Both these percentages are in line with July 2019 figures</p>								
<p>A, C</p> <p>To raise levels of attainment to maximise percentage of pupils attaining age related expectations in Year 6.</p>	<p>All PP pupils bought SATS revision guides in Reading Maths and GPS alongside supportive examples and models. Jan 2020)</p> <p>Teachers spending session time + intervention time to support learning in these areas using these resources.</p> <p><b>Total Cost: £455</b></p>	<p>EEF + 4 months difference</p> <p>39% of disadvantaged pupils on track in reading, 39% in writing and 33% in maths. September yr 6 data</p>	<p>Planning shared and discussed with SLT prior to additional support groups taking place.</p> <p>Following first round of this, support teacher and pupil feedback will be sought.</p> <p>End of term assessments will be analysed with year group teachers showing a positive impact of this strategy, ie. PP pupils making good or better progress, diminishing the difference and a higher % at ARE</p>		<table border="1"> <tr> <td colspan="2">% of PP pupils working at ARE in March 2020 in yr 6</td> </tr> <tr> <td>Reading</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>36%</td> </tr> <tr> <td>Maths</td> <td>36%</td> </tr> </table> <p>1 PP pupil in Yr 6 who was on track left in Feb 2020 due to house move</p> <p>56% of PP pupils in year 6 have SEN and 1 of these is educated off site (dual registration)</p>	% of PP pupils working at ARE in March 2020 in yr 6		Reading	36%	Writing	36%	Maths	36%
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<b>budgeted cost</b>					<b>£40,055</b>																
<b>iii. Other approaches</b>																					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Impact</b>																
Increased attendance rates (and reduce % persistent absence for PP pupils) <b>(B,C,D)</b>	<p>Attendance mentor to monitor pupils, follow up quickly on absences, liaise closely with parents, provide advice and guidance</p> <p>Those pupils with 100% attendance over the whole year to be given a trip to local theme park</p> <p>Attendance tickets given out weekly for pupils never late never away. Golden ticket winners to join the school trip to theme park.</p> <p>Attendance letters to go out at regular intervals stating % at which attendance will be given to EWO.</p> <p><b>Total Cost £2,100</b></p>	<p>We can't improve attainment for pupils if they aren't actually attending school.</p> <p>Nfer briefing for school leaders identifies addressing attendance as a key step.</p>	<p>PPL, (pupil premium leader) attendance mentor and Head teacher will collaborate to ensure provision and school processes work smoothly together.</p> <p>Attendance impact reports created and analysed termly.</p> <p>Half termly meeting with EWO.</p> <p>Attendance clinics for those pupils well below target attendance rate.</p>	Attendance mentor/ Pupil Premium leader (PPL) Head Teacher	<p>PP pupils' attendance currently 93.6%. (sept – Dec 19) NPP pupils attendance 97% (sept – Dec 2019) PP pupils attendance Sept 2019 – Jan 2020 95.8% Non PP attendance Sept 2019 – Jan 2020 96.6%</p> <table border="1"> <thead> <tr> <th>Yr group</th> <th>PP %</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>Marks</td> </tr> <tr> <td>Yr 1</td> <td>88.4%</td> </tr> <tr> <td>Yr 2</td> <td>95.0%</td> </tr> <tr> <td>Yr 3</td> <td>96.9%</td> </tr> <tr> <td>Yr 4</td> <td>92.6%</td> </tr> <tr> <td>Yr 5</td> <td>92.6%</td> </tr> <tr> <td>Yr 6</td> <td>94.5%</td> </tr> </tbody> </table> <p>23% of pupils had 100% attendance Sept 19 – Feb 2020. Of the 64 pupils with 100% attendance, 23% of those are PP pupils</p>	Yr group	PP %	EYFS	Marks	Yr 1	88.4%	Yr 2	95.0%	Yr 3	96.9%	Yr 4	92.6%	Yr 5	92.6%	Yr 6	94.5%
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<p>Tamar Class All PP pupils, including high need and vulnerable children, to be ready every day to access learning and make the expected progress in reading, writing and maths. Through funding Tamar class, PP pupils across the school are able to more easily focus, and make progress in learning sessions. <b>(A, B, C, D)</b></p>	<p>1:1 adult support throughout the school day for up to 7 pupils involving SENCO and up to 4 TA's.</p> <p>Use of individual, group and class collaborative based learning. TIS licences and update training.</p> <p>Outside agency involvement, Ed Pysch, Early Help Hub, Family Support, Pioneer Project etc..</p> <p><b>Total Cost: £23,400</b></p>	<p>High levels of support by a trusted adult increased percentage of time pupils engage in opportunities to learn.</p> <p>Pupils currently unable to sustain being in class with peers.</p> <p>Number of behaviours which lead to exclusions are reduced.</p> <p>Pupils on part time timetables to ensure engagement whilst in school</p> <p><b>Social emotional learning +4months EEF</b></p>	<p>Daily and weekly timetables organised in advance to best suit learning and emotional wellbeing.</p>	<p>SENCO PPL Lead Class Teachers Head Teacher</p>	<p><a href="#">Dec 2019 Tamar class was closed and pupils began their transition back into the mainstream classroom. Please see action below which details this strategy.</a></p>
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<p>Pupils previously within Tamar class (provision for pupils with additional needs) are now integrated within their class with their peers on a full time basis (as opposed to afternoons only)</p> <p>SENCO, alongside and in addition to trained and experienced TA's who know and have supported/challenged these pupils to work and learn alongside in their classroom settings.</p> <p>To include 1;1 support for 2 pupils so that they can access mainstream provision</p>	<p>1:1 adult support throughout the school day for 2 pupils involving SENCO and up to 3 TA's.</p> <p>Use of individual, group and class collaborative based learning.</p> <p>TIS licences and update training.</p> <p>Outside agency involvement, Ed Pysch, Early Help Hub, Family Support, Pioneer Project etc..</p>	<p>Individualised instruction EEF toolkit + 3months</p> <p>Learning styles + 2 months</p> <p>1:1 tuition + % months</p> <p><b>Social emotional learning +4months EEF</b></p>			<p>Due to the impact of Covid 19 we cannot fully evaluate the impact this strategy has had at this time. However, please see quotes below from our recent Report from the School Effectiveness Team.</p> <p>“The transition from the Tamar nurture group to supporting those children in mainstream classes has been carefully managed, with the adults who were supporting children in Tamar now aiding those pupil in class.”</p>
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<p>Children able to access experiences which inspire, motivate and build confidence (A, B &amp; C)</p>	<p>Support families to finance residential and trips</p> <p><b>Total Cost £2,500</b></p>	<p>Socio economic status can have 0.52 effect for children, children may have a lack of experience and lack of opportunity.</p> <p>EEF toolkit outdoor learning and adventure + 4 months</p> <p>29% of pupils eligible to attend a residential trip are eligible for Pupil Premium funding.</p>	<p>Communication with parents</p> <p>Pupil feedback and questionnaires on outcomes from trips/residential</p>	<p>Outdoor Ed Lead Year 6 team PP Lead</p>	<p>Due to the impact of C19 we have been unable to continue with the residential visit.</p> <p>However of the 18 pupils eligible for PP funding, 16 were going to attend the residential made possible by the financial support being offered. (89% PP attendance.)</p>
<p>Children able to access breakfast each day at school before commencing learning. (B&amp;D)</p>	<p>Before school care for pupils from 8:30 am every day ensuring that for those pupils who do not receive breakfast at home can do so at school.</p> <p><b>Total Cost £2,700</b></p>	<p>Pupils cannot concentrate/focus on learning if they are hungry. Encouraging pupils to come to school early and therefore here at the beginning if the school day at 8:45.</p>	<p>Teachers to have breakfast with pupils on a weekly basis to ensure systems are well run. PPL to meet termly with Breakfast club leader.</p>	<p>NP PPL</p>	<p>33% of pupils who attend Breakfast club are eligible for PP funding.</p>

<p>For pupils to be able complete homework challenges which will support them in their learning at school and increase their chance of achieving ARE at the end of the year. (A, B, C)</p>	<p>A homework club set up so that PP pupils have the opportunity and support to access home learning, resources they need and adult support should they need it. Fruit available for snack.</p> <p><b>Total cost £1000</b></p>	<p>EEF + 2 months</p>	<p>Register kept on number of pupils attending</p> <p>Spare copies of home learning tasks available for pupils to use.</p> <p>Feedback from staff members running the club and from pupils.</p>	<p>PP Lead</p>	<p>29% of pupils who attended Home learning Club were eligible for PP funding.</p> <p>Of those 29% all had made 2pts progress between Sept and March in R,W and M with the exception of 1 pupil who made 2pts progress in R &amp; W and 1pt in M. This pupil has SEN.</p>
<p>Aspirations to rise and children to broaden experiences through accessing out of school opportunities (predominantly arts and sports) (B, C)</p>	<p>All disadvantaged pupils to be given a Children's university passport (who do not already have one) and accompanying information.</p> <p>Graduation ceremonies to be attended and literacy workshops to be attended with local authors. Parents invited to attend</p> <p><b>From March 2020</b></p> <p><b>Total Cost £1000</b></p>	<p>Raising the self-esteem of pupils enables them to access new challenges confidently and with the mind set to succeed.</p> <p>EEF +2 months</p>	<p>Weekly monitoring of passports and giving out of certificates in assemblies.</p>	<p>PP Lead</p>	<p>Due to the impact of C19 this initiative was not rolled out this academic year. Systems are in place and this initiative will be rolled out at the beginning of the new academic year.</p>

<p>Pupils broaden experiences through opportunity to be taught a musical instrument. <b>(B, C)</b></p> <p><b>Spring 2 onwards</b></p>	<p>Pupils encouraged to sign up for guitar, drum, violin, flute lessons, with specified teacher who will come into school and teach in groups or on an individual basis.</p> <p><b>Total Cost £1,400</b></p>	<p>Raising the self-esteem and self-belief of pupils that they can do things outside of the 'norm' and succeed.</p> <p>EEF +2months</p>	<p>Regular contact with music teacher to establish pupils are happy and taking part in the music lesson.</p> <p>Whole school assemblies to showcase what pupils have learnt</p> <p>Regular taster sessions by music teacher.</p>	<p>PPL DJ SM</p>	<p>Currently Guitar tutor has no for additional lessons. This will be monitored.</p>
<b>budgeted cost</b>					<b>£34,100</b>
<b>Total budgeted cost</b>					<b>£87,255</b>

**This plan will be reviewed at the end of the Autumn term, taking into account the progress of pupils, their wellbeing and opportunities for further support to be implemented.**

**\*Money has been set aside from the total budget to finance the introduction of strategies and support programmes for PP pupils in January. These support programmes include literacy and maths based resources that will enable disadvantaged pupils to diminish the difference between themselves and non-disadvantaged pupils.**