



Pupil Premium Action Plan 2020-2021

Barriers to learning	
In-school barriers to learning (issues to be addressed in school, such as poor oral language skills)	
A	Below National average attainment on entry into Foundation Stage in the key areas. Speech and language skills in Foundation Stage are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
B	Mental health and wellbeing affecting attainment
C	Children behind National average in all areas due to Lockdown
D	Parental engagement with school

Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Speech and language and phonic skills for pupils eligible for PP in Foundation Stage.	Pupil eligible for PP in FS2 make rapid progress by the end of the year so that more pupils eligible for PP meet age-related expectations.
B	Increased attainment in pp children by the end of the year	Children in receipt of counselling support make good progress throughout the school. All PP pupils are fully engaged in learning through opportunities provided.
C	Support for higher/lower ability children across school eligible for PP.	Higher/lower ability children make good progress across the school and more PP children achieve expected/greater depth at the end of KS2.
D	Parents are supported in order to engage with the school more effectively.	Parents of PP children engage well with the school (engagement levels increase) and are able to support their children with their learning across the school both in school and remotely

Planned expenditure
Academic year 2020-21
The three headings below enable us to demonstrate how we are using the Pupil Premium to improve pedagogy, provide targeted support, and support whole-school strategies.

1. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review the implementation?
A Speech and language and phonic skills for pupils eligible for PP in Foundation Stage.	Language lead NP. NP accessing training which she will disseminate before to other TAs on a half termly basis NELI program to be introduced inFS”	EYFS access more language programs so the PP children can talk and understand in line with their peers	Observations in FS. Regularly by DHT and SENCo and Chair of gov’s.	HC	
B Increased attainment in pp children by the end of the year due to interventions and therapy’s	PP specialised TA Supporting children in mental health and wellbeing activities	PP children significantly are not progressing in-line with their peers due to Lockdown through. We want to diminish the difference	Wellbeing activities to support learning and raise motivation to learn PP grid to show the interventions	JF/HC/LL/ WL	
C. Support for higher/lower ability children across school eligible for PP.	PP Cohorts will make accelerated progress from their Sept baselines. All PP pupils will make at least expected progress from their Sept baselines	Baseline assessment show PP pupils have broadly fallen back from their assessment points in Mar 2020 and are not, broadly, working at ARE.	Scholar pack Book monitoring Lesson observations Increase of prompts and reminders in the classroom to aid learning TA working closely by the teacher in the majority of classes with a high proportion of PP children	JF/HC	
D. Parents are supported in order to engage with the	Teachers to provide curriculum support for parents	Parents in previous needed support to engage with school,	Meeting Via Teams Recording who has accessed the phone support	JF/HC/LL/AM	

school more effectively	remotely(parents are still not allowed on premises because of bubbles and COVID restrictions) Information on class pages on the website and support through Parents contacted regularly to support with learning and to check on families general mental health and wellbeing. Parent support worker to help engagement.. Mental Health interventions are available to respond to needs arising	now due to COVID we want to still make school accessible to them even though they are unable to enter the building	Contacting parents with ways to access meetings e.g. zoom, skype Helping with technical support Helping with equipment		
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2. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review the implementation?
A Speech and language and phonic skills for pupils eligible for PP in Foundation Stage	Trained language lead in EYFS. NELI training to be rolled out	We will use PP funding so that children will be supported effectively with speech and language across EYFS and into KS1.	Monitor the impact of intervention for this specifically. A case studies will be produced as evidence of the impact of the intervention. Data snapshot at the end of each term Ongoing assessments should be available on request	NP, NL JF, HC	

<p>B Increased attainment in pp children by the end of the year due to interventions and therapy's</p>	<p>Trained counsellors within school to tackle mental health. Interventions include bereavement, play therapy, art therapy, Lego therapy. Parents are also supported when appropriate and necessary.</p>	<p>There is an increasing number of children (and parents) with mental health and wellbeing issues. We have seen that counselling support has enabled some to engage in learning.</p>	<p>Impact of therapy interventions to be moderated after each session is completed.</p> <p>WL/LW to complete a case study of their Elsa (mental health) intervention</p>	<p>LL, JF, HC</p>	
<p>C. Support for higher/lower ability children across school eligible for PP.</p>	<p>Quality first teaching and Interventions will take place both in class and out off class either by the TAs in the class or a TA that take them out of the class to focus the areas of the curriculum they need to catch up on</p>	<p>The quality of teaching at Intake is consistently good. We believe Quality First Teaching is the most effective strategy to support all learners. Through targeted intervention and provision, including bespoke intervention, we are able to act on any barriers. Our Pupil Premium First strategy places an emphasis on PP learners in being foremost in our teaching and learning.</p>	<p>Monitoring across Teaching and Learning Phase monitoring Reviews of Provision Maps Pupil Progress Meetings Purchase of more resources is required to ensure PP children can access additional interventions</p>	<p>JF, HC SB LG</p>	
<p>D. Remote Learning packages set up including</p>	<p>All staff maintain their class pages content on a weekly basis.</p>	<p>Class teachers are trained in preparation of remote resources.</p>	<p>Class Teachers will conduct daily monitoring and engage of children</p>		

access to equipment. Training and support available for pupils, staff and parents	leaders to monitor provision. CPOMS used to record any issues and disengagement. SLT will ensure provision of equipment/materials where needed.	A survey of families access to technology has highlighted who needs targeting and with what. SLT have access to this and are able to make decisions about what provisions to make available. Resources shared are consistent with what is being used in class to facilitate a blended approach. Phase Leaders are familiar with procedures for their phase and so are able to maintain an overview of provision. CPOMS serves as an effective means for sharing of concerns and information with key staff involved in individual incidents.	And report to SLT when there is little or no en will maintain an overview in conversation or through CPOMS of access. Family Support Worker will continue to make contact with families to ascertain any other issues and monitor pastoral matters. £3000 for resource packs where needed		
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3. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review the implementation?
B Suitable enrichment for pupils to increase	Forest school approach to learning to be rolled out across school	We want to provide disadvantaged children with opportunities in life	All children to have access to the outside learning environment . Forest School leader	JF/HC	

<p>engagement in learning</p>		<p>that they would not normally have. We believe these opportunities impact on the engagement of our pupils and on their progress and attainment.</p>	<p>to be appointed in school. PP children to be targeted for outside learning interventions All children to have a Christmas enrichment activity. Visits and visitors will be monitored and an evaluation written to say how this has enriched the PP children.</p>		
<p>Total budgeted cost: £73,975</p>					