



Leading Pupil Premium Action Plan 2020-21



Pupil Premium Grant Proposed Expenditure: 2020-21

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 2020-21 the allocation is as follows:

Disadvantaged pupils	Pupil Premium per pupil
Pupils in Year Groups R to 6 recorded as Ever 6 FSM	£1,345
Looked After Children (LAC)	£2,345
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£2,345

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.	£310

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 our Keresley schools the money is allocated to initiatives which help to ensure that pupils reach their full potential both academically and socially.

Keresley Grange Funding from January 2020 census – Received April 2020 -Number of pupils and pupil premium grant 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
291	63 chn (22%)	£1,345	£84,735
	6 chn (LAC/LAC adopted)	£2,345	£14,070
	2 chn (Ever 6 Service chn)	£310	£620
	Total 63 chn		Total:£99,425

Keresley Newland Funding from January 2020 census – Received April 2020 -Number of pupils and pupil premium grant 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
133	32 chn (24%)	£1,345	£43,040
	1 chn (LAC/LAC adopted)	£2,345	£2345
	0 chn (Ever 6 Service children)	£310	£0
	Total 32 chn	-	Total: £45,385

Context and barriers faced by each of our Keresley Schools:

Contextual headline information about Keresley Grange Primary School

- Keresley Grange is an average sized primary school (NOR 298) with a dynamic socially and culturally diverse catchment area 289 pupil
- 17% of pupils are eligible for pupil premium (63 chn)
- 8% of pupils are of an ethnic monitory background (24 chn)
- 26% of pupils (above the national average) have special educational needs (76 chn)

Barriers faced by PPG children at Keresley Grange Primary School

38% of children in receipt of the PPG funding have identified Special Educational Needs (SEND 24 chn).
 5% of children in receipt of the PPG funding are identified as having English as an additional Language (EAL 3 chn).
 2% of children in receipt of PPG funding are identified as both SEN and EAL.(1 chd)

Additional Barriers we know our children face:

Attendance for PP was % during Autumn term 2019

Speaking and Listening

Limited Parental Support

Health issues resulting in time off school

Punctuality – Regularly late

Access to resources at home

Social and Emotional needs

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
- 24% of pupils are eligible for pupil premium
- 23% of pupils are of an ethnic monitory background
- 28% of pupils (above the national average) have special educational needs

Barriers faced by PPG children at Keresley Newland Primary School

33% of children in receipt of the PPG funding have identified Special Educational Needs
 3% of children in receipt of the PPG funding are identified as having English as an additional Language
 0% of children in receipt of PPG funding are identified as both SEN and EAL.

Additional Barriers we know our children face:

Attendance for PP was % during Autumn 2019

Speaking and Listening

Limited Parental Support

Health issues resulting in time off school

Punctuality – Regularly late

Access to resources at home

Social and Emotional needs

Access to quality first teaching

Keresley Schools SIP/PP specific Priorities

Key School Improvement Priorities:

- Vocabulary:
We are going to really try hard to improve our knowledge and use of words, improving our vocabulary through reading and lots of activities in and out of school.
- Reading:
We are continuing to work on making sure all of us can read well, with comprehension and fluency.
Everyone needs to try to achieve their Accelerated Reader target, and use the new *AR Online Books*.
- Writing:
We are continuing to focus on creating really great pieces of writing, both fiction and non-fiction, using excellent vocabulary and applying all of our grammar rules.
We are using *The Write Stuff* with *The Fantastics, Boomtastics and Grammaristics* to help us.
- Learning:
We are making sure that everyone tries their best and learns as much as they can, through high quality teaching and opportunities.
We are going to become more independent, using online learning to help us at school and at home.
We are going to continue to develop our Growth Mindset, can-do attitude; and use KAGAN strategies to help us be responsible for our own learning.
In Maths, we are working on fluency, with everyone working towards the *99 Club!*
- Expert Curriculum:
We are becoming experts in our knowledge and skills within our Expert Curriculum.
Our Golden Thread of lives helps us to make links in our learning: to others, the wider world and our own life.
The Activity Passport helps us to think about taking part in great activities – which we can continue to use in a safe way in the virtual world.
Our PE is based around *REAL PE* to help us to think about our learning values.

PP Specific Actions for 2020/21:

- The PP Lead for KG and KN, has established Learning Files for each class teacher, with children identified and interventions personalised and costings allocated. These records now need to be maintained and reviewed termly to track
- This is a personalised approach and will be evaluated each term against progress impact measures.
- TAs provide a menu of support, including Reading, Writing and Maths targeted interventions.
- Enrichment activities continue with additional gardening and Forest schools sessions.

In light of the impact of school closures as a result of COVID19, there is a real concern that learning barriers will have widened for all pupils, but particularly our Pupil Premium pupils. We are putting a number of measures in place to support our PP families:

- * Support families with home learning – Accessible online platforms and resources to support learning.
- * Personalised resources to support individual pupil needs.
- * Training for staff on how to manage online learning platforms and programmes (Costing covered through COVID grant.)
- * Laptops provided for use – made available to Priority families (Costing covered through DFE funding)
- * Class emails used to link to families providing support, feedback and to review home-learning. Contact monitored closely and additional contact made to safeguard children,
- * Family Liaison officers at both school sites work closely with vulnerable families and children maintaining regular contact via phone and providing additional support e.g. providing food parcels and toys.

Key Stage 2 Performance: 2020

There were no formal SATs test in 2020 due to the school being in lock-down for COVID-19.

The following set of results were submitted via teacher assessment and DO NOT reflect the progress children would have made, had they remained in school for the Summer Term 2020.

KG	Reading	Writing	Maths	Combined
% EXP	82	70	80	70
% GD	34	18	18	11

KN	Reading	Writing	Maths	Combined
% EXP	53	21	47	21
% GD	16	5	11	5

Proposed Summary of PPG Spending 2020-21

Overcoming barriers as a consequence of COVID lockdown

Action	Purpose	Key Leader	Expected Impact	Cost	Actual Result	Current RAG
<p>Implement resources and support for home learning:</p> <ul style="list-style-type: none"> • Subscriptions for all pupils to access online learning platforms • Class emails used as an additional means of contact for teachers outside of the school day, offering personalised support, feedback and next step ideas. • Class emails can be used by families to share completed learning tasks. • Staff training to support implementation and monitoring of platforms used by pupils. 	<p>To ensure families have access to online learning to allow for children to have continued access to learning, to support and reinforce learning within school.</p> <p>To allow frequent contact between pupils and their teachers as a means to further support the children's learning.</p>	<p>NP JA LD AH</p>	<p>All pupils have access and take part in online learning activities, responding and sharing learning achievements.</p> <p>The annual evaluation of the actual results against the intended impact is strong.</p>	<p>COVID grant to support</p>	<p>This has been invaluable use of the Pupil Premium.</p> <p>With the lockdown during the Spring term, our schools relied on their ability to teach remotely.</p> <p>The class emails, TEAMS and online learning platforms we used allowed us to continue to offer live and pre-recorded learning experiences remotely or those children who were at home, as well as resources to support them. We were also able to provide personalised feedback and next steps directly.</p>	
<p>Family Liason Officers maintain frequent contacts with families (Via phone and email) and liase with outside agencies to identify families with additional needs and provide additional assistance if needed:</p>	<p>To ensure families have access to online learning to allow for children to have continued access to learning, to support and reinforce learning within school.</p> <p>To allow frequent contact between pupils and their</p>	<p>AH TS LC</p>	<p>All pupils have access and take part in online learning activities, responding and sharing learning achievements.</p> <p>The annual evaluation of the actual results against the intended impact is strong.</p>	<p>£300</p> <p>Laptops provided via DFE funding</p>	<p>Our family liaison officers made frequent contact with our pupil premium families through email, phone calls and home visits, offering to support them in accessing home learning and ensuring their children access the remote learning opportunities.</p>	

<ul style="list-style-type: none"> Laptops made available to support priority vulnerable families. Food Parcels Toys 	teachers as a means to further support the children's learning.				They also ensured families were aware of the technology, food and wider resources they could access at this difficult time.	
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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: <ul style="list-style-type: none"> 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	The annual evaluation of the actual results against the intended impact is strong.	£2000	Opportunities for the cross school liasons have been limited. This will be a priority for next year. External Pupil Premium review to be held in Autumn term.	
Class teachers given dedicated time to focus on ensuring impact of interventions	Progress of PP children closely monitored and interventions tailored for their maximum impact.	Class Tchrs	An increased percentage of pupils achieve accelerated progress in all subjects PP children progress at a faster rate than nationally	£300	A cycle of measuring children's ability prior to interventions being provided and then reassessing impact when the provision sessions end will be introduced to support us to measure impact.	

Targeted Support

Action	Purpose	Key Leader	Expected Impact	Cost	Actual Result	Current RAG
Provide TA support for PP and PP+ children across the school to: <ul style="list-style-type: none"> • Run closing the gap programmes • Review vocabulary of under-performing PP children and identify strategies to develop key vocabulary and high utility word usage. 	Focus on closing the gap (especially in key skills.)	AH	An increased percentage of pupils achieve accelerated progress in all subjects PP children progress at a faster rate than nationally	£68,600	Classes have high levels of TA support, providing in class and interventions such as NELI (Nelson Early Language Intervention) in Reception. Interventions need to be ongoing to ensure all children are able to make accelerated progress following disruption to learning this year.	
TAs attend training courses on interventions	Staff subject knowledge and intervention techniques updated.	NP	An increased percentage of pupils achieve accelerated progress in all subjects PP children progress at a faster rate than nationally		NELI, Smartlog, RWI examples of training TAs completed this year.	
Year groups given personalised pupil record files, which identify barriers to learning, attendance and achievement levels, monitored by the PP Lead.	Staff closely monitor the progress, interventions and enrichment opportunities for PP children. PP lead uses records to account for intervention and enrichment and can track their impact for the individual pupils.	AH	Staff prioritise the needs and opportunities for their PP children to ensure that they make accelerated progress in targeted subjects. PP children progress at a faster rate than nationally		Staff now trained and fully maintaining PP and SEND class files, identifying barriers to learning for the appropriate children and keeping records of progress and interventions.	

Evaluate children's progress each half term, with a personal observation by the class teacher.	Ensuring the impact of interventions	AH Class Tchrs	Staff prioritise the needs and opportunities for their PP children to ensure that they make accelerated progress in targeted subjects. PP children progress at a faster rate than nationally		Assessments of PIRA, PUMA and GAPS completed and used to support progress judgements and identify priorities and next steps to feed back in to planning.
Ensure PP children use Accelerated Reader: <ul style="list-style-type: none"> 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 Access to MYon online AR book platform so that pupils always have books available to read.	AH	An increased percentage of pupils achieve accelerated progress in reading PP children progress at a faster rate than nationally	£1500	AR has been used both within school and as a resource for the children to maintain access to read at home. Needs maintaining and challenges reset to reignite passion for reading.
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	AH LD	An increased percentage of pupils achieve accelerated progress in all subjects	£200	Vocabulary acquisition an ongoing priority that will be maintained in to the next academic year, as it is a crucial approach in developing our children's' oral and wider vocabulary base.

Other approaches

Action	Purpose	Key Leader	Expected Impact	Cost	Actual Result	Current RAG
Provide increased opportunities for pupil premium children to attend residential learning (at half the advertised cost.)	Broadening children's learning experiences Developing confidence and aspirations for PP children	AH CA/SJ	Pupils' evidence that they are enjoying learning and can describe a broad range of learnt knowledge through a range of experiences Attendance is improving and closing the gap to national	£1000	More opportunities will be available for this next academic year.	
Allocate places within breakfast club and after school activities (Initially 3x weekly breakfast drop in/one hour after school)	To support pupils in completing homework should they not have computer access at home. To enable all pupils to be ready for learning.	AH CA/SJ	Children supported to complete homework.	£1000	A number of our PP families have made use of after school club to allow them to receive homework support. More opportunities will be available for this next academic year.	
Provide subsidies for children to be able to attend trips and visits Reception – Christmas pantomime treat	Broaden the learning experiences of pupils	AH CA/SJ	Focus on enrichment, confidence and aspirations	£1000	More opportunities will be available for this next academic year. Online Pantomime accessed by all.	
Provide Keresley Grange fleece winter jacket for all PP Reception children.	To encourage uptake of Pupil Premium by all new (and existing) families who are able.) To enable all pupils to be ready and equipped for learning.	AH CA/SJ	Appropriate provision is given to PP children from their earliest entry in to school. An increased percentage of pupils achieve accelerated progress in all subjects PP children progress at a faster rate than nationally	£300	Fleeces provided for Nursery and Reception children – October 2020.	