

# Brinsley Primary & Nursery School

## Pupil Premium Action Plan 2020-2021

---

SCHOOL CONTEXT						
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	SEN	Number of looked after children (LAC)	Number of service children
32 FS2= 2 Y1 = 1 Y2 = 6 Y3 = 4 Y4= 6 Y5= 6 Y6 = 7	14	18	32	EHCP – 2 K – 12 M+ - 4 M – 3	6	0

REVIEW OF THE 2019-2020 ACADEMIC YEAR

Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments
<p>Increase the progress of PP children in reading, writing &amp; maths in EYFS, KS1&amp;2.</p>	<p>End of KS2 teacher assessments are as follows:  <u>KS2 Progress:</u>                      Reading- (PP) 75% (NPP) 78%                      Writing- (PP) 100% (NPP) 89%                      Maths- (PP) 100% (NPP) 89%</p> <p>KS1 Progress:                      2018-2019 Reading (PP) 67% (NPP) 100% Writing (PP) 100% (NPP) 100% Maths (PP) 100% (NPP) 100%                      2019-2020 (COVID-19) Reading- (PP) 100% (NPP) 74% Writing (PP) 100% (NPP) 78% Maths (PP) 100% (NPP) 74%                      EYFS: 2018-2019 Reading- (PP) 33%, Writing (PP) 33% Maths (PP) 33%                      2019-2020 Reading (100%) Writing (PP) 100% Maths (PP) 100%</p>		<p>Whilst progress in reading, writing and maths is good, attainment continues to be low compared to NPP children. Reading is showing the largest gap in terms of both progress and attainment.</p>
<p>Increase percentage of PP children who attain a phonics screening pass.</p>	<p>Year 1 phonics screening results:                      PP- 0 % (2019)                      NPP- 75% (2019)                      PP- 67% passed (2020)                      NPP- 87% passed (2020)</p>		<p>Phonics assessments for 2020 did not go ahead due to COVID 19. However, the DFE required schools to assess year 2 children (who would have been year 1 in June/July 2020). Approach to continue due to a large improvement in % gaining a pass.</p>
<p>Improve attendance/reduce PA</p>	<p>2018-2019 average attendance for PP children = 96.2%                      2019-2020 average attendance for PP children = 94.45% (this figure included a period of time where a significant amount of children were isolating at home in the final weeks school was open.</p>		<p>Data is skewed due to COVID 19- will continue with strategies however this is also likely to be skewed due to children having to isolate.</p>

## REVIEW OF THE 2019-2020 ACADEMIC YEAR

<p>Improving the cultural capital of disadvantaged children by subsidizing trips, residential and visits.</p>	<p>Attendance registers for visits last year eg Year 4 The Deep, Year 3 Cresswell Craggs, Year 2 East Midlands Airport showed 100% attendance for PP children</p>	<p>2020-2021 strategy to include impact measures such as increased vocabulary, engagement with curriculum &amp; improvement in extended writing.</p>
<p>To improve the health &amp; wellbeing of pupil premium children.</p>	<p>Qualitative comments from teaching staff report on improved mental health and readiness to learn following interventions.</p>	<p>ELSA to increase time on site to widen capacity to meet with children. 2020-2021 strategy to include impact reports from Mental Health Lead &amp; ELSA.</p>

**Total pupil premium allocation for previous academic year: £42,240**

## PUPIL PREMIUM OBJECTIVES FOR [CURRENT] ACADEMIC YEAR

1. To improve outcomes for PP children compared to National in reading, writing, phonics (KS1-Y3) and maths.
2. To improve PP's emotional mental health & wellbeing and readiness to learn.
3. To widen the experiences of PP children through the use of visits, residential and external speakers/ visitors.

**Total pupil premium allocation for [current] academic year: £43040**

Priority 1: To improve outcomes for PP children compared to National in reading, writing, phonics (KS1-Y3) and maths.

Barriers to learning this priority addresses:

- Attainment on entry is low,
- Lack of accelerated progress,
- Low parental engagement/ home learning environment
- Consistency in good quality first teaching

Actions	Success criteria	Monitoring & Evaluation	Timescales	Person responsible	Cost/resource implications
Clearly identify the barriers to learning for PP children.	<p>NFER assessments from previous year will identify gaps in children's knowledge of reading and writing.</p> <p>Writing analysis will help identify the trends in writing issues e.g. spelling.</p> <p>Observations in year 1 &amp; FS will identify gaps in early writing, maths and phonics.</p> <p>Barriers accurately identified following staff meeting attended by CTs and TAs</p>	<p>TAs to collate data from NFER assessments.</p> <p>Triangulation of data to ensure moderation of results- use of NFER, teacher assessment &amp; book looks to ensure consistency.</p> <p>Observations completed by TA's &amp; teachers within year 1 and EYFS to identify PP children needing additional support.</p>	<p>September 2020</p> <p>September 2020</p> <p>September 2020</p>	<p>FB (reading lead) &amp; NS (Maths Lead)</p> <p>MW (writing lead)</p>	<p>£719 x 3 = £2137</p> <p>Staff meeting 7<sup>th</sup> October</p> <p>2 x £45 PP lead attendance on network meetings.</p> <p>£600 LA PP audit</p>
Ensure high quality teaching which addressed gaps from Summer term curriculum, particularly in maths & phonics.	<p>A recovery curriculum plan for maths is in place to ensure direct teaching of areas of the maths curriculum missed.</p> <p>Teaching assistants are used successfully to target PP children during lessons.</p> <p>Modelled approaches are used to ensure good progress in writing.</p> <p>Phonics is successfully taught in year 3.</p>	<p>School cycle of M&amp;E activities carried out by SLT includes a focus on PP pupils e.g. learning experiences, book looks</p>	<p>July 2020 reviewed September 23<sup>rd</sup>, 2020 following NFER assessments.</p>	<p>NS (maths lead)</p> <p>EP (SENCO)</p> <p>MW (writing lead)</p> <p>MW (phonics lead)</p>	<p>Time for Y3 teacher to observe phonics with MW.</p>

Priority 1: To improve outcomes for PP children compared to National in reading, writing, phonics (KS1-Y3) and maths.

Barriers to learning this priority addresses:

- Attainment on entry is low,
- Lack of accelerated progress,
- Low parental engagement/ home learning environment
- Consistency in good quality first teaching

Use of interventions to address gaps in children's knowledge.	Interventions are carefully planned to ensure maximum effect.  6 weekly review of targets to ensure progress is being made.	TA's to produce impact reports for PP children within class. TA assessment at the beginning & end of a half term in conjunction with class teacher. Also comment on learning behaviours during sessions.	Spring – Summer term  Spring term 1 &2, Summer 1&2	EP (SENCO)  NS (PP Lead)	TA time allocated accordingly.
To provide CPD support to ensure a good standard of teaching in phonics and reading.	PP children's reading and phonics (KS1) end of year results are in line with NPP children.	Termly reports completed by year 1 teacher to show an increasing percentage of PP children achieving the pass rate for phonics screening.  Learning walks completed by phonics lead to monitor the consistency of phonics delivery.  Impact reports from TA's to show the impact of phonics interventions on outcomes.	Spring term & summer term staff meetings TBC	FB (reading lead) & MW (phonics lead)	CPD costs  Time for phonics lead to complete learning walks

Priority 1: To improve outcomes for PP children compared to National in reading, writing, phonics (KS1-Y3) and maths.

Barriers to learning this priority addresses:

- Attainment on entry is low,
- Lack of accelerated progress,
- Low parental engagement/ home learning environment
- Consistency in good quality first teaching

<p>To ensure that schemes of work for maths are well planned and support learners both visually and physically (through use of manipulatives).</p>	<p>Book looks show that PP children are making progress in their ability to reason through the use of visual representations (eg bar models).</p>	<p>Book look Autumn 2: 12/11/2020 Spring 2: 25/2/2020  Summer 2: 17/6/2020</p>	<p>NS (maths lead)</p>	<p>½ day leadership time x 3</p>	<p>Buy in to DFE quality scheme of work &amp; subscription to White Rose Premium.  Staff meeting time to develop staff understanding &amp; teaching &amp; learning techniques.  Access to Maths Hub CPD opportunities.</p>
<p>To ensure a clear build up to an extended write through use of modelled approaches.</p>	<p>Child’s books show a clear build up to writing, with clear feedback given (verbally or written) which makes it clear to the children how to make their writing better.  TA’s time is utilized to ensure that quality verbal feedback is offered throughout writing times.</p>	<p>3 x book looks Autumn 2: 14/12/2020 Spring 2: 18/03/2020 Summer 2: 1/7/2020</p>	<p>NS (PP lead)</p>	<p>½ day leadership time x 3</p>	<p>Release time to develop a working group (involving 3 teachers) around the theme ‘feedback’.  Access to CPD opportunities for staff to develop their approaches to modelling writing.             Total for Priority 1= £43,040 -15,005.25 = £28,034.75</p>

Priority 2: To improve PP's emotional mental health & wellbeing and readiness to learn.

Barriers to learning this priority addresses:

Readiness to learn

Independence

Resilience

Emotional/ mental health needs

Actions	Success criteria	Monitoring & evaluation	Timescales	Person responsible	Cost/resource implications
Increase capacity of ELSA trained TA to ensure more children can be included. 2.5 days	PP children identified as needing emotional support.	Use of BOXALL to monitor impact of Positive Play for EYFS & KS1 children.  ELSA to use SDQ assessment to monitor impact.	September 2020 reviewed termly.	RC (PSHE & Mental Health lead)	ELSA cover 2.5 days a week Cost of £21.45 per hour. £11,904
Allocate outdoor provision time for PP children through the use of allocated TA time.	All PP children in across KS2 will have allocated outdoor provision time.	Through pupil voice, ascertain impact of outdoor provision on the emotional and mental health of children.	Year 6 Autumn 1 Year 5 & 6 Autumn 2 Year 4 & 6 Spring 1 Year 3 & 6 Spring Year 5 & 6 Summer 1 Year 4 & 6 Summer 2	CM (Forest school Lead)	X 5 hours per week (£12.68 ph) = £2345.80
Improve the attitudes to attendance.	PP children's average attendance is above 96%  School office admin contacts parents and builds good relationships where appropriate.	School Office Administrator to produce termly reports on attendance of all PP children.	Autumn/ Spring/ Summer	DS (school Office Administrator)	Part of role so no cost implication  Total for Priority 2 = £14,249.80

**PRIORITY 3: To widen the experiences of PP children through the use of visits, residentials and external speakers/ visitors**

Barriers to learning this priority addresses:

Few wider experiences outside home e.g. holidays, museums, theatre

Less exposure to rich vocabulary

Less extended writing from PP children observed

Actions	Success criteria	Monitoring & impact	Timescales	Person responsible	Cost/resource implications
<ul style="list-style-type: none"> <li>Subsidise visits and residentials to ensure 100 % attendance.</li> <li>Invite outside speakers into school to enrich curriculum offer</li> </ul>	<p>Children are more engaged in learning.</p> <p>English outcomes are improved through the exposure to the experience.</p> <p>Wider range of topic related vocabulary used in English work.</p>	<p>Through book looks, the writing which follows a visit or experience shows a greater range of vocabulary and improved writing through a greater engagement and enthusiasm for the topic.</p>	<p>Throughout the year when visits occur.</p> <p>FS/Year 5 Planetarium visit 1/12/2020</p> <p>Year 6 Viking Day 4/12/2020</p> <p>Year 6 residential 9-12<sup>th</sup> June 2021</p>	<p>KW (Educational visit lead)</p>	<p>Year 6 PP children £630 (Walesby)</p> <p>Y5 Planetarium £8.50 x 7 = £59.50</p> <p>FS2 Planetarium £2 x 2 = £4</p> <p>Y6 Viking Day £8.85 x 7= £61.95</p> <p>Total for Priority 3 = £755.45</p>