**Leading Pupil Premium Action Plan 2019-20**

**Pupil Premium Grant Proposed Expenditure: 2019 - 2020**

The ‘Pupil Premium’ was introduced by the Coalition Government in April 2011. It was allocated to schools to support children from low income families – identified as those in receipt of free school meals and children who had been ‘Looked After’ by the Local Authority continuously for more than six months.

**In 2019 - 2020 the allocation is as follows:**

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| **Disadvantaged pupils** | **Pupil Premium per pupil** |
| Pupils in Year Groups R to 6 recorded as Ever 6 FSM | £1,320 |
| Looked After Children (LAC) | £1,900 |
| Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or  Residence Order | £1,900 |

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| **Service children** | **Pupil Premium per pupil** |
| Pupils in Year Groups R to 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence. | £300 |

Schools may spend Pupil Premium as they see fit, however, the overriding aim is to help bridge the gap between children from lower income families and their peers, as evidence suggests that children from disadvantaged backgrounds often do not do as well as others.

The funding enables us to provide intervention and support where it is needed for disadvantaged children in our school.

As part of this scheme we have not only been looking at the academic needs of the children but also at the wider needs. Therefore at Keresley Newland the money is allocated to initiatives which help to ensure that pupils reach their full potential both academically and socially.

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| Number of pupils and pupil premium grant (PPG- September 2018-August 2019) received | | | |
| Total number of pupils on roll | Total number of pupils eligible for PPG | Amount of PPG received per pupil | Total amount of PPG received |
| 139 | 34 | £1,320 | 31680 |
|  | £2,300 |  |
|  | - |  |

**Pupil Premium Review : January 2020**

There are currently 34 pupils in receipt of PPG – of these 13 are also SEND

All teachers have been given detailed information about their PP cohorts, including whether or not they are also SEND and whether they are receiving any intervention. They have been tasked with setting appropriate targets for these children and also to monitor to what extent they are participating in the many extra-curricular activities which are on offer. Trackers are kept to monitor how much extra-curricular activity is undertaken and which interventions are being delivered.

Identified PP students have been receiving additional reading support via the Beanstalk reading initiative.

Progress: Assessments were carried just before Christmas demonstrate indications that there is progress being made for PP students and where progress is not moving at the appropriate rate, interventions have been put in place. Progress in GAPS for PP students has been excellent with all PP pupils making progress since Summer 2019. The majority of PP pupils have made progress in reading. Progress in maths would appear to be good for PP pupils in UKS2, but there is still work to be done in LKS2.

Use of PP funding: Funding is used to provide a range of interventions, both academic and pastoral, for PP pupils.

* STS support for 4 children
* Art Therapy provision for 4 children
* EP support for 2 children.
* The Sports premium funding enables a range of extra curriculum provision to be offered, and over 50% of PP pupils are doing at least one sports activity after school.
* Funding is also used to provide additional support for school trip, e.g. the recent cinema outing for Y6 and the forthcoming residential for Y3 and 4.

**Context and barriers faced by the school**

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| **Contextual headline information about Keresley Newland Primary School** |
| * Keresley Newland is an average sized primary school (NOR) with a dynamic socially and culturally diverse catchment area * 34% of pupils are eligible for pupil premium |
| **Barriers faced by PPG children at Keresley Newland Primary School** |
| * 38% of children in receipt of the PPG funding have identified Special Educational Needs (SEN).   **Additional Barriers we know our children face:**   * Attendance for PPG was 91.7% during 2018-19 * Punctuality – Regularly late * Speaking and Listening * Access to resources at home * Limited Parental Support * Social and Emotional needs * Health issues resulting in time off school * Access to quality first teaching |
| **SIP Priorities** |
| * To close the gap between disadvantaged children all year groups across the school. * To close the gender gap in all year groups and in all subjects, particularly in Reading. * To plan specific interventions to ensure children with additional needs make the same rates of progress as those nationally. * To ensure all children have quality first teaching at all times and for all subjects. |

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| **Key Stage 2 Performance: 2020 – Completed July 2020** | | | |
|  | PPG children | Non-PPG children | All children |
| % of pupils achieving Expected or more in Reading |  |  |  |
| % of pupils achieving Greater depth in Reading |  |  |  |
| % of pupils achieving Expected or more in Writing |  |  |  |
| % of pupils achieving Greater depth in Writing |  |  |  |
| % of pupils achieving Expected or more in Maths |  |  |  |
| % of pupils achieving Greater depth in Maths |  |  |  |
| % of pupils achieving Expected or more in GPaS |  |  |  |
| % of pupils achieving Greater depth in GPaS |  |  |  |

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| Scaled Score | PPG | Non PPG | All pupils |  | Average Progress | PPG | Non PPG | All pupils |
| Reading |  |  |  |  | Reading |  |  |  |
| Writing |  |  |  |  | Writing |  |  |  |
| Maths |  |  |  |  | Maths |  |  |  |

**Proposed Summary of PPG Spending 2019/20**

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| **Quality of Teaching** | | | | | | |
| Action | Purpose | Key Leader | Expected Impact | Cost | Actual Result | Current RAG |
| Liaise with schools across The Futures Trust to:   * develop strategies to enhance provision * develop a range of activities to motivate and engage PP pupils * support children’s attendance and learning behaviours | To ensure best practice in the delivery of support for PP children | AH  MP | The annual evaluation of the actual results against the intended impact is strong. | £2000 | AH regularly attended PP trust group meetings, sharing resources/strategies implemented at KG and next steps in order to improve provision, enhancement activities and support for pupils with poor attendance (catch-up slips) |  |
| Ensure focused work each day on vocabulary acquisition, including ‘high utility’ words.  Implement a range of strategies in English lessons to support vocabulary development, including word-collector.  Check progress in writing books of vocabulary.  Encourage PP to take AR Vocabulary Quizzes | To develop a rich and extensive vocabulary for PP children | CT  ID | An increased percentage of pupils achieve accelerated progress in all subjects | £200 | All year groups given ‘high utility’ words to use daily.  Word collector used as an integral part of writing sessions.  Monitoring of writing books demonstrates application of a rich and extensive vocabulary across all year groups.  Vocabulary quizzes not routinely undertaken as yet. |  |
| To drive expectations, standards of attainment and progress for Pupil Premium Children.  Meeting with teachers to ensure effective strategies are in place to raise academic standards for each child.  Personalised plans are developed as appropriate. | To provide strategic senior leadership of Pupil Premium support challenge and evaluation | CT | An increased percentage of pupils achieve accelerated progress in all subjects  PP children progress at a faster rate than nationally | £200 | Individual pupil premium record sheets to be introduced so teachers are reviewing their individual PP pupils and tracking their interventions and enrichment opportunities, in addition to whole class data on a termly basis. |  |

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| **Targeted Support** | | | | | | |
| Provide TA support for PP and PP+ children across the school to:   * run closing the gap programmes * review vocabulary of under-performing PP children and identify strategies to develop key vocabulary and high utility. * BPVS * Inference Training * Reading Training * RWI training | Focus on closing the gap | NP  MP  SLT | An increased percentage of pupils achieve accelerated progress in all subjects  PP children progress at a faster rate than nationally | £20000 | Interventions reorganised following termly pupil progress meetings.  Personalised interventions provided according to individual needs. |  |
| Ensure PP children use Accelerated Reader:   * track words read * add incentives and * monitor progress. * Mentor children who are not reading and increase reward and competition. | Accelerate pupils progress and interest in reading | ID  CT | An increased percentage of pupils achieve accelerated progress in reading  PP children progress at a faster rate than nationally | £1500 | Teachers review their pupils AR usage weekly. |  |
| Implement an effective pupil premium tracking system to enable:   * the school to track progress of all groups of children, including Pupil Premium * deliver standardised tests to triangulate assessments data and provide further diagnostic information. * Ensure all PP children without additional needs are making progress in line with other children nationally | To use a rigorous tracking system to ensure gaps in learning clearly identified | JA  MT | The percentage of children in receipt of PP are on track to at least age related expectation in English and mathematics | £3000 | Completed and updated.  Tracking systems used to track individuals progress.  Predictions made for end of year progress.  PIRA and PUMA termly assessments provide summative data.  Progress of PP children without additional needs have progress tracked as a separate group. (Pupil Premium not SEN) |  |

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| **Other approaches** | | | | | | |
| Provide increased opportunities for pupil premium children to attend residential learning. | Broadening children’s learning experiences | SJ | Pupils’ evidence that they are enjoying learning can describe a broad range of learnt knowledge through a range of experiences  Attendance is improving and closing the gap to national | £1000 | Ongoing provision |  |
| Develop the role of a Welfare Officer to:   * Track attendance of PP children, and provide additional incentives for good attendance. * Meet with families to support improved attendance. | To support PP pupils to develop effective behaviours for learning | MP  LC  NP | Pupils’ evidence that they are enjoying learning can describe a broad range of learnt knowledge through a range of experiences  Attendance is improving and closing the gap to national | £10000 | Emotion Coaching in place.  Counselling continues.  Art Therapy for 2019.  Lunchtime activities continue.  Behaviour issues are rare. |  |
| Provide subsidies for children to be able to attend trips and visits | Broaden the learning experiences of pupils | SLT  SJ | Focus on enrichment,  confidence and  aspirations | £1000 | Ongoing |  |