

Pupil Premium Strategy Action Plan 2020.21

School:	Academic Year:	Date of plan:
Tredington Primary School	2020.2021	September 2020
Total Number of children:	% of children eligible for the pupil premium:	Date of Reviews:
Pupils on roll: 82 Eligible for Pupil Premium: 21	24.7%	January 2021 April 2021 July 2021
Pupil Premium Funding for 2019-2020		
£25,555		

School Context:	NOR	% PP	SEN%	% PP & SEN	% EAL
	82	21/82 = 24.7%	15/82 = 18.3%	7/15 = 46.7%	2/82 = 2.4%

Current Standards at End of Key Stage:

End of Key Stage outcomes:	Pupils eligible for PP (national average)		Pupils not eligible for PP (national average)	
% achieving GLD at the end of AP2 2020 EYFS	0/0 = 0% (Nat Ave: No reported data due to COVID19)		3/11 = 27.2% (Nat Ave: No reported data due to COVID19)	
% passing Year 1 phonics screening at the end of AP2 2020	0/2 = % (Nat Ave: No reported data due to COVID19)		4/11 = 36.4% (Nat Ave: No reported data due to COVID19)	
	KS1	KS2	KS1	KS2
% achieving expected standard or above in reading, writing & maths at the end of AP2 2020	1/3 = 33%	0/1 = 0% (Nat Ave: No reported data due to COVID19)	5/7 = 71.4% (Nat Ave: No reported data due to COVID19)	2/8 = 25% (Nat Ave: No reported data due to COVID19)
% achieving the expected standard in reading at the end of AP2 2020	1/3 = 33% (Nat Ave: No reported data due to COVID19)	1/1 = 100% (Nat Ave: No reported data due to COVID19)	5/7 = 71.4% (Nat Ave: No reported data due to COVID19)	4/8 = 50% (Nat Ave: No reported data due to COVID19)
% achieving the expected standard in writing at the end of AP2 2020	1/3 = 33% (Nat Ave: No reported data due to COVID19)	0/1 = 0% (Nat Ave: No reported data due to COVID19)	5/7 = 71.4% (Nat Ave: No reported data due to COVID19)	3/8 = 37.5% (Nat Ave: No reported data due to COVID19)
% achieving the expected standard in maths at the end of AP2 2020	1/3 = 33% (Nat Ave: No reported data due to COVID19)	1/1 = 100% (Nat Ave: No reported data due to COVID19)	5/7 = 71.4% (Nat Ave: No reported data due to COVID19)	8/8 = 100% (Nat Ave: No reported data due to COVID19)

GLA Vision

Global Offer: Outstanding Outcomes for All Children

The best for everyone, to get the best from everyone	All staff to have an overview and understanding of the pupil premium strategy for their school setting. All staff to share an understanding of the barriers faced by individual schools and pupils.
Knowledge to Empower	All teachers to have a clear understanding of the needs of their pupil premium children and barriers to learning. Pupils will be clear on their next steps and targets. This will enable them to gain greater independence when learning.
Education with Ambition	All teachers to have high aspirations for all pupils with a no-excuse culture. Pupils will be supported to further develop a growth mind-set through achievable, yet aspirational, targets to support them in reaching their potential both academically and pastorally.
Leadership at Every Level	Teachers take responsibility for leading the pupil premium action plan within their classes. They are relentless in their pursuit of high expectations, supporting pupils and parents to bridge the barriers between home and school
Continuous improvement	Leaders to evaluate the impact of the pupil premium strategy in their schools. The intended impact will be both be measureable through participation and data outcomes. Improved participation in lessons would suggest increased levels of confidence, resilience and understanding. Improved data outcomes will begin to close the gap between pupil premium and non-pupil premium children

Action Plan Aspect: (Pastoral) Improve Parental engagement with school leading to improved attendance of individual pupils				
Barrier(s): For an identified group of Pupil Premium pupils, parental engagement in school life is low. Some do not recognise the value and importance of education and their achievement and progress is hindered by their low attendance and frequent number of late arrivals.				
Vision: What specifically are we trying to achieve?	Input What specific strategy/ strategies will be used to ensure they are able to know or understand?	Intended Impact At review, what evidence will be seen? What will demonstrate the progress within the specific area of need?	Interim Review How successful has the strategy been? Can the intended impact been seen? Is there evidence? Do changes need to be made?	Final Review How successful has the strategy been? Can the intended impact been seen? Is there evidence?
<ul style="list-style-type: none"> • Have a clear picture and understanding of attendance data and trends across the school • Pupil Premium attendance is improved and in line with non-Pupil Premium attendance. • To reduce the number of lates for Pupil Premium children to be in-line with their non-pupil premium peers. • Communication with parents is clear and parents understand the educational consequences of their child's absence. • Parents understand and value to amount of learning time lost due to regular late arrival to school. 	<p>Global Offering:</p> <ul style="list-style-type: none"> • TPS attendance policy will be updated and shared with parents to ensure the process is understood clearly by all. • Fortnightly reviews of attendance across the school with a focus on specific groups, including PP vs non-PP children and those with attendance less than 92% • Parents will be contacted regarding attendance/punctuality concerns with precise information about learning missed and next steps regarding improving attendance/ punctuality. • Explore using Class Dojo to further parental engagement • Parents will be contacted to celebrate successes surrounding attendance (arriving to school on time, attending all week etc.) • Gaps in knowledge caused by absence will be addressed so children can access current learning. 	<ul style="list-style-type: none"> • To see an increase in attendance percentage of Pupil Premium Pupils from 2019/20. • SLT to have a clear picture of attendance across the school and assign an appropriate response to support the PP children to attend in-line with their peers. • Children's outcomes will be secure without evidence of gaps caused by absence. <p>Evidence:</p> <ul style="list-style-type: none"> • Improved attendance/ punctuality of pupil premium pupils 		
<ul style="list-style-type: none"> • The development of a personalised approach to support attendance at TPS. 	<p>Targeted Offering:</p> <ul style="list-style-type: none"> • Targeted support needed in Year 2, 3 and 5 • A 'family champion' to be named to work with hard to 	<ul style="list-style-type: none"> • Families trust the school and work collaboratively with teachers and leaders to improve attendance when it is raised as an issue. 		

	<p>reach PP families and to improve attendance</p> <ul style="list-style-type: none"> Develop an understanding of the personal barriers to PP attendance and work collaboratively with families to overcome them. 	<ul style="list-style-type: none"> Families realise that change needs to happen around poor/non-attendance for their child to achieve their very best. Parents feel more able to communicate support needs and ask for help. Parents see school as a supportive environment for them and their children. 		
<ul style="list-style-type: none"> Targeted events for parents of Pupil Premium children are well attended and aid communication with home to school. Pupil Premium pupils and their parents build positive relationships with school and improve levels of communication with teachers and school leaders. Open communication with parents is developed to build relationships and support learning at home. 	<p>Targeted Offering:</p> <ul style="list-style-type: none"> Regular parent contact from the class teachers to share successes (positive behaviour shown, effort in learning, attitude and ACE) School events are well advertised. Follow up texts / phone class / Dojo invites are sent to hard to reach parents encouraging them to attend. Parents are supported with home learning. Move more – Family Engagement Programme (Pete to support) 			
				Cost: £5242.87

Evaluation of Impact:

January 2021

April 2021

July 2021

Action Plan Aspect: (Academic) Targeted teaching and academic support

Barrier(s): Some identified Pupil Premium Pupils have poor literacy skills; they are unable to fully engage in an understanding of the world through language; have limited inference, deduction and reasoning skills in English and Maths. Many lack the breadth of vocabulary and/or lack concrete wider world experiences so they are unable to call upon the vocabulary needed to engage in discussions within the curriculum.

<p align="center">Vision:</p> <p>What specifically are we trying to achieve?</p>	<p align="center">Input</p> <p>What specific strategy/ strategies will be used to ensure they are able to know or understand?</p>	<p align="center">Intended Impact</p> <p>At review, what evidence will be seen? What will demonstrate the progress within the specific area of need?</p>	<p align="center">Interim Review</p> <p>How successful has the strategy been? Can the intended impact been seen? Is there evidence? Do changes need to be made?</p>	<p align="center">Final Review</p> <p>How successful has the strategy been? Can the intended impact been seen? Is there evidence?</p>
<ul style="list-style-type: none"> To develop communication and language skills, To provide opportunities for the development and acquisition of vocabulary 	<p>Global Offering:</p> <ul style="list-style-type: none"> T4W training for all staff – GLA T4W focus on building vocabulary through carefully developed model texts, use of poetry, book talk and vocabulary banks. Pre-teach in reading, writing and maths to equip pupils with precise language skills to access classroom learning Precision teaching Knowledge organisers used for 3D curriculum subjects to highlight tier 2/3 vocabulary to clarify these words and sharing their definitions 	<ul style="list-style-type: none"> Pupil’s vocabulary banks will increase and they will be able to use new words in the correct context. They will have greater access to tier 2 and tier 3 vocabulary and to be able to use the new words in context. Class teachers will work with teaching assistants to ensure the correct delivery of interventions and time for the PP pupils to discuss their learning. All Pupil Premium Pupils will make accelerated personal gains in their academic outcomes. 		
<ul style="list-style-type: none"> Provide academic support to Pupil Premium Pupils with a focus on: <ul style="list-style-type: none"> Communication Phonics Reading Spelling 	<p>Global Offering:</p> <ul style="list-style-type: none"> Spelling training for all staff – GLA Phonics training for staff – GLA Provide effective teaching of phonics in line with GLA PoS in EY/ KS1/ Yr3 Focus on blending as primary reading strategy Use Accelerated Reader as a tool to focus on motivating, engaging and guided pupil’s reading <p>Targeted Offering:</p>	<p>Evidence:</p> <ul style="list-style-type: none"> 3x pupil progress meetings 3x pupil premium interim and final review meetings Assessment of pupil progress and outcomes 		

	<ul style="list-style-type: none"> • Undertake individual profiling to ascertain precise gaps in knowledge • Individual action plans set out to meet the needs of targeted PP pupils setting out exact interventions and strategies to meet their individual needs with a focus on phonics and spelling • Targeted intervention focusing on the precise gaps in literacy skills (phonics and spelling) • Use close monitoring systems to track the progress of these pupils 			
				Cost: £14127.27

Evaluation of Impact:

January 2021

April 2021

July 2021

Action Plan Aspect: (Pastoral) Raising aspirations developing resilience and self-regulation

Barrier(s): Some identified Pupil Premium Pupils do not have a resilient attitude towards learning, have low aspirations for themselves and also lack self-regulation. As a result, this hinders their progress and attainment.

<p align="center">Vision:</p> <p>What specifically are we trying to achieve?</p>	<p align="center">Input</p> <p>What specific strategy/ strategies will be used to ensure they are able to know or understand?</p>	<p align="center">Intended Impact</p> <p>At review, what evidence will be seen? What will demonstrate the progress within the specific area of need?</p>	<p align="center">Interim Review</p> <p>How successful has the strategy been? Can the intended impact been seen? Is there evidence? Do changes need to be made?</p>	<p align="center">Final Review</p> <p>How successful has the strategy been? Can the intended impact been seen? Is there evidence?</p>
<ul style="list-style-type: none"> • Pupils, parents and teachers to have resilient and aspirational attitudes towards pupils learning and their futures and be equipped with strategies and skills to self-regulate when facing barriers. • Provide an enrichment programme through which all Pupil Premium pupils and their parents will experience a range of wider world experiences, fostering their love of school and improving parental engagement with school and learning. • To build the Cultural capital of our Pupil Premium children. 	<p>Global Offering:</p> <ul style="list-style-type: none"> • To build links across the curriculum with the local secondary schools • Aspirational visits e.g. Army bomb disposal, K’Nex challenge • Aspirational trips • GLA ‘Additionality’ opportunities 	<ul style="list-style-type: none"> • Pupil Premium pupils to have a wide knowledge about the different opportunities available to them and what path needs to be followed to achieve their goal. • Pupils will gain confidence and self-belief in their own capabilities. They are able to self-regulate feelings and deal with situations in an appropriate manner using taught skills and strategies. • All teachers and Teaching Assistants to be trained in Restorative Practice • Pupils will learn strategies and skills that will enable them to start to self-regulate their feelings, emotions and behaviours seeing their levels of engagement in lessons improve 		
<ul style="list-style-type: none"> • Provide bespoke learning attitude support to Pupil Premium pupils with a focus on <ul style="list-style-type: none"> - Building resilience - Improving self-regulation skills • Pupils can effectively communicate their feelings and other emotions. 	<p>Targeted Offering:</p> <ul style="list-style-type: none"> • Undertake individual profiling to ascertain precise attitude/aspirational issues • Pastoral/SEN team coaching and mentoring on building resilience. • Pastoral/SEN support and interventions to build self-regulation toolkits and strategies. • Children experience how to resolve situations using restorative approaches (as modelled and guided by DB) 	<p>Evidence:</p> <ul style="list-style-type: none"> • Informal observations of classroom and/or playtime behaviour to monitor children’s levels of resilience and/ or self-regulation skills • Focus groups to gather information on pupil’s views of cultural opinions and feelings 		

Cost: £5469.29

Evaluation of Impact:

January 2021

April 2021

July 2021

Action Plan Aspect: Non-staffing PP Expenditure**Barrier(s):**

Vision:	Input	Intended Impact	Interim Review	Final Review
What specifically are we trying to achieve?	What specific strategy/ strategies will be used to ensure they are able to know or understand?	At review, what evidence will be seen? What will demonstrate the progress within the specific area of need?	How successful has the strategy been? Can the intended impact been seen? Is there evidence? Do changes need to be made?	How successful has the strategy been? Can the intended impact been seen? Is there evidence?
<ul style="list-style-type: none"> Ensure all children have equal access to correct school uniform including PE kits, appropriate school shoes and coats. 	<ul style="list-style-type: none"> Provide basic PE kit for identified pupils/ families Provide basic school shoes/ coats for identified pupils/ families 	<ul style="list-style-type: none"> Pupils will have the correct school kit for all activities 		
<ul style="list-style-type: none"> Ensure all pupils have access to necessary resources to be able to fully engage with learning including remotely if in isolation. 	<ul style="list-style-type: none"> Provide pupils with stationary and educational resources needed to fully access learning at home (stationary, timers, educational support materials). This may include support for remote learning (tablets etc.). 	<ul style="list-style-type: none"> Pupils will have the necessary resources/ equipment to access learning at home 		
<ul style="list-style-type: none"> Ensure all pupils have access to educational trips and experiences including enrichment activities and life skills 	<ul style="list-style-type: none"> Subsidise specific trips/ experiences in order for all pupils to be able to participate 	<ul style="list-style-type: none"> All pupils will have equal access to trips/ experiences and subsequently the education value and outcomes from them 		
			Cost: £638.87	

Review of 2019/20

Actions:	Intended Impact:	Impact: Did you meet success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned – what are you taking forward to this year:	Cost:
<p>Writing:</p> <ul style="list-style-type: none"> Ensure all relevant staff have received paid-for training to deliver the Talk 4 Writing approach effectively so that disadvantaged pupils make good progress in writing. Use of INSET days/staff meetings; training with/observing good practise in other schools. Lesson observations and drop ins to focus on PP child's access to the curriculum. 	<ul style="list-style-type: none"> 100% Pupils in EYFS, Y2 and Y6 achieve ARE, or make good progress from their starting points. Gaps in pupils' knowledge and understanding have been eliminated. Teaching across the school is 100% or better. Sharing good practise is developed as part of the ethos of the school. 	<ul style="list-style-type: none"> Staff training for T4W continued throughout the year to support all children to make good progress in writing. Progress could be seen within the children's books but the high impact was not achieved due to the pro-longed lockdown of the school. Gaps in children's knowledge and understanding were being addressed. Teaching across the school was observed to be good. Sharing good practise had become part of the ethos of the school. INSET days were used to support staff training. Teachers and TAs were released to work alongside year group partners from other schools for planning the teaching and learning sequences. Lesson Observations and drop ins were implemented which focused on PP children's access to the curriculum. PP children were seen to access the curriculum as well as non-PP children. 	<ul style="list-style-type: none"> T4W is a priority of the school this year. INSET days and staff training are focusing on T4W and Spelling. 	<p>Total: £33560</p> <ul style="list-style-type: none"> Strategy aims for disadvantaged pupils: £7000 Teaching priorities for current academic year: £2000 Targeted academic support for current academic year: £21560 Wider strategies for current academic year: £3000
<p>Maths:</p> <ul style="list-style-type: none"> Ensure that the teaching of Maths is planned using the mastery small steps approach (manipulatives needed). Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations 	<ul style="list-style-type: none"> Regular monitoring of the PP children's writing to ensure progress from starting points. Misconceptions will be identified early and acted upon. Intervention on-going support will be monitored by the SENDCo. T4W approach is embedded across all classes. 	<ul style="list-style-type: none"> The teaching of Maths was planned using the mastery small steps approach across years 1-6. Intervention groups and pre-teaching were used to support all children making good progress in Maths – up until the lockdown. Home learning was differentiated for the children to ensure progression. 	<ul style="list-style-type: none"> The teaching of Maths is planned using elicitations to understand the children's prior knowledge. The Recovery Curriculum is followed to support addressing Gaps in Knowledge. 	

	<ul style="list-style-type: none"> • Low level of literacy at home will no longer prove a barrier to the PP child's progress in school. • The teaching of Maths will be planned using the Mastery Small Steps approach. 			
<p>Reading & Phonics:</p> <ul style="list-style-type: none"> • To focus on the reading culture of GRT/disadvantaged children and the impact reading has on their vocabulary. • Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively. • To work alongside Mangotsfield Primary School/English Hub to ensure that the early reading books match the phonic ability of the children. • Establish small group guided reading support for disadvantaged pupils falling behind age-related expectations • Training in place for Phonics, Reading Comprehension. • Regular drop in sessions to monitor the quality of teaching of phonics and reading as well as monitor the PP children's attitude towards reading. 	<ul style="list-style-type: none"> • Staff will improve the planning and progression of the intent in the teaching of phonics and early reading. • Children who can access the test, achieve national average expected standard in PSC • A drive to move the PP children from decoding into fluency when reading. • Poor comprehension skills can be addressed and techniques to improve comprehension taught within an identified area specific to the PP child. 	<ul style="list-style-type: none"> • Whole school staff training was given to support the understanding of the teaching and learning of Phonics. The reading training did not take place owing to COVID-19. • Reading Comprehension using the VIPERS approach was introduced across all classes to support the understanding of the text. • Phonics support was used from the LA to improve and develop the phonics teaching across the school. • A new reading scheme was for EYFS and Y1/2 to have decodable books available for the children. (Mangotsfield) • Guided reading groups were not embedded owing to COVID-19 Monitoring the teaching and learning of reading and phonics by drop in sessions- started but not regular owing to COVID-19 	<ul style="list-style-type: none"> • Further develop the reading in the school. • Further training for Phonics and reading. • Guided Reading training. 	

<p>Cultural Capital</p> <ul style="list-style-type: none"> • To enhance the children's life experiences through the use of enhanced experiences both in and out of the classroom and participation in extra-curricular activities. • Listen to the pupil voice of what they would like to have as extra-curricular activities and where possible provide their choices. • Financially support extra-curricular choices for the children. 	<ul style="list-style-type: none"> • Wider involvement in the extra-curricular activities of the school including the enhanced learning activities linked with the curriculum. 	<ul style="list-style-type: none"> • PP children were able to access the Extra-curricular clubs which were offered as the PP fund covered 1x session weekly. (Dance, Lego Club) • Pupil voice was consulted on clubs. Lego Club was a direct link to the Pupil Voice. 		
<p>Attendance:</p> <ul style="list-style-type: none"> • Employing an education welfare officer to support families with attendance and acute need. 	<ul style="list-style-type: none"> • Attendance is improved and the most disadvantaged pupils are ready to learn. 	<ul style="list-style-type: none"> • An attendance officer was employed to support the attendance of some of our reluctant children. 		