

Pupil Premium Action Plan – Kymbrook Primary School

The PPG per pupil for 2020 to 2021 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1,345
Pupils in years 7 to 11 recorded as Ever 6 FSM	£955
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£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, a child arrangements order or a residence order	£2,345
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310

Overview

- Pupil Premium is about children's needs and the quality of teaching and learning in the classroom followed by measuring the impact this has on each individual child's learning.
- Clear links must be made to the School Development Plan (SDP) and high expectations for all pupil premium children
- Individual records kept for each pupil premium child and the main barriers to learning for individuals (if necessary).
- We aim to engage and involve parents/carers in the education and progress of their child.
- Evidence (especially the Education Endowment Foundation Teaching and Learning Toolkit) is used to decide on which strategies are likely to be most effective in overcoming the barriers to learning.
- Complete buy-in from all staff to the importance of the Pupil Premium agenda is essential, with all staff conveying positive and aspirational messages to Pupil Premium-eligible pupils. Performance management is used to reinforce the importance of Pupil Premium effectiveness.
- Effectiveness of teaching assistants is evaluated and, if necessary, increased through training and improved deployment.
- Governors are trained on Pupil Premium, with a governor responsible for pupil premium.

Role of the Assistant Head teacher

- To champion the needs of pupil premium pupils within the school, ensuring that the pupil premium budget is spent effectively to support, engage and motivate pupil premium pupils so that they make above-average progress and the attainment gap between them and their peers is narrowed.

Pupil Premium Action Plan Objectives 2020-2021

1. Following Covid-19, to re-establish personalised, targeted intervention for pupils, enhancing Quality First Teaching to enable every pupil deemed to be disadvantaged to make at least expected progress and be on track for achieving age-related expectations or above by the end of Year 6. Curriculum areas of particular focus: reading and writing
2. Following Covid-19, to audit mental health and wellbeing to give targeted pastoral support for individual PP pupils to enable them to be happy, secure and fully engaged in school.
3. Ensure all PP pupils have the opportunity to enhance their learning by having access to high quality, subject specific resources.
4. To focus on enrichment by providing opportunities to access learning opportunities beyond the curriculum, with an emphasis on enrichment and home skills from lockdown e.g. cooking, gardening etc

Total pupil premium allocation for academic year 2019-20: £11,070

Number of pupils eligible for PP/LAC: PP 3 pupils

LAC/Post LAC 3 pupils

Objective 1: Following Covid-19, to re-establish personalised, targeted intervention for pupils, enhancing Quality First Teaching to enable every pupil deemed to be disadvantaged to make at least expected progress and be on track for achieving age-related expectations or above by the end of Year 6. Curriculum areas of particular focus: reading and writing

Actions	Success criteria	Timescales	Person responsible	Monitoring Strategies	Cost/resource implications
Children are given baseline assessments in reading, writing and maths	True picture of children's attainment and any gaps in learning following Covid-19	Assessments to be completed and analysed by Friday 14 th September 2020	Head to implement 'Catch-up Plan' on INSET days	Individual class data collection	TAs delivering intervention
Data analysis by teachers and HLTAs to identify needs of individuals and any necessary interventions	Gap analysis and appropriate intervention in place. Children receiving appropriate intervention according to need	All interventions in place by end of September 2020	Class teachers- AHT to oversee	General monitoring: Drop-ins, learning walks and lesson observations from SLT.	
Audit of TA skills and strengths	TA experience is match to needs of children	All interventions in place by end of September 2020	Audit carried out by HLTA during INSET September 2020	Book scrutinies. Work moderation.	
Trained staff upskill support staff on planning interventions	TA staff meetings used to upskill staff e.g. how to lead effective guided reading sessions	Training sessions led by HLTA to start in Autumn term 2020	HLTAs under direction from SLT	Regular assessment Accurate tracking Pupil Progress meetings	
Class teachers set personalised ambitious targets for pupils	Pupils are making at least expected progress if working at ARE or above. Pupils are making accelerated progress in targeted areas if working below ARE Aspirational targets shared with parents and support staff	On-going	SLT to oversee	TAs and teachers to make notes from intervention sessions. HLTA to advise and oversee TAs	

Objective 2: Following Covid-19, to audit mental health and wellbeing to give targeted pastoral support for individual PP pupils to enable them to be happy, secure and fully engaged in school.

Actions	Success criteria	Timescales	Person responsible	Monitoring Strategies	Cost/resource implications
Complete mental health audit of all pupils to identify areas of need.	Questionnaires completed by children on their return to school. KS1 done as part of conversations with a member of staff. Identified children targeted for support.	To be completed by 14 th September 2020	Class teachers	Regular half termly review. Drop ins and learning walks	
To continue mental health, well-being and mindfulness sessions.	Children build on strategies to support mental health.	On-going throughout the year as needed	Class teachers	Observations of sessions, by SLT Pupil conferencing	Cost of sessions with mental health and wellbeing ambassador £250 a day.
All staff regularly 'check-in' with pupils during the week to ensure all pupils are coping.	Learning behaviours improve Children grow in confidence, ready to learn	On-going	Class teachers and TAs		
New RSE/PSHE curriculum in place. Repeat audit at end of term.	SRE training for all staff	September 2020 INSET	HT to book training		Cost of Andi Whitwam, SRE training on INSET day.

Pupil Premium Action Plan Objective 3: Ensure all PP pupils have the opportunity to enhance their learning by having access to high quality, subject specific resources.

Actions	Success criteria	Timescales	Person responsible	Monitoring Strategies	Cost/resource implications
<p>Bespoke resources purchased for PP/LAC children</p> <p>Pay for class visits for all children and residential trips for children in KS2</p>	<p>Children able to access learning at home via e.g. laptop</p> <p>Children are able to fully participate in enrichment experiences</p>	<p>Autumn term 2020 ongoing</p> <p>Autumn term 2020 ongoing</p>	<p>AHT to oversee Class teachers to approach parents for suggestions of what to buy</p> <p>AHT to oversee</p>	<p>Liaise with teaching and support staff</p> <p>Pupil and parent/carer discussions</p>	<p>Cost of researching, sourcing and purchasing resources</p> <p>Cost of individual items bought</p> <p>Cost of trips- varies according to the specific visit</p>

Pupil Premium Action Plan Objective 4: To focus on enrichment by providing opportunities to access learning opportunities beyond the curriculum, with an emphasis on enrichment and home skills from lockdown e.g. cooking, gardening etc

Actions	Success criteria	Timescales	Person responsible	Monitoring Strategies	Cost/resource implications
From well-being audit find out activities that have taken place during lockdown. Research which enrichment activities PP children would like to take part in.	Individual teachers plan and deliver enrichment activities identified from the audit. Termly enrichment days take place where children can select activities. These will have to be in class bubbles for the time being. Home learning skills celebrated in weekly Achievement Assemblies.	Autumn term 2020 ongoing Continuous	AHT to oversee the enrichment days. Class teachers to encourage pupils	Get feedback from children on their enrichment days and use this to help develop the next ones.	Cost of researching, sourcing and purchasing resources for enrichment days

Education Endowment Foundation Teaching and Learning Toolkit

High impact-low cost interventions:

- Collaborative learning +5
- Feedback +8
- Mastery +5
- Oral Language Interventions +5
- Peer tutoring +5
- Phonics +4
- Reading Comprehension Strategies +6
- Small group tuition +4
- Social and Emotional Learning +4

Monitoring the Impact of Pupil Premium Grant

The Assistant Head teacher will have overall responsibility for the attainment and progress of Pupil Premium children through ensuring the progress of eligible pupils and evidencing this as a whole-school priority. Children's progress and attainment is tracked and monitored carefully to ensure they achieve their full potential. Regular monitoring and evaluation is key to ensuring effectiveness of expenditure.

Monitoring is a joint responsibility of the class teacher and SLT and regular assessment data is analysed and acted upon. All pupils eligible for Pupil Premium funding are discussed at termly pupil progress meetings. Pupil Premium funding forms part of the monitoring of the Finance Committee so governors can link value for money with impact. There is an identified governor for Pupil Premium.