

COVID 19 UPDATE

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.

The strategy below reflects the advice and analysis given by the EEF and the Children's commissioner in the publications below.

<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/>

School leaders with responsibility for administering the PPG will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with other stakeholders

1. Summary information

School	Brunel Primary Academy		£100, 875 Apr - Apr			
Academic Year	2020- 21	Total PP budget (2 terms*)	£67,250 Sept – Apr 21	Date of most recent PP Review	Feb 2020	
Total number of pupils	326	Number of pupils eligible for PP	79 (24%)	Date for next internal review of this strategy	Dec 2020	

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)

Barriers A	
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>
Barriers 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>
Barriers C	
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.
Barriers D 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					
Academic year	2020-2021				
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 & 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><i>Quality first teaching with teacher clarity and quality feedback can have the biggest impact (Visible learning effect scores: 0.75 – nearly two years progress)</i></p> <p>Early intervention – 0.47 effect</p> <p>Evidence from EEF states Metacognition & Feedback + 8months progress</p> <p><i>School Capability Assessment report received Jan 2020 following a review of our Visible learning practices on Dec11th 2019.</i></p> <p><i>In all 4 strands (the visible learner, Know thy impact, visible teaching and leading and Effective feedback) improvements have been made. 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.</i></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>Head Teacher/ Assistant Headteachers Visible Learning coaches</p>	
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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>Total Cost £7,600</p>	<p><i>Ofsted report Nov 2018 stated:</i></p> <p><i>“Pupils do not learn basic skills in reading well”</i></p> <p><i>“Children do not make enough progress in the Early Years”</i></p> <p><i>“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.”</i></p> <p>Phonics + 4months EEF toolkit</p> <table border="1" data-bbox="728 614 1030 774"> <tr> <td colspan="2">% of PP pupils in year 1 working at ARE in March 2020</td> </tr> <tr> <td>Reading</td> <td>44%</td> </tr> <tr> <td>Writing</td> <td>44%</td> </tr> </table> <table border="1" data-bbox="728 837 1030 997"> <tr> <td colspan="2">% of NPP pupils in year 1 working at ARE in March 2020</td> </tr> <tr> <td>Reading</td> <td>79%</td> </tr> <tr> <td>Writing</td> <td>74%</td> </tr> </table> <p>EYFS – 60% of PP pupils were on track to meet the GLD. (March 2020 data)</p>	% of PP pupils in year 1 working at ARE in March 2020		Reading	44%	Writing	44%	% of NPP pupils in year 1 working at ARE in March 2020		Reading	79%	Writing	74%	<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>	
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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
To diminish differences in attainment as early as possible A & C	BLAST intervention to be purchased and relevant staff members to be trained. Blast is nationally recognised in delivering good practice in developing Speech, Language and Communication in the Early Years Cost:£450	EEF guidance identifies positive impact of diminishing differences as early as possible. EEF + 5 months	Regular progress meetings held with EYFS Lead to ensure accelerated progress for PP pupils	KM, RS, PPL	
To diminish differences in attainment as early as possible (A & C)	ELKLAN trained LSA's to support high quality communication and language interventions and to release teacher to provide focused support for PP pupils Cost £1,400	EEF guidance identifies positive impact of diminishing differences as early as possible. EEF + 5 months	Regular progress meetings held with EYFS Lead to ensure accelerated progress for PP pupils	KM & PPL	
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	Additional LSA to be deployed across KS1 3 afternoons a week to enable teacher led intervention and ensure PP pupils are effectively supported – particularly in reading and writing	<i>The projections suggest that school closures will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011. The median estimate indicates that the gap would widen by 36%</i> <i>EEF: Impact of school closures on attainment gap 2020</i>	Half termly Pupil progress meetings with HT and AHT to ensure pupils are on track and making progress Book monitoring (Eng, Ma, Theme,	PP Lead Class Teachers	

(A & C)	Total Cost £2,340	<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>In March 2020 44% of Yr 1 PP pupils were working at ARE or above in reading compared to 79% NPP</p> <p>In March 2020 44% of Yr 1 PP pupils were working at ARE or above in writing compared to 74% NPP</p> <p>In March 2020 ... of Yr 1 PP pupils were working at ARE or above in maths compared to NPP</p>	Guided Reading) by Curriculum Leads																						
<p>To increase the % of PP pupils achieving the expected standard (and GDS) at the end of KS2 in reading</p> <p>(A & C)</p>	<p>1:1 reading with identified pupils by trained LSA's and parents.</p> <p>Additional LSA to be deployed across Year 6 to enable teacher led intervention and ensure PP pupils are effectively supported – particularly in reading. (3 days a week)</p> <p>Guided Reading sessions to take place each morning with TA supporting targeted groups alongside teacher.</p>	<p>PP pupils continue to perform less well than their non disadvantaged peers at the end of KS2</p> <table border="1" data-bbox="730 759 1019 1015"> <tr> <td colspan="2">% of PP pupils working at ARE in March 2020 in Reading in KS2</td> </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> <table border="1" data-bbox="730 1062 1019 1318"> <tr> <td colspan="2">% of NPP pupils working at ARE in March 2020 in Reading in KS2</td> </tr> <tr> <td>Year 3</td> <td>72%</td> </tr> <tr> <td>Year 4</td> <td>75%</td> </tr> <tr> <td>Year 5</td> <td>67%</td> </tr> <tr> <td>Year 6</td> <td>76%</td> </tr> </table>	% 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%	% of NPP pupils working at ARE in March 2020 in Reading in KS2		Year 3	72%	Year 4	75%	Year 5	67%	Year 6	76%	<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 they are challenging pupils in their learning.</p> <p>Regular data analysis to monitor progress</p>	Class Teachers PP Lead Eng Lead	
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	<p>Specific VIPERS session once a week to further consolidate Vocab, Inference, Prediction, Explanation and Recall.</p> <p>Total cost £5,850</p>																				
<p>To increase the % of PP pupils achieving national expectations in reading, writing and Maths in year 4 (A & 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>Additional Teacher to lead, support and challenge for PP pupils in R,W and M 2 x week</p> <p>Total Cost: £9,360</p>	<p>Tables below are figures for year 3 pupils (year 2019 – 2020). They will be in year 4 in 2020 – 2021).</p> <table border="1"> <tr> <td colspan="2">% of PP pupils working at ARE in March 2020 in year 3</td> </tr> <tr> <td>Reading</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>32%</td> </tr> <tr> <td>Maths</td> <td>39%</td> </tr> </table> <table border="1"> <tr> <td colspan="2">% of NPP pupils working at ARE in March 2020 in year 3</td> </tr> <tr> <td>Reading</td> <td>73%</td> </tr> <tr> <td>Writing</td> <td>73%</td> </tr> <tr> <td>Maths</td> <td>69%</td> </tr> </table>	% of PP pupils working at ARE in March 2020 in year 3		Reading	32%	Writing	32%	Maths	39%	% of NPP pupils working at ARE in March 2020 in year 3		Reading	73%	Writing	73%	Maths	69%	<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>	
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<p>To increase the % of PP pupils achieving national expectations in writing</p>	<p>In Year 4 AHT will teach 5x mornings</p>	<p>Reducing class size EEF +3 months</p> <p>Feedback to pupils + 8 months EEF Toolkit</p>	<p>Half termly Pupil progress meetings with HT and AHT to ensure pupils are on</p>	<p>Class Teachers PP Lead Eng Lead</p>																	

<p>in year 4, 5 and 6 ensuring the % of pupils achieving ARE and above increases.</p> <p>(A & C)</p>	<p>In Year 5 AHT (and PP lead) teaching each morning.</p> <p>Further LSA support given to Year 5/6 (5 LSA's to 4 target groups) to support attainment of PP pupils.</p> <p>Smaller target groups created through use of HLTA and LSA's</p> <p>Total cost £9,600</p>	<table border="1" data-bbox="734 177 1021 400"> <tr> <td colspan="2">% of PP pupils working at ARE in March 2020 in writing</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> <table border="1" data-bbox="734 512 1021 735"> <tr> <td colspan="2">% of NPP pupils working at ARE in March 2020 in writing</td> </tr> <tr> <td>Year 3</td> <td>73%</td> </tr> <tr> <td>Year 4</td> <td>72%</td> </tr> <tr> <td>Year 5</td> <td>67%</td> </tr> <tr> <td>Year 6</td> <td>81%</td> </tr> </table> <p><i>It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential.</i> <i>EEF: Impact of school closures on attainment gap 2020</i></p>	% of PP pupils working at ARE in March 2020 in writing		Year 3	32%	Year 4	39%	Year 5	47%	Year 6	36%	% of NPP pupils working at ARE in March 2020 in writing		Year 3	73%	Year 4	72%	Year 5	67%	Year 6	81%	<p>track and making progress</p> <p>Book scrutiny</p> <p>Moderation across year group and key stage.</p> <p>Intervention and catch up programmes in place.</p> <p>Teacher observations</p> <p>Pupil Conferencing</p>		
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<p>To increase the % of PP pupils achieving ARE in Maths in current Years ,4, 5 and 6</p> <p>(A & C)</p>	<p>In Year 4 the Assistant Head teacher will teach in Year 4 5x mornings</p> <p>In partner year 4 class Maths Lead to teach Maths 3 x week.</p> <p>The year 5 class, the Year5/6 class and the</p>	<p>Reducing class size EEF +3 months</p> <p>Feedback to pupils + 8 months EEF Toolkit</p> <p><i>It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential.</i> <i>EEF: Impact of school closures on attainment gap 2020</i></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>Class Teachers PP Lead Maths Lead</p>																					

	<p>Year 6 class to be split 4 ways 4x week each morning to allow for 4 smaller target groups in R, W and M.</p> <p>In Year 5 AHT (and PP lead) teaching each morning. alongside HLTA and teaching assistants allowing for 2 smaller target groups to be made.</p> <p>Further LSA support given to Year 5/6 (5 LSA's to 4 target groups) to support attainment of PP pupils.</p> <p>Year 6 maths catch up work books to be purchased and experienced Tyr 6 TA to work with small groups to ensure pupils make at least and then accelerated progress.</p> <p>.</p> <p>Total Cost: 11,400</p>	<table border="1"> <tr> <th colspan="2">% of PP pupils working at ARE in March 2020 in maths</th> </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>	% of PP pupils working at ARE in March 2020 in maths		Year 3	42%	Year 4	39%	Year 5	41%	Year 6	36%		<p>Teacher observations</p> <p>Pupil Conferencing</p> <p>Maths CPD for relevant staff.</p>		
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<p>Increased in-school reading for targeted pupils, fostering a love of reading and a greater likelihood of reading at</p>	<p>1:1 reading with identified pupils by trained LSA's and parents.</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>SLT will conduct 1:1 reading conversations with PP and non-PP pupils alike to</p>	<p>Eng Lead LC – community link PPL</p>												

<p>home, either independently or with support from a family member.</p> <p>(A, B, C)</p>	<p>Total cost: £1,200</p>	<p>In KS1 70% of PP pupils are achieving ARE in March 2020 compared to 74% of Non 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>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>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 to be bought SATS revision guides in Reading, Maths and GPS alongside supportive examples and models. Jan 2021)</p> <p>Teachers spending session time + intervention time to support learning in these areas using these resources.</p> <p>Total Cost: £420</p>	<p>EEF + 4 months difference</p> <table border="1" data-bbox="730 612 1019 804"> <tr> <td colspan="2">% of PP pupils working at ARE in March 2020 in yr 5</td> </tr> <tr> <td>Reading</td> <td>58%</td> </tr> <tr> <td>Writing</td> <td>47%</td> </tr> <tr> <td>Maths</td> <td>41%</td> </tr> </table>	% of PP pupils working at ARE in March 2020 in yr 5		Reading	58%	Writing	47%	Maths	41%	<p>Planning shared and discussed with SLT prior to additional support groups taking place. Following first round of this, support teacher and pupil feedback will be sought. 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>		
% of PP pupils working at ARE in March 2020 in yr 5													
Reading	58%												
Writing	47%												
Maths	41%												
budgeted cost					£42,020								
iii. Other approaches													
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>Increased attendance rates (and reduce % persistent absence for PP pupils) (B,C,D)</p>	<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>Total Cost £2,100</p>	<p><i>We can't improve attainment for pupils if they aren't actually attending school.</i> <i>Nfer briefing for school leaders identifies addressing attendance as a key step.</i></p> <p><i>There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils.</i> <i>EEF: Impact of school closures on attainment gap 2020</i></p> <p>PP pupils attendance Sept 2019 – Jan 2020 95.8%</p> <p>Non PP attendance Sept 2019 – Jan 2020 96.6%</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>	<p>Attendance mentor/ Pupil Premium leader (PPL) Head Teacher</p>	
<p>For parents of PP pupils to have the opportunity to share experiences on being a family in receipt of the PPG.</p> <p>Also to share ideas, and thoughts on how the PPG is, could and possibly should be spent in schools.</p> <p>For a greater uptake in parents applying for the PPG at BPNA.</p>	<p>A PPG Parent forum to be created.</p> <p>PPL to meet with a cross-section of parents to begin to gather feedback on what they already know, and what they'd like to know reading PP funding.</p> <p>Total cost: £1,800</p>	<p>We need to harness feedback from the PP section of our school community.</p> <p>Are parents are aware of the PPG and what it is there to do. How do they feel the PPG has benefited their child, do they know what their child is receiving in school as aprt of the PPG?</p> <p>Involvement of parents if children's learning activities</p> <p>EEF toolkit Parental engagement + 3 months</p>	<p>HT to be invited to meetings.</p> <p>Minutes to be taken and shared with SLT.</p> <p>A PPG audit to be given to parents at the beginning and at the end of the year so progress can be measured regards understanding of the PPG and what it means for their child,</p>		

<p>For PP pupils to be able to access learning remotely if and when they are unable to attend school.</p>	<p>CEO of the Trust to send out letter to parents explain the rationale.</p> <p>Survey to be completed by parents so the Trust can establish how many pupils could potentially benefit from this strategy. PPL/Admin team to organise the roll out of Usernames etc..</p> <p>Online meeting to take place (July 2020) to establish who needs further support.</p> <p>Total cost: £1 900</p>	<p><i>To increase access to teaching, it would also be valuable to test the feasibility of online tuition as a way to supplement the support provided by teachers to disadvantaged children.</i></p> <p><i>EEF: Impact of school closures on attainment gap 2020</i></p> <p>40% of year 6 cohort are eligible for PPG</p>	<p>PPL/ Year 6 Teaching team to give feedback on how the system is working.</p> <p>Pupil conferencing</p> <p>Parental feedback</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) 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 1 pupil so that they can access mainstream provision</p>	<p>1:1 adult support throughout the school day for 1 pupil involving SENCO and up to 2 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>Total cost: 15,600</p>	<p>Individualised instruction EEF toolkit + 3months</p> <p>Learning styles + 2 months</p> <p>1:1 tuition + % months</p> <p>Social emotional learning +4months EEF</p> <p><i>“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.”</i></p> <p><i>School Effectiveness Team Report Feb 2020</i></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.</p>
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<p>For all pupils to be able to access learning and to be able to engage with the their surroundings peers and staff supporting them.</p> <p>Time given to pupils to enable them to transition back into school life.</p> <p>Many pupils will not have been in school for 5 months.</p>	<p>TIS practioner to work alongside pupils in EYFS and KS1</p> <p>TIS practioner to work alongside pupils in LKS2 5 mornings a week</p> <p>TIS practioner to work alongside pupils in UPKS2 each day</p> <p>Total cost: £5,850</p>	<p><i>Furthermore, school isn't just about providing children with an education. Some children will be disadvantaged in non-educational ways by school closures. For example, school provides a critical line of sight to vulnerable children, including those with social workers and children with SEND</i></p> <p><i>Tackling the disadvantage gap during the Covid-19 crisis</i> <i>April 2020</i> <i>Childrens Commsioner : Promoting and protecting children's rights.</i></p> <p>21% of pupils in Year 1 are eligible for PPG 27% of pupils in Year 2 are eligible for PPG</p> <p>26% of pupils in Year 3 are eligible for PPG 35% of pupils in Year 4 are eligible for PPG</p> <p>23% of pupils in year 5 are eligible for PPG 40% of pupils in year 6 are eligible for PPG</p>	<p>PPL to liase with TIS practioners.</p> <p>Conversations with class teachers/LSA's as to well being of pupils</p> <p>Pupil progress meetings/mgt team/.SLT meetings</p> <p>Conversations with parents.</p>		
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<p>Children able to access experiences which inspire, motivate and build confidence (A, B & C)</p> <p>C19 dependent</p>	<p>Support families to finance residential and trips</p> <p>Total Cost £1,500</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>Children able to access breakfast each day at school before commencing learning. (B&D)</p> <p>C19 dependent</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>Total Cost £1,960</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 of the school day at 8:45.</p> <p>33% of pupils who attend Breakfast club are eligible for PP funding. (Sept – March 2020)</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>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>Total cost £900</p>	<p>EEF + 2 months</p> <p>29% of pupils who attended Home learning Club were eligible for PP funding. (Sept – March 2020)</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>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 From March 2020</p> <p>Total Cost £1,100</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>Pupils broaden experiences through opportunity to be taught a musical instrument. (B, C)</p> <p>C19 dependent</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>Total Cost £1,100</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>For a greater uptake in parents applying for the PPG at BPNA</p>	<p>Nurse to EYFS transition packs for every child with PPG information for parents and the relevant forms to complete.</p> <p>Follow up phone calls and reminder calls to parents.</p> <p>Total cost: £200</p>	<p>We need to harness feedback from the PP section of our school community.</p> <p>Are parents are aware of the PPG and what it is there to do. How do they feel the PPG has benefited their child, do they know what their child is receiving in school as aprt of the PPG?</p> <p>Involvement of parents if children's learning activities</p> <p>EEF toolkit Parental engagement + 3 months</p>			
budgeted cost					£34,010
Total budgeted cost					£86,830

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.**