

Broadwas CE Primary School: Pupil Premium

Action Plan 2020-21

SCHOOL CONTEXT						
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post looked after children (PLAC)	Number of service children
14 children are eligible for pupil premium funding	8 boys	6 girls	10 children	2 Looked After Children	4 children	0 Service Children

Number of Pupils and Pupil Premium Grant Received	
Total Number of pupils on roll	83
Total Number of pupils eligible of PPG	14
Amount of PPG per pupil	£
Total amount of PPG received	£16,500

REVIEW OF THE [PREVIOUS] ACADEMIC YEAR

Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments
1. Day to day teaching meets the needs of each learner within the classroom environment.	£6898.50	Children in Maths and English were targeted for support during the year. TAs within class knew the children to support and what their specific needs were. Teachers ensured PP children gained the required support to make progress within lessons. Pupil Premium children were also supported by AC during the Spring Term when staffing allowed. This allowed targeted support for the children in the areas of learning they needed extra support within. PP children developed their understanding in core subjects and their attainment is detailed below: <u>Attainment</u> <u>KS1:</u> 100% are at Expected Level for Reading in their own Year Group (4 out of 4 children) 75% are at Expected for Writing in their own year group (3 out of 4 children) 50% are at Expected for Maths in their own Year Group (2 out of 4 children) <u>KS2:</u> 44% are at Expected Level for Reading in their own Year Group (4 out of 9 children) 22% are at Expected for Writing in their own year group (2 out of 9 children) 33% are at Expected for Maths in their own Year Group (3 out of 9 children)	Development of a designated PP TA who works with the children during the mornings and in the afternoons. This TA (or TAs) will support the children with their Social and Emotional needs and provide targeted support for their skills in Maths and English. A timetable of support for the PP children with teachers setting targets for the children to work upon. This will be recorded in detail by the PP TA to evidence the impact of the support. Teachers and TAs in classes will continue to be aware of PP children and support their development via differentiated work based on the training on Success Criteria, learning sequences and learning objectives during the 2019-20 academic year.

REVIEW OF THE [PREVIOUS] ACADEMIC YEAR

Summary objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments
2. Identified Teaching Assistant time Targeted planned on a daily basis to provide additional 1:1 and small group intervention and support in order to meeting social, emotional and academic need.	£7421.37	Maths intervention was provided for children. 1, 2, 3 Maths programme was installed in school and provided for pupils to access from home as well. Children have enjoyed the interactive maths experience and it has helped children engage in the subject to a higher degree. Lego Therapy was provided for the children in line with targets. This allowed the pupils to work socially in a small group and develop relationships. It reduced the stress of the playground and improved their mental wellbeing. It also allowed them to access their learning in a calm state once they returned to lessons after playtimes. Children were then able to engage in their learning at a higher capacity. Children were supported in classrooms with targeted TA support in Maths and English. Motional Programme baseline assessments were completed for children in school and the programme will now become an integral part of the school provision.	Children have made progress on all their targets. Maths support at home and at school has been a success and needs to be continued next year via the 1, 2, 3 Maths programme. Specific TA support for PP children needs to be developed further next year with a higher staffing ratio and a consistent timetable to allow this to happen. This will enable a more consistent and systematic approach for the children to access support. 2020-2021 TAs will be deployed to support pupils within the classroom in the morning, to support learning and teaching of English and Maths. In the afternoon, focus on group/individual interventions to address targets as identified on a PP intervention plan. Intervention to be delivered by designated PP TA. 2020-2021 Designated PP TA to deliver 'Motional' interventions focused on wellbeing as part of a whole school focus next year.

REVIEW OF THE [PREVIOUS] ACADEMIC YEAR

Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments
3. Extended learning and enhancing curricular experiences for children. 4. Provide specialist resources following assessment in order to ensure identified pupils eligible for PP have the necessary resources and learning approaches provided in order to access the whole curriculum.	£4106	Yoga had a calming influence on the children at the start of the day. It helped them to settle on the activities they were going to do and enabled them to access learning more readily. Referrals for specialist assessments were made during the Spring Term 2020. Due to COVID-19 they are yet to be completed. Maths resources including Numicon have helped the children access Mathematics in a practical and visual way. This has increased the children's confidence and ability to access their learning. Extra curriculum visits to support the children within their learning and development. We also supplied piano lessons for the children who wanted them.	Yoga is certainly an activity we would look to carry on in the future. We may look at having a member of staff trained to deliver this within school. External assessments of children, when needed, will continue. Those who have already been referred are likely to be assessed during the Autumn Term 2020. It is likely that the reports will link to the purchase of further resources to support PP children in school. Maths resource and Numicon have been a great resource to develop confidence. Maths Tool Kits for PP children could be a method of allowing them to gain a deeper understanding of subjects.

PUPIL PREMIUM OBJECTIVES FOR [CURRENT] ACADEMIC YEAR

1. To support pupils eligible for pupil premium with their social, emotional and attachment development in order to increase their progress and attainment impact in Reading, Writing and Maths and their ability to access the wider curriculum.
2. To support and develop pupils who are eligible for pupil premium and have special educational needs in reducing the gap to their peers in their Reading, Writing and Maths.
3. To provide pupils eligible for pupil premium with specialist equipment and resources in order to be able to fully access the curriculum.
4. To provide pupils eligible for pupil premium will funding to support extra-curricular activities in order to allow them to access a wider curriculum, provide uniform, school trips and other tuition where applicable.

Total pupil premium allocation for [current] academic year: £16,500

OBJECTIVE 1: To support pupils eligible for pupil premium with their social, emotional and attachment development in order to increase their progress and attainment impact in Reading, Writing and Maths and their ability to access the wider curriculum.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Development of the Motional Learning program in order to support the selected children's social and emotional attachment development from Baseline tests.	Children will have increased confidence and ability to understand and self regulate their emotions. This will lead to increased progress and access to the curriculum.	Assessment carried out each half term. New program developed half termly by PP TA with support of class teachers.	James Dennis (Head teacher) Ali Champkin (PP TA)	£8,000
Training for lead TA in Mental Health and Wellbeing support.	Lead PP TA will implement Mental Health and Pastoral Training and cascade to other TA in school.	Research of Mental Health or Thrive training in Autumn 1. Course attended Aut 2 and implemented in Spring 1.		£500
Play Leader development to assist the teachers and lunchtime supervisors in developing play skills for those children who need social and emotional support on the playground.	Children via Yoga will be calmer entering classroom, able to self regulate emotions and in turn access curriculum in a calmer manner.	Role developed throughout each half term dependent on needs of the children.		

OBJECTIVE 2: To support and develop pupils who are eligible for pupil premium and have special educational needs in reducing the gap to their peers in their Reading, Writing and Mathematics.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
1:1 or small group support of children based on their own academic needs: Reading and comprehension development, Mathematics development via 1, 2, 3 Mathematics, Handwriting development, SPAG and Homework support. Children will have an individual or small group program for 4 weeks developed and then tracked by the PP TA.	Children identified will be able to close the gap to their peers in core subjects of Reading, Writing and Mathematics. Impact will be measured half termly from tracking grids by HT and or SENDCO. Children will successfully retain their understanding of specific individual skills and close the gap on their peers academically via review of program with Head teacher, SENCO and Class teacher. Tracked via FFT PP group.	Autumn Term 1 establishment of TT, individual plan and role / structure of week for PP TA. Half termly reviews of the children's progress against their specific individual or group target.	James Dennis (Head teacher) Thea Allen (PP Tutor)	£3,000

OBJECTIVE 3: To provide pupils eligible for pupil premium with specialist equipment and resources in order to be able to fully access the curriculum.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Identify and source specific tests for individual PP children eg .Chadgrove Tests / Ed Psychologist / Speech and Language / specialist tests as and when they are required.	Specialist advice will allow children to break down barriers to learning and allowing children to close the gap and continue to make progress in Reading, writing and Mathematics.	Implement as and when required throughout the academic year.	James Dennis (Head teacher)	£3,000
Provide specialist equipment for children based on their individual needs as and when they become apparent.	Specialist equipment will be ordered when identified and requested by staff and implemented straight away. This will see an impact on their academic or social emotional progress when effectively in use.	Implement as and when required throughout the academic year.		
	Implementation of Yoga group to support children with calming strategies at the start of the day and after playtime in order to allow children to access the curriculum in a calm manner.	Yoga will be implemented in Autumn 1 and run throughout the year.		

OBJECTIVE 4: To provide pupils eligible for pupil premium will funding to support extra-curricular activities in order to allow them to access a wider curriculum, provide uniform, school trips and other tuition where applicable.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
All Pupil Premium children will have access to school uniform, support for trips, 1:1 music tuition where applicable.	Children will have access to a wider curriculum and as a result increase their academic progress and attainment in termly reviews and Pupil Progress meetings.	Implement as and when required throughout the academic year.	James Dennis (Head teacher)	£1,000
Children will be approached to see if they would like support in any of these areas.	Children will be able to enjoy aspects of the curriculum that they would not be able to access otherwise giving them a love of learning.	Implement as and when required throughout the academic year.		
				Contingency funding: £1,000