



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 2019– July 2020

1. Summary information			
Academic Year	2017-2018	2018-2019	2019-2020
Total number of pupils	231	234	243
Number of pupils receiving Pupil Premium Funding	43	43	50
Total Pupil Premium Funding received	£62,620	£55,440	£52,800

2. Current attainment 2018-2019					
<i>Pupils eligible for PP</i>	Yr3	Yr4	Y5	Y6	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	71	45	27	56	68%
% making progress in reading	86	64	73	78	81%
% making progress in writing	71	45	33	56	72%
% making progress in maths	93	56	33	78	80%

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 (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for pupils eligible for PP are Y3 93.8%, Y4 91.7%, Y5 95.2%, Y6 94.6% (below the target for all children of 96%). 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		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p><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.</p>	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.	<p><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.</p>	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.	<p><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.</p>	Reduce the number of persistent absentees among pupils eligible for PP to 96% in line with Non PP pupils.

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	<ul style="list-style-type: none"> In house CPD drawing on the strengths of staff and sharing best practice. Staff training to skill teaching staff with knowledge, process and understanding to appreciate the impact of QFT. Upskills non-teaching staff to ensure they reinforce the interactive continuous process of diagnostic teaching. Ensure high quality interventions are carried out and evaluated Specialist training tailored to barriers to learning as highlighted by pupils outcomes. 	<ul style="list-style-type: none"> Staff training incorporating SDP Lesson study/team teaching 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"> SALT for pre-teaching of key vocab. OT- Sensory related issues. Specialist teacher – Dyslexia friendly strategies Power Maths Side-by-Side training and monitoring. Peer mentor training by Trailblazers. Termly feedback sessions and parent coffee mornings. Parent workshops 1 day per week dedicated by IM to oversee and assess impact. 	<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. 	£9,714	<p>Due to COVID 19, partial impact can be measured based on information upto 23rd March 2020. All staff meetings/ CPD are linked to SDP.</p>	<p>During COVID lockdown, teaching and non-teaching staff took part in over 26 different online courses. This included SEND, bereavement and mental health and wellbeing.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Launchpad/Afterhours club</p>	<ul style="list-style-type: none"> • IM to support staff to assess potential barriers to learning and sign-post effective interventions • PP pupils barriers to learning analysed and progress monitored • Increase the personal expectations of disadvantaged pupils through high expectations and opportunities for challenge • PP pupils highlighted at pupil progress meetings to need extra support for English and maths to have access to pre-teaching and post-teaching of English and maths taught in year groups • Due to emotional difficulties experienced by a number of PP pupils, activities in Launchpad/afterhours club include creative activities that are calming and support mental wellbeing • Due to potential difficult home life, Launchpad/ afterhours club to provide enrichment activities to make PP pupils experience of learning positive and enhance personal social development. 	<ul style="list-style-type: none"> • After school activities Monday to Thursday 3:15-4:15. • Range of maths/English activities delivered in a creative engaging format. • PP pupils learn effective life skills to develop their independence and preparation for the next stage of their education and beyond; including budgeting, caring for the environment, healthy lifestyle and cross-curricular links with PSHE. • Access to new school library to ensure disadvantaged pupils can use quality, inspirational and engaging books appropriate for their needs. 	<ul style="list-style-type: none"> ✓ PP pupils to continue making good progress in English and maths. ✓ 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. ✓ PP pupils to improve: <ul style="list-style-type: none"> • Social skills. • Independence. • Healthy lifestyle. • Improved emotional regulation (measured by pupil voice questionnaires and behaviour logs) 	<p>£6,688</p>	<p>measured by behaviour related incidents on CPOMs</p> <p><i>Target: Attainment of Launchpad/ afterhours attendees to rise in line with peers</i></p> <p><i>Attainment gap (whole school) currently: Reading - 8.3% Writing - 23.6% Maths- - 25.6%</i></p> <p>(18-19 attainment gap decrease between 4-8%)</p>	<p>Spring 1 pupil progress data for PP: Yr 3</p> <ul style="list-style-type: none"> - Reading = expected or above - writing = near expected Maths = below expected (this was due to coverage and Power Maths being a very new way of working for that cohort. Yr 4 & 5 Expected or above in all areas. Y6 Exceeding progress in all areas. <p>Launchpad and after school clubs to run a different format next</p>
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Intervention	Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/Evidence	Cost	Review	<i>Impact</i>
						year partly due to COVID19

<ul style="list-style-type: none"> • TAs use information from teacher assessment to deliver high quality interventions and support across the school • To ensure PP pupils read at least weekly without impacting access to the curriculum. • Teachers will choose engaging texts and plan learning based on retrieval, meaning and inference • Increase pupil engagement and reading for pleasure. <p><i>EEF KS2 good literacy guide.</i></p> <ul style="list-style-type: none"> • Pupil ratio in transition years (3 and 6) to be increased. <p><i>Sutton Trust, 'The effects of high quality teaching'</i> <i>Institute of Education research report, 2002</i> <i>'Pupil Adult Ratio Differences'</i></p> <ul style="list-style-type: none"> • Self-regulation skills to be developed through taught metacognition skills underpinned by Growth mindset philosophy. • Provide workshops for parents/carers to develop understanding of expectations of the curriculum, how to support their child and raise aspirations. • Increase parental engagement • Focus workshops on <ul style="list-style-type: none"> ➤ Power Maths ➤ Reading ➤ Mental health and wellbeing. 	<ul style="list-style-type: none"> • Lesson study/team teaching • Termly pupil progress meetings • Book scrutiny and planning audits • Learning walks with subject co-ordinators/ SLT/ MLT • TA support in all Maths and English lessons focusing on PP pupils. • PP pupils' books highlighted to ensure they have quality feedback daily. • Pupils will complete take part in Quizzes and reading challenges. • Small Guided Reading groups in class set up for PP pupils to support comprehension skills. • Every Year group to have weekly SPAG, weekly guided reading and weekly comprehension lessons. • Peer and self reflection opportunities in class. • Intervention trackers are reviewed and impact of provision discussed at pupil progress meetings. • Personal invitation of PP Parents, pupils working below ARE to parents evening and extra provision meetings. 	<ul style="list-style-type: none"> ✓ Percentage of PP pupils making expected or accelerated progress increases. ✓ Teachers will address learning gaps and ensure accelerated progress. ✓ Percentage of PP pupils making expected or accelerated progress increases. ✓ Pieces will use engaging texts/media as stimulus and be linked to topics where appropriate. ✓ Analysis of internal data and teachers indicates the focus pupils and their barriers to learning. ✓ Weekly communication on See-Saw including example of pupils' work sent home to parents. ✓ More PP pupils gain ARE/ GD attainment when compared to prior starting points. ✓ Pupils books evidence a range of age appropriate reflection strategies are being used in line with school policy. ✓ Pupil voice records, deep dive questioning, SLT observations validate that all pupils demonstrate active learning and are challenged according to their level. 	<p>£19,359</p>	<p>Pupil progress meeting discussions will evidence teacher's awareness of progress and attainment levels of disadvantage d pupils in their cohort.</p> <p><i>Target: reading attainment of pupil premium to rise in line with peers</i></p> <p><i>Reading attainment gap as Sept 2019:</i> Y4- 20.5% Y5- 33.7% Y6- 6.6%</p>	<p>Spring 1 data shows that the percentage of PP pupils on track for ARE has increased for Reading.</p> <p>Due to lockdown summative assessments were not able to take place. Data for this academic year will not be included.</p>
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Intervention	Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/Evidence	Cost	Review	Impact
Morning Booster sessions	<p><i>National Literacy Trust evidences the impact of parental engagement in learning.</i></p> <ul style="list-style-type: none"> • Daily reading opportunities to ensure accurate reading takes place. Active questioning to ensure good comprehension. • Daily morning maths sessions before school to reinforce learning • To reduce incidents of lateness with PP pupils • To ensure PP pupils read regularly without impacting access to the curriculum. • PP pupils highlighted to need extra support for English and maths to have access to pre-teaching and post-teaching of English and maths taught in year groups 	<ul style="list-style-type: none"> • PP Pupils will receive pre-teaching and specific maths intervention 4 mornings per week for 30 minutes. • 4 TAs to run small group sessions implementing Maths program tailored to the child's individual level reinforcing the class objectives. • 4 TAs to run daily reading sessions • Refer to CPD for staff 	<ul style="list-style-type: none"> ✓ PP pupils will make good progress in Reading and maths. ✓ Marking to promote and enable pupils to self-regulate learning in a wider range of subjects. ✓ Improved attendance for PP pupils. <p>(See above for reading targets)</p>	£7,926	<p><i>Attendance targets: To be more in line with school target of 96.5%</i></p> <p><i>Current attendance at start of year for pupil premium children (previous year where available):</i></p> <p>Y3- 78.8%</p> <p>Y4- 79.5% (94%)</p> <p>Y5- 98.2% (95%)</p> <p>Y6- 100% (97.4%)</p>	<p>As above & Intervention trackers from Term 1 showed good progress against PP pupils' baseline. Due to COVID, term 2 comparison assessments were not able to take place.</p>

Intervention	Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/Evidence	Cost	Review	<i>Impact</i>
Phonics sessions	<ul style="list-style-type: none"> • Assess PP pupil's gaps in phonics • Prepare a specialised programme of phonics support targeting specific pupils 	<ul style="list-style-type: none"> • Training to support staff with delivering phonics sessions for specific pupils. • Track progress with regular monitoring. • 3x20min Phonics sessions per week delivered 	<ul style="list-style-type: none"> ✓ PP pupils will improve spelling accuracy 	£2,280	<i>Target: All pupil premium children to see an increase in spelling age greater than time passed during the year (i.e. closing the gap)</i>	Intervention trackers for Phonics sessions from Term 1 showed good progress against PP pupils' baseline. Overall impact in reading demonstrates Phonics sessions were having impact on progress. Due to COVID, term 2 comparison assessments were not able to take place.

Planned expenditure						
B.	Enrichment and Engagement					
Intervention	Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/evidence	Cost	Review	Impact
Trailblazers Mental Health support for parents & Mentoring for Key pupils	<ul style="list-style-type: none"> Increase parental engagement and confidence to support at home. To develop close working relationships with families in order to increase family resilience; aspiration and support for education Improved attendance improves attainment. Many of our pupils have identified social and emotional needs that impact on their ability to persevere with challenging tasks and work with others. It is our aim to improve and emphasise the culture of the school to help pupils develop as well rounded and confident life long learners, regardless of their backgrounds and circumstances. To provide aspirational enrichment for disadvantaged pupils for the next stage of their education and beyond. <p><i>*EEF Metacognition and self-regulation +7.</i></p>	<ul style="list-style-type: none"> Peer mentor training delivered by Mental Health practitioners as part of Trailblazers scheme. Access to peer mentors during unstructured times. Termly feedback sessions with peer mentors and IM. Parent coffee mornings by Trailblazers. Monitoring attendance figures and addressing key pupils by assigning a mentor (member of SLT) who liaises with pupil and parents regularly. 	<ul style="list-style-type: none"> ✓ Parents of PP pupils feel more confident to support their child at home with behaviour managements, emotional understanding. This will be measured by pupil progress and pupil voice. ✓ Improved attendance for PP pupils. ✓ Links with at 2 local secondary schools including opportunities for visits to and from setting to prepare pupils for transition. ✓ Links with grammar school to provide opportunities for disadvantaged pupils to access role models to inspire them. ✓ Pupils books evidence a range of age appropriate reflection strategies are being used in line with school policy. ✓ Pupil voice records, deep dive questioning, SLT observations validate that all pupils demonstrate active learning and are challenged according to their level. 	Costed with IM time	<p><i>Attendance targets: To be more in line with school target of 96.5%</i></p> <p><i>Current attendance at start of year for pupil premium children (previous year where available):</i></p> <p>Y3- 78.8%</p> <p>Y4- 79.5% (94%)</p> <p>Y5- 98.2% (95%)</p> <p>Y6- 100% (97.4%)</p>	<p>Over lockdown Parent contact increased to around 540 incidents. PP children were on vulnerable list and directly contacted weekly. Hard to reach pupils were contacted by SLT. As a result of stringent contact, 5 PP pupils attended Keyworker/vulnerable hubs. 2 pupils have been allocated Chromebooks as part of the government initiative.</p>

Intervention	Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/evidence	Cost	Review	<i>Impact</i>
Sporting Cherries	<ul style="list-style-type: none"> • Increasing physical activities to ensure healthy lifestyle, pupils take part in a sporting activity • Reduce number of behaviour incidents at lunchtimes • Identification of targeting PP pupils who appear passive/ disengaged in lessons to raise self-esteem and engagement levels. <p><i>EEF Metacognition and self-regulation approaches have consistently high levels of impact.</i></p>	<ul style="list-style-type: none"> • PP pupils take part in lunchtime sport activity run by a qualified coach Tuesdays, Wednesdays and Thursdays 12:30-1:00. 	<ul style="list-style-type: none"> ✓ To support healthy living & motivation. ✓ Improve core strength and general health. ✓ Improve self-esteem. ✓ Development of resilience and ambition for disadvantaged pupils. ✓ Develop social skills ✓ Reduce behaviour incidents at lunchtimes. ✓ Raised aspirations, motivation and engagement. ✓ Improved behaviour for learning. ✓ The self-esteem of disadvantaged pupils will rise as a result of their participation in activities. ✓ This will be evident through impact on their feelings of self-worth in lessons and therefore on their rates of progress and reduction of behaviour related incidents on CPOMs. 	£1,710	<p>Pupils books evidence a range of age appropriate reflection strategies are being used in line with school policy.</p> <p>Pupil voice records, deep dive questioning, SLT observations validate that all pupils demonstrate active learning and are challenged according to their level.</p>	<p>Behaviour related incidents between September till lockdown were 86 in total. Although, behaviour related incidents were slightly higher this academic year, PP pupils' had fewer incidents. CPOMs pupil support logs indicate pupils are supported with developing their resilience.</p>

Planned expenditure						
C.		Wellbeing				
Intervention	Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/evidence	Cost	Review	Impact
CPOMS Software	<p>Effective tracking and analysis of behavior incidents should be deployed to pre-empt and prevent further incidents.</p> <ul style="list-style-type: none"> Stringent system of recording concerns deployed <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"> SLT to have instant access to all concerns related to pupil in order to be aware of needs early and deploy use effective strategy to address underlying causes for concern. 	<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. 	£645		As above & Behaviours consistently dealt with by SLT and MLT. CPOMS has been very effective in communication of incidents.
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 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. 	£455		Pupils report to find the group helps them "be normal and chat about what worries me". Group is growing- plans to set 2 groups next year with more focus on PP young carers as needs have risen due to COVID19 lockdown.

Inter venti on	Rationale <i>Intent</i>	Description of Intervention <i>Implementation</i>	Desired outcome/evidence	Cost	Review	<i>Impact</i>
Play therapy 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 Playtherapist • Help reduce SEMH difficulties 	<ul style="list-style-type: none"> • Access to weekly Playtherapy 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. 	£3,798	<p>Due to access to trailblazers, Education Mental Health practitioners will be used for vulnerable pupils.</p> <p>Playtherapist has now left.</p>	<p>SDQ scores improved for most pupils accessing Playtherapy. As above</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lunchtime clubs /Mentoring</p>	<ul style="list-style-type: none"> • Cohort of PP pupils were highlighted as having SEMH SEND with significant sensory processing difficulties and attachment difficulties requiring support to manage and self-regulate • Ensure close links with parents/carers • Anxieties and mental health difficulties can lead to absences. • Attendance of disadvantaged children is above the national average and dips in attendance are addressed swiftly • Ensure 100% attendance at parents' evening by parents of disadvantaged children <p><i>Research by the National Literacy Trust sites the impact of parental engagement in learning on improved outcomes for children.</i></p>	<ul style="list-style-type: none"> • All staff to understand underlying causes of attention difficulties impacting pupils' learning. • A group of PP pupils highlighted as having Sensory Processing Difficulties which require movement breaks and access to sensory toys to self-regulate and thus improve attention and listening skills. • Linked to CPD for staff. • Gardening club run by 1 TA at lunchtimes. • SLT mentoring of key pupils. • Class teachers and IM to identify, monitor and evaluate attendance to clubs and monitor and evaluate engagement of parents of disadvantaged children with communication from school and at school events such as workshops, parents' evenings etc. • Identify possible reasons for non-attendance and investigate possible solutions. 	<ul style="list-style-type: none"> ✓ To remove barriers to learning ✓ To improve behaviour for learning ✓ Increase in the number of parents of disadvantaged children attending school events and solutions to non-attendance offered ✓ Regular meetings with the SLT to monitor attendance rates and figures. ✓ Parents meetings with SLT, to address attendance issues. <p><i>Attendance targets: To be more in line with school target of 96.5%</i> <i>Current attendance at start of year for pupil premium children (previous year where available):</i></p> <p>Y3- 78.8% Y4- 79.5% (94%) Y5- 98.2% (95%) Y6- 100% (97.4%)</p>	<p>£912 Add 30min s/day lunchtime of SLT</p>	<p>Identify, monitor and evaluate the number of disadvantaged children making use of clubs. Class teachers to identify, monitor and evaluate behaviour of disadvantaged children at pupil progress meetings and through CPOMs. Parental contact addressing attendance on CPOMs. Due to parental concerns over COVID- there were significant issues with attendance during Spring 1. PP pupils' attendance during Autumn term was lower than previous year due to a number of summer holidays PP families took during term time.</p>	<p>Presence of MLT at lunchtime had a positive impact on general behavior at lunchtime. Mentoring had significant impact on particular pupils' attendance. Parent engagement with key families improved.</p>
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