



Pupil Premium Principles

- ✓ We ensure that teaching and learning opportunities meet the needs of all pupils.
- ✓ We ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- ✓ We reserve the right to allocate the Pupil Premium funding to support any pupil/s the school has legitimately identified as being socially disadvantaged. We recognize that not all pupils that receive free school meals may be socially disadvantaged and not all pupils who are disadvantaged are registered or qualify for free school meals.
- ✓ Pupil Premium funding will be allocated following a needs analysis which will identify barriers to learning and therefore help us decide where to allocate resources.

Pupil Premium Plan September 2020– July 2021

1. Summary information			
Academic Year	2018-2019	2019-2020	2020-2021
Total number of pupils	234	243	243
Number of pupils receiving Pupil Premium Funding	43	50	50
Total Pupil Premium Funding received	£55,440	£52,800	£67,250

2. Current attainment 2019-2020 (Data taken to end of Spring 1 term since this is the last full data set we had – this is not assessed)					
<i>Pupils eligible for PP</i>	Yr3	Yr4	Y5	Y6	<i>Pupils not eligible for PP (school average)</i>
% achieving in reading, writing and maths	33%	38%	38%	60%	48%
% making expected progress in reading	88%	81%	87%	90%	92%
% making expected progress in writing	39%	36%	80%	90%	83%
% making expected progress in maths	44%	82%	73%	100%	70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Percentage of pupils making at least ARE attainment in Reading, Writing and Maths is lower for PP pupils than non PP pupils.
B.	Percentage of pupils making at least expected progress in Reading, Writing and Maths is less for PP pupils than non PP pupils.

C.	Poor emotional regulation skills impacting on behaviour related incidents is higher amongst pupil premium pupils than non PP pupils.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Attendance rates for pupils eligible for PP are Y3 89.8%, Y4 95.7%, Y5 96.6%, Y6 95.5% (below the target for all children of 96%, except Year 5). This reduces their school hours and causes them to fall behind on average.	
E.	The majority of PP pupils have additional needs and present multiple barriers to learning eg SEN, EAL, young carers, <u>Social Care needs</u> .	
F.	Some PP pupils do not have access to resources, such as books, libraries and life experiences.	
G.	Some PP pupils have a lack of regular routines which can include sleep regime, which then impacts on reading, homework and being prepared for the school day.	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<u>Quality First Teaching and Curriculum</u> Attainment gap closes for PP and non PP pupils To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations. To ensure pupils consolidate basic skills To respond rapidly with targeted teaching for pupils at risk of underachievement.	Pupils will meet (or exceed) age related national expectations in English and maths. All staff will receive appropriate CPD to facilitate development and high quality teaching. Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need. Support staff will support learning effectively. Additional intervention sessions will take place, based on pupils' gaps as identified in pupil progress meetings.
B.	<u>Enrichment and Engagement</u> All behaviour related issues to be addressed consistently and proactively. Reduction of behaviour related incidents. Pupils develop in their self-esteem and emotional regulation. Pupils will be proactive, organised and enthusiastic learners.	Fewer behaviour incidents recorded for these pupils on the school system. Pupils will have an opportunity to express their views in termly PP meetings and 'Attitude to Learning' (AtL) questionnaires which will be analysed by Inclusion Manager. High quality and an appropriate quantity of work produced will be evident in book scrutiny.
C.	<u>Wellbeing</u> All disadvantaged pupils will meet national expectations for attendance and punctuality. Parents will be informed of their child's attendance termly in school reports. The school will contact parents proactively if attendance slips. Morning intervention clubs will be offered to priority pupils.	Reduce the number of persistent absentees among pupils eligible for PP to 96% in line with Non PP pupils.

Note: Due to the conditions placed upon schools due to the presence of Covid-19, a large part of expected PP expenditure has had to be reallocated due to the inability to provide group activities for pupils from a range of bubbles and the time constraints placed upon staffing by bubble separation. Upon the lifting of Covid-19 restrictions, some of these activities may be able to resume and this plan may be amended.

1. Planned expenditure

A.

Quality First Teaching and Curriculum

Intervention	Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/Evidence	Cost	Review	Impact
CPD for staff (General- improving QFT and quality of learning opportunities for the broad needs of the PP cohort)	<p>To ensure that teachers and TAs are aware of the barriers facing out cohort of PP children.</p> <p>To ensure staff are aware of effective interventions and strategies in order to address these barriers through quality first teaching and more specific measures.</p> <p>To ensure staff are familiar with new assessment and intervention resources available through PiXL.</p> <p>To ensure that staff are able to deliver effective home learning for PP pupils using Microsoft Teams and Classroom Notebook.</p>	<ul style="list-style-type: none"> • Staff training incorporating SDP • Termly pupil progress meetings • Book scrutiny and planning audits • Learning walks with subject co-ordinators/ SLT/ MLT • Training delivered by external agencies: <ul style="list-style-type: none"> ➤ Autism training 	<ul style="list-style-type: none"> ✓ Evaluation of CPD ✓ Percentage of PP pupils making expected or accelerated progress increases. ✓ Pupil progress meeting discussions will evidence teacher's awareness of progress and attainment levels of disadvantaged pupils in their cohort. ✓ Analysis of internal data indicates the focus pupils and their barriers to learning. ✓ Intervention trackers are reviewed and impact of provision discussed at pupil progress meetings. ✓ PP Governor visit notes. 	<p>£9,714</p> <p>Cost of Pupil progress meetings plus termly CPD</p>		

Intervention	Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/Evidence	Cost	Review	Impact
CPD for specific learning gaps amongst PP children	<p><i>Context: PP pupils have a lower attainment in writing and maths than non-PP children (Percentage on track -15% average in writing, -6% in maths by year group)</i></p> <p>To ensure pupils receive QFT in maths using mastery maths methods.</p> <p>To ensure pupils receive QTF using Opening Doors methods to raise writing levels.</p>	<ul style="list-style-type: none"> Inset training from maths mastery specialist and leader of mastery training for BBO Maths hub, to enable teachers to continue to develop effectiveness of mastery maths methods. <i>Context: mastery methods were adopted in September 2019 but had not become fully embedded.</i> Inset training for all teachers on Opening Doors writing methods with Bob Cox, which uses exposure to aspirational classic texts to raise the level of children's writing. <i>Context: Two members of staff had training last year. One year group had run a small scale trial using these methods and had good impact on writing outcomes.</i> 	<p>✓ Attainment in maths improves, closing the gap between PP and non-PP children.</p> <p>✓ Attainment and progress in writing improves for</p>	£1000		
Monitoring of PP barriers and interventions	To ensure that pupil premium pupils are robustly monitored and supported/developed according to the changing needs of pupils	<ul style="list-style-type: none"> Termly analysis of particular barriers with class teachers at pupil premium meetings Analysis of data from interventions Weekly oversight of PP attendance patterns Weekly oversight of interventions. Responsive training for TAs and teachers where need identified. Liaise with family liaison worker. 	<p>✓ Analysis is available to teachers and TAs so interventions can be targeted to specific weaknesses.</p> <p>✓ Analysis is available to governors to monitor provision</p> <p>✓ The gap between PP and non-PP pupils decreases in all areas.</p>	<p>£9,291</p> <p>Teacher s time for PP meeting s</p>		

Intervention	Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/Evidence	Cost	Review	Impact
Reading leaves club / After school intervention	<p>To improve reading fluency and comprehension, following post lockdown assessments showing considerable gaps in reading both due to lockdown and in relation to non-pp peers.</p> <p>N.B. Focus of this time for PP pupils may change as needs are addressed.</p>	<ul style="list-style-type: none"> After school activities Monday to Thursday for 1 hour post staggered school finish by class. Predominant focus on reading addressed through, PiXL 3 in 3 reading intervention and some growth mindset learning behaviours support. PP pupils learn effective metacognition skills in order to approach all areas of learning robustly. 	<ul style="list-style-type: none"> ✓ PP pupils to continue making good progress in reading and writing ✓ Pupils will be expected to take greater ownership of their learning through heightened expectations: passivity and disengagement will be reduced leading to improved outcomes for disadvantaged pupils. ✓ Rising self-esteem and self-efficacy while addressing learning gaps, the progress and attainment of disadvantaged pupils will rise. ✓ Give purpose for learning and real experiences through teaching of life skills. 	£10,738		
Identifying and addressing gaps in learning	<ul style="list-style-type: none"> During the lockdown of March-June/July there was lower engagement in learning from PP groups. All except 4 have access to technology, and ALL were provided with paper learning pack and weekly welfare calls. However, engagement was still low. Therefore there are a higher number of learning gaps amongst the PP cohort. 	<ul style="list-style-type: none"> PiXL programme purchased to support identification and addressing of gaps in PP cohort PiXL 'Autumn transitional assessments' and impact assessments to discover initial gaps. PiXL training provided to SLT and other key staff (Y6 lead and other core subject areas) through 3 termly conferences and focused webinars 	<ul style="list-style-type: none"> Identified gaps are addressed through therapies as part of the DTTR process (diagnosis, therapy, testing, revisit) process of assessment and learning. – there is a decreasing difference between PP pupils and their peers. Teachers are more aware of the progress and gaps of PP pupils following analysis and focused teaching. 	£2700		

Interv ention	Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/Evidence	Cost	Review	Impact															
Phonics/ spelling support sessions	<p>In initial assessments upon return to school post lockdown PP pupils were behind their peers in phonics tests (and reading, which in its early stages is underpinned by phonics knowledge)</p> <table><tr><th>Year</th><th>% above/below peers phonics</th><th>%above/ below peers reading fluency</th></tr><tr><td>3</td><td></td><td>-4%</td></tr><tr><td>4</td><td></td><td>-24%</td></tr><tr><td>5</td><td></td><td>+ 3%</td></tr><tr><td>6</td><td></td><td>-41%</td></tr></table>	Year	% above/below peers phonics	%above/ below peers reading fluency	3		-4%	4		-24%	5		+ 3%	6		-41%	<ul style="list-style-type: none">Assess PP pupil's gaps in phonicsPrepare a specialised programme of phonics support targeting specific pupilsTraining to support staff with delivering phonics sessions for specific pupil groups.Track progress with regular monitoring.5x20min Phonics sessions per week delivered	<p>✓ PP pupils will improve assessed phonics levels and ability to blend, which will support increased reading levels.</p>	£2,280		
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Big cat e-books	<p>PP pupils have access to fewer books for reading at home than their non-PP peers.</p>	<ul style="list-style-type: none">Providing online access to reading scheme booksProviding online access to linked activities to support comprehension.	<p>✓ PP pupils continue to engage with reading in the case of isolation and/ or school closures.</p>	£999																	

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Mathletics	PP pupils are less likely to be working at the expect level in maths compared to their peers. Not all parents are confident in supporting maths.	<ul style="list-style-type: none">Pupils have access to a high quality maths resource for homework which can support their learning at an individual level (questions are responsive to individual learners, either providing reinforcement or challenge depending upon their success.Pupils have access to curriculum aligned instructional videos to support their learning in maths.	✓ PP maths levels begin to narrow compared to their peers.	£1210		
Spelling shed			✓	£220		
Planned expenditure						
B.		Enrichment and Engagement				

Intervention	Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/evidence	Cost	Review	Impact
Access strategies for pupil premium pupils	<ul style="list-style-type: none"> Some pupils have specific identified barriers around engagement and attendance, where attendance is below 90% or there is a pattern of persistent lateness, AND this measure would support overcoming the barrier. 	<ul style="list-style-type: none"> Attendance at breakfast club to provide enrichment, sport, access to breakfast and to ensure that they are at school prior to the start time of their lessons. Provision of transport assistance where this is an identified need. 	<p>✓ Improved attendance and engagement for identified pupils.</p> <p><i>N.B. Any unspent funds from this category to be reallocated to pupil support challenge packs over summer holidays – PP pupils statistically have a greater learning dip over the holidays than non-PP pupils)</i></p>	(Budget reservation of £970)		

Planned expenditure						
C.		Wellbeing				
Inter venti on	Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/evidence	Cost	Review	Impact
CPOMS Software	<p>Providing ALL staff with a rounded picture of how pupil premium pupils are doing and the ability to support pupils and/or address any issues before they become major barriers to learning.</p> <p>Cpoms will enable:</p> <ul style="list-style-type: none"> Effective tracking and analysis of behavior incidents should be deployed to pre-empt and prevent further incidents. Stringent system of recording concerns deployed Comprehensive recording of parental contacts and family support <p><i>(Leading software to be used for monitoring PP pupils safeguarding concerns, welfare issues and tracking of behavior incidents.)</i></p>	<ul style="list-style-type: none"> All staff to log 'incidents' that occur in school in order to monitor pupil premium pupil, including parental contacts. SLT/family liaison worker to follow up attendance anomalies with phone calls and log on Cpoms SLT to review Cpoms logs daily and discuss focus pupils at weekly meetings. Patterns of issues to be monitored by PP lead and SLT to minimise barriers to learning. 	<ul style="list-style-type: none"> ✓ To remove barriers to learning ✓ To improve behaviour for learning ✓ To analyse and address concerns related to safeguarding and behaviours ✓ CPOMs logs will ensure behaviour policy consistently applied, parents are notified. ✓ CPOMs contact with agencies records involvement of appropriate agencies when required. <p>N.B. Effectiveness of this element cannot be measured by an increase or decrease in logs. An increase in logs may simply mean that the tool is being used more effectively, while a decrease may also mean barriers are being addressed effectively.</p>	£666.40		

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Family Liaison worker	PP pupils' attendance is 2.1% below their peers across the whole school, falling below the attendance target of 96% at only 94.4%. Several PP pupils also have patterns of late attendance. This affects their ability to access learning through missed sessions and missed introductions.	<ul style="list-style-type: none"> Daily presence at start and end of the school day to support vulnerable pupils with entering and build relationships with key families Family liaison worker will make contact with affected families in order to identify and provide support with removing barriers. Daily response to behaviour incidents to support pupils in a constructive way Pastoral presence on the playground (abiding by Covid distancing protocols) 	<ul style="list-style-type: none"> ✓ Attendance improves for PP pupils. ✓ Family engagement with school increases for focus families with poor attendance and other barriers to education. ✓ Pupils are supported with friendships and other behaviour concerns. 	£14,000		
PiXL wellbeing and character building	PP pupils have an increased number of risk factors for mental health problems and declined engagement	<ul style="list-style-type: none"> Sessions to 	✓	(cost included in PiXL figure above)		

Inter venti on	Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/evidence	Cost	Review	Impact
Young Carers Group	<ul style="list-style-type: none"> Current cohort of PP pupils' barriers to learning analysis highlighted a group of vulnerable pupils who are young carers Staff training to increase awareness of associated difficulties 	<ul style="list-style-type: none"> Set up a group to be run by young carers champion (family liaison worker) - Weekly group run by a trained TA working closely with Bucks young carers. 	<ul style="list-style-type: none"> ✓ To remove barriers to learning. ✓ To increase self-esteem. ✓ To support mental health. ✓ CPOMS logs of pupil support records to show vulnerable pupils are supported for managing their anxieties. ✓ CPOMs contact with agencies records involvement of appropriate agencies when required. 	£2,926		
Counsellor sessions	<ul style="list-style-type: none"> Current cohort of PP pupils highlighted a group of vulnerable pupils who are at risk of developing mental health problems especially associated with anxiety, self-harm and dis-engagement. Current cohort of PP pupils highlighted as having significant language delay impacting their learning. Access to qualified counsellor Help reduce SEMH difficulties 	<ul style="list-style-type: none"> Access to weekly counselling sessions. Assessment will include completing SDQs prior and during intervention. 	<ul style="list-style-type: none"> ✓ To remove barriers to learning. ✓ To improve behaviour for learning. ✓ To improve mental health and wellbeing as well as personal, social development. ✓ CPOMS logs of pupil support records to show vulnerable pupils are supported for managing their anxieties. ✓ CPOMs contact with agencies records involvement of appropriate agencies when required. 	£5,130		