

Leading Pupil Premium Action Plan 2021-2

Pupil Premium Grant Proposed Expenditure: 2021-22

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. The pupil premium for 2021 to 2022 will include pupils recorded in the October 2020 school census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible at October 2020.

In 2021-22 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 who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a 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.

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Keresley Grange Funding from October 2020 census – Number of pupils and pupil premium grant received (As of September 2021)			
Total number of pupils on roll	Total number of pupils eligible for PPG	Amount of PPG received per pupil	Total amount of PPG received
286	53 chn (19%)	£1,345	£71,285
	6 chn (LAC/LAC adopted)	£2,345	£14,070
	0 chn (Ever 6 Service chn)	£310	
	Total 53 chn		£85,355
Keresley Newland Funding from October 2020 census – Number of pupils and pupil premium grant received (As of September 2021)			
Total number of pupils on roll	Total number of pupils eligible for PPG	Amount of PPG received per pupil	Total amount of PPG received
131 (including 7 nursery pupils)	34 chn (26%)	£1,345	£45,730
	1 chd (LAC/LAC adopted)	£2,345	£2,345
	0 chn (Ever 6 Service children)	£310	
	Total chn	34	£48,075

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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 with a dynamic socially and culturally diverse catchment area with 286 pupils.
- 19% of pupils are eligible for pupil premium (53 chn)
- 10% of pupils are of an ethnic minority background (30 chn)
- 20% of pupils (above the national average) have special educational needs (56 chn) This is higher than the current national average. In 2020-21, the national percentage of pupils with SEN but no EHC plan (SEN support) is 12.2%, The national percentage of pupils with an Education, Health and Care (EHC) plan is 3.7%

Barriers faced by PPG children at Keresley Grange Primary School

40% of children in receipt of the PPG funding have identified Special Educational Needs (SEND 21 chn).
 2% of children in receipt of the PPG funding are identified as having English as an additional Language (EAL 1 chd).
 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 some PP children is below the national average (although attendance figures were uniquely affected by lockdowns last year)	
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

Contextual headline information about Keresley Newland Primary School

- Keresley Newland is an average sized primary school with a dynamic socially and culturally diverse catchment area with 131 pupils.
- 26% of pupils are eligible for pupil premium (34 chn)
- 31% of pupils are of an ethnic minority background (41 chn)
- 22% of pupils have special educational needs. (29 chn) This is higher than the current national average. In 2020-21, the national percentage of pupils with SEN but no EHC plan (SEN support) is 12.2%, The national percentage of pupils with an Education, Health and Care (EHC) plan is 3.7%

Barriers faced by PPG children at Keresley Newland Primary School

26% of children in receipt of the PPG funding have identified Special Educational Needs (9 SEND chn).
 3% of children in receipt of the PPG funding are identified as having English as an additional Language (1 EAL chd).
 0% of children in receipt of PPG funding are identified as both SEN and EAL.(0 chn)

Additional Barriers we know our children face:

Attendance for some PP children is below the national average (although attendance figures were uniquely affected by lockdowns last year.)		
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

Keresley Schools SIP/PP specific Priorities 2021-22

Key School Improvement Priorities: Including identified links to Language, Learning or Lives

1. Learning: To ensure all teaching is at least good, taking into account new staff and roles within school.
2. Learning and Lives: To develop understanding of memory, and its importance in education. To develop strategies to improve memory in the Expert Curriculum.
3. Language: To develop a wide vocabulary for all children, including NELI, Reading, Word-Work and the wider curriculum.
4. Learning: To ensure all children are fluent mathematicians, and can use and apply number facts.
5. Learning: To develop Expert subjects, as per the school plan for all subjects with a particular focus on the development of the STEM learning provision. Consider how Expert learning looks, including strategies to develop memory.
6. Lives: To develop the school ethos of working together across both schools. For both schools to be considered high quality provision for the community. Governors work seamlessly, as do staff.
7. Learning: To ensure all children with additional needs have their needs met and that they make at least expected progress. For staff to gain expertise in ASD, and that classrooms are supportive of children with ASD needs. Explore therapeutic aspects of provision - dogs, lego, art, cross school support, enhanced provision. To ensure wider agencies have the impact expected on children with additional needs.
8. Language, Learning, Lives:
Other areas:
 - RSE – continue for year 2.
 - Spelling – Implement new program across school.
 - KAGAN – Review and include weekly structure in the first instance.
 - Music – Charanga, implement for the year and work towards the Model music Curriculum.
 - Subject Leads – Continue to develop and provide CPD.
 - Writing – continue CPD across school.
 - Subject Lead plans for Expert, RE, PPG, SRE, Reading, Writing, Maths, Spelling. (Additional)
 - Effective PPA, within resource.
 - EYFS - Explore mixed Nursery and Reception provision to ensure best practice.

PP Specific Actions for 2020/21:

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- Learning Files for each class. Practise maintained of children being clearly identified as Pupil Premium children, end of year targets are set and reviewed yearly, whilst progress is tracked termly.
- Interventions are personalised and added to pupil records. In addition, impacts the of interventions are recorded and reviewed in relation to their effectiveness.
- TAs provide a menu of support, including Reading, Writing, Maths and Language support. These are targeted interventions according to needs identified by teachers and during Pupil Progress meetings..
- Enrichment activities continue with additional Gardening and Forest schools sessions.

In light of the impact of school closures during the academic years: 2019-20 and 2020-21 as a result of COVID19, our concerns that learning barriers will have widened for all pupils, but particularly our Pupil Premium pupils continue. These measures are available to continue to support all of our families, but particularly our PP families:

- * Support families with home learning – Accessible online platforms and resources to support and reinforce learning from school whilst at home and provide opportunities for skill application or factual recall.
- * Personalised resources to support individual pupil needs.
- * Laptops provided for use – made available to Priority families.
- * 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 face-to-Face providing additional support, advice and personalised interventions.

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Key Stage 2 Performance: 2021

There were no formal SATs test in 2021 following lock-downs during that academic year for COVID-19.

The following set of results were submitted following teacher assessment and DO NOT reflect the progress children would have made, had they all remained in school for the whole of the academic year 2020-21.

Keresley Grange	Year 6	% on track now	% on track Baseline (Sept 20)	Difference in on track from Baseline - Jul 21	% on track end Autumn Term 2019	% attaining expected / more at last national assessment point	Girls on track now (+/- against baseline)	Boys on track now (+/- against baseline)	PP on track now (+/- against baseline)	% Greater Depth
Reading	6	76%	65%	+11%	76%	67%	85% +	65% +	79% =	24%
Maths	6	69%	35%	+34%	65%	78%	73% +	65% +	71% +	22%
Writing	6	65%			41%	63%	77%	52%	57%	12%

Keresley Newland	Year 6	% on track now	% on track Baseline (Sept 20)	Difference in on track from Baseline - Jul 21	% on track end Autumn Term 2019	% attaining expected / more at last national assessment point	Girls on track now (+/- against baseline)	Boys on track now (+/- against baseline)	PP on track now (+/- against baseline)	% Greater Depth
Reading	6	76%	38%	+38%		41%	67% +	82% +	71% +	35%
Maths	6	65%	35%	+30%		53%	50% +	73% +	43% +	12%
Writing	6	50%				24%	50%	45%	43%	12%

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Proposed Summary of PPG Spending 2021-22

Overcoming barriers as a consequence of COVID lockdown

Action	Purpose	Key Leader	Expected Impact	Cost	Actual Result	Current RAG
Implement resources and support for home learning and homework: <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 and homework. 	<p>To ensure families have access to online learning to allow for children to have continued access to learning, for homework and to support and reinforce learning within school.</p> <p>To allow frequent contact between pupils, parents and their teachers, as a means to further support the children's learning and wellbeing.</p>	NP JA LD AH	<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>			
Family Liason Officers maintain frequent contacts with families (Via phone and in person) and liase with outside agencies to identify families with additional needs and provide additional assistance if needed:	<p>To ensure families are supported to access online learning.</p> <p>To allow frequent contact between pupils, parents and family liason officers as a means to further support the children's learning.</p>	AH TS LC	<p>All pupils have access and take part in online learning activities and homework, responding and sharing learning achievements.</p> <p>The annual evaluation of the actual results against</p>	£300		

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<ul style="list-style-type: none"> Laptops are still available to support priority vulnerable families. To provide nurture to pupils in need of emotional support. 	For pupils in need to have a dedicated adult in school with whom they can talk.		the intended impact is strong.			
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		
External Pupil Premium review to be completed in Autumn term. (For Keresley Newland)	To review effectiveness of current practice in the delivery of support for PP children	AH NP Blue Sky Teaching school Alliance	Show progress against previous report in identified priority areas.(March 2019) The review will suggest additional improvements to ensure best practice in leadership and implementation of support for PP children.			

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<p>Class teachers given dedicated time to focus on ensuring impact of interventions</p>	<p>Progress of PP children closely monitored. Interventions tailored to support personalised learning needs. The impact of interventions are reviewed and used to inform future programmes.</p>	<p>Class Teachers</p>	<p>An increased percentage of pupils achieve accelerated progress in all subjects PP children progress at a faster rate than nationally.</p>	<p>£300</p>		
Targeted Support						
Action	Purpose	Key Leader	Expected Impact	Cost	Actual Result	Current RAG
<p>Provide TA support for PP and PP+ children across the school to:</p> <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. • Run NELI Early Language Intervention in Reception and Year 1 to support basic language usage and confidence in communication and language. 	<p>Focus on closing the gap (especially in key skills.) Provide solid vocabulary base and improve confidence and understanding of language conventions.</p>	<p>NP/AH AH</p>	<p>An increased percentage of pupils achieve accelerated progress in all subjects PP children progress at a faster rate than nationally</p>	<p>£68,600</p>		

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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			
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			
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			
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		

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Action	Purpose	Key Leader	Expected Impact	Cost	Actual Result	Current RAG
<p>Ensure focused work each day on vocabulary acquisition, including 'high utility' words.</p> <p>Implement a range of strategies in English lessons to support vocabulary development, including word-collector.</p> <p>Check progress in writing books of vocabulary.</p> <p>Encourage PP to take AR Vocabulary Quizzes</p>	To develop a rich and extensive vocabulary for PP children	AH LD	An increased percentage of pupils achieve accelerated progress in all subjects	£200		

Other approaches

Provide increased opportunities for pupil premium children to attend residential learning (at half the advertised cost.)	<p>Broadening children's learning experiences</p> <p>Developing confidence and aspirations for PP children</p>	AH CA/SJ	<p>Pupils' evidence that they are enjoying learning and can describe a broad range of learnt knowledge through a range of experiences</p> <p>Attendance is improving and closing the gap to national</p>	£1000		
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Action	Purpose	Key Leader	Expected Impact	Cost	Actual Result	Current RAG
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		
Provide fleece winter jackets for all PP Reception children. AH (and JP) Encourage new Early Years parents to apply for the Pupil Premium.	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		

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Recovery Premium Funding

Purpose: In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery. The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the pupil premium, this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

School site	KG	KN
Total Recovery Premium Funding received	£8,555	£5,800

Action	Purpose	Key Leader	Expected Impact	Cost	Actual Result	Current RAG
Provide increased opportunities for pupil premium and other children in need of support, to develop gaps in literacy learning through a menu of support via the Lexonik training and intervention program.	To raise attainment through transformational programmes and training to accelerate reading, spelling and vocabulary skills.	LD/NP	An increased percentage of pupils achieve accelerated progress in literacy learning. PP children are able to progress at a faster rate than nationally.			