

# The Bromley Pensnett Primary School Pupil Premium Action Plan

1.		2. Summary information														
School		The Bromley Pensnett Primary School														
Academic Year		2019-20		Total PP budget			£187,440			Date of most recent PP Review				Sep 2019		
Total number of pupils		309		Number of pupils eligible for PP			126			Date for next internal review of this strategy				Dec 2019		
Total PPG by Class		Rec		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		
Number	Percentage	5/35	14%	12/32	38%	28/49	57%	23/52	44%	18/34	53%	23/37	62%	16/31	52%	

## 2. Barriers to future attainment (for pupils eligible for PP)

### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Social and emotional issues preventing pupils being ready to learn.
B.	Gaps in learning preventing pupils achieving Age Related Expectations or achieving Greater Depth.
C.	Limited speech and language skills on entry to EYFS.

### External barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Attendance of PPG children and the level of PA amongst them.
E.	Access to resources and wider life experiences.
F.	Lack of parental engagement in reading at home.

3. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	Pupils are emotionally ready to access learning and the progress of these PPG pupils is in line with national. Pupils regulate their emotional behaviour and are ready to learn and develop good behaviour for learning.	Interventions, nurture and support are in place to ensure pupils are emotionally ready to learn. PPG pupils make at least expected progress. Pupils have received the support needed to engage positively in lessons and wider school life.
<b>B.</b>	Gaps are identified and targeted teaching and interventions are put in place to address needs to improve attainment in Reading, Writing and Maths in all year groups.	Formative assessments will show that attainment and progress of PPG pupils in all year groups will be in line with all pupils in Reading, Writing and Maths. The difference between PP pupils and all pupils is diminishing.
<b>C.</b>	Speech and language skills improve and the percentage of PPG pupils achieving GLD is in line with national.	Disadvantaged pupils receive additional language support that enables them to access the curriculum and achieve GLD. Increase the % PP pupils achieving GLD. Measured by Early years leader through assessments and focussed intervention monitoring.
<b>D.</b>	Reduce the level of persistent absence amongst all children but specifically target PPG. Also improve the punctuality of these children.	The level of PA for PPG and others reduces and are in line with each other.
<b>E.</b>	Pupils are exposed to a range of social, cultural and sporting experiences.	Pupils attend visits/events they would not normally be exposed to.
<b>F.</b>	Reading at home is scaffolded to ensure parents can support.	Scaffolds ensure parents are familiar with systems and enable them to support pupils reading at home.

#### 4. Planned expenditure

**Academic year**

**2019 - 20**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

##### **i. Quality of teaching for all**

<b>Intended outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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<p>Gaps are identified and targeted teaching and interventions are put in place to address needs to improve attainment in Reading, Writing and Maths in all year groups.</p>	<p>Quality First Teaching- outstanding and good teaching for all pupils in school.</p> <p>High quality feedback for all learners.</p> <p>High quality CPD for staff.</p> <p>Interventions (1:1 and small group) – adapted half termly based on pupil progress needs/teacher assessments.</p> <p>Greater depth linked to performance management targets for teaching staff and teaching assistants.</p>	<p>Quality first teaching must come before all interventions.</p> <p>EEF – quality meaningful feedback – average impact - +8 months</p> <p>EEF performance pay – average impact + 1 month</p>	<p>Termly pupil progress meetings.</p> <p>Time built in to staff meetings to moderate and disseminate good practice.</p> <p>Regular monitoring – planning, books, learning walks.</p> <p>Intervention monitoring half termly.</p>	<p>Subject leaders</p> <p>SLT</p>	<p>Termly</p>
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Speech and language skills improve and the percentage of PPG pupils achieving GLD is in line with others.	<p>Phonics groups from early in September.</p> <p>Speech and Language interventions.</p> <p>Phonic interventions – small group or 1:1</p> <p>Parent support workshops and resource packs.</p> <p>Social skills groups delivered by TAs and Inclusion mentor in EYFS.</p> <p>Speech and Language modelled by staff and delivered in small groups and 1:1.</p> <p>Welcomm screening used to measure impact and identify targets.</p> <p>Additional CPD for EYFS staff on approaches to early maths and language acquisition.</p>	<p>A number of pupils have been identified as requiring emotional and social support. Baselines for these pupils are lower than their peers.</p> <p>EEF – phonics approaches have been found to have been consistently effective in supporting younger readers.</p> <p>Oral language interventions consistently show positive impact on learning with slightly larger effects for pupils from disadvantaged backgrounds</p> <p>EEF - studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p>	<p>Termly pupil progress meetings</p> <p>Termly monitoring – books, learning walks</p> <p>Intervention monitoring half termly</p>	<p>EYFS leader</p> <p>SLT</p>	Termly
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**Total budgeted cost** £97812

## ii. Targeted support

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Pupils are emotionally ready to access learning and the progress of these PPG pupils is in line with others. Pupils regulate their emotional behaviour and are ready to learn and develop good behaviour for learning.</p>	<p>Inclusion mentor support for all who need it.</p> <p>Nurture provision</p> <p>JIGSAW programme of work for PSHE</p>	<p>EEF metacognition and self regulation approaches have a consistently high level of impact.</p> <p>EEF SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	<p>Termly pupil progress meetings</p> <p>Subject monitoring</p>		<p>Termly</p>
<p>Reduce the level of persistent absence amongst all children but specifically target PPG. Also improve the punctuality of these children.</p>	<p>Early engagement with parents.</p> <p>Early intervention by parent liaison mentor when attendance is below 95%</p> <p>Attendance incentives and rewards.</p>	<p>A small number of PPG pupils have persistent absence</p>	<p>Parent Liaison mentor to monitor attendance weekly and feedback to DHT. PA children reported in weekly safeguarding meetings.</p>	<p>Parent liaison mentor</p> <p>Monitored by SLT</p>	<p>Termly</p>
<p>Reading at home is scaffolded to ensure parents can support.</p>	<p>Parent workshops – phonics, KS1 and KS2 reading.</p> <p>Domain Information included in communication books.</p> <p>Questions to support on school website.</p> <p>Parent coffee mornings and INSPIRE workshops.</p>	<p>Parents have requested it.</p> <p>EEF Parental engagement – average impact +3 months</p>	<p>Monitor attendance at workshops.</p> <p>English subject lead to monitor home communication books.</p>	<p>English subject leader</p>	<p>Termly</p>

	Support packs provided.				
<b>Total budgeted cost</b>					<b>£40383</b>
<b>iii. Enrichment and experiences</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils are exposed to a range of social, cultural and sporting experiences	<p>Extra-curricular clubs (1 per half term) funded to ensure all PPG pupils engage fully in school opportunities.</p> <p>Residential visits and other school visits are partially funded.</p> <p>Enrichment days in school are funded.</p> <p>PE coordinator ensure all disadvantaged pupils have access to sporting events.</p> <p>Peripatetic Music opportunities.</p>	<p>EEF – Sports participation – average impact +2 months</p> <p>EEF – studies of adventure learning interventions consistently show positive benefits on academic learning.</p>	<p>Termly report from Sports co-ordinator</p> <p>Finance monitoring</p>	<p>PE subject leader</p> <p>PP champion</p>	Termly
<b>Total budgeted cost</b>					<b>£19000</b>

5. Review of expenditure				
End of current expenditure		2019 - 2020		
i. Quality of teaching for all				
Intended outcome	Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Gaps are identified and targeted teaching and interventions are put in place to address needs to improve attainment in Reading, Writing and Maths in all year groups.	Quality First Teaching-outstanding and good teaching for all pupils in school.  High quality feedback for all learners  High quality CPD for staff  Interventions (1:1 and small group) – adapted half termly based on pupil progress needs/teacher assessments.  Greater depth linked to performance management targets for teaching staff and teaching assistants.			



<p>Speech and language skills improve and the percentage of PPG pupils achieving GLD is in line with others.</p>	<p>Phonics groups from early in September.</p> <p>Speech and Language interventions.</p> <p>Phonic interventions – small group or 1:1</p> <p>Parent support workshops and resource packs.</p> <p>Social skills groups delivered by TAs and Inclusion mentor in EYFS.</p> <p>Speech and Language modelled by staff and delivered in small groups and 1:1.</p> <p>Welcomm screening used to measure impact and identify targets. Additional CPD for EYFS staff on approaches to early maths and language acquisition.</p>			
<p><b>ii. Targeted support</b></p>				

<b>Intended outcome</b>	<b>Action</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Pupils are emotionally ready to access learning and the progress of these PPG pupils is in line with others. Pupils regulate their emotional behaviour and are ready to learn and develop good behaviour for learning.	Inclusion mentor support for all who need it.  Nurture provision  JIGSAW programme of work for PSHE			
Reduce the level of persistent absence amongst all children but specifically target PPG. Also improve the punctuality of these children.	Early engagement with parents.  Early intervention by parent liaison mentor when attendance is below 95%			

Reading at home is scaffolded to ensure parents can support.	<p>Parent workshops – phonics, KS1 and KS2 reading.</p> <p>Domain Information included in communication books.</p> <p>Questions to support on school website.</p> <p>Parent coffee mornings and INSPIRE workshops.</p> <p>Support packs provided.</p>			
<b>iii. Enrichment and experiences</b>				
<b>Intended outcome</b>	<b>Action</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Pupils are exposed to a range of social, cultural and sporting experiences

Extra-curricular clubs (1 per half term) funded to ensure all PPG pupils engage fully in school opportunities.

Residential visits and other school visits are partially funded.

Enrichment days in school are funded.

PE coordinator ensure all disadvantaged pupils have access to sporting events.

Peripatetic Music opportunities.

## 6. Additional detail