

### Robert Bakewell Primary School- Pupil Premium Action Plan for Spending 19/20

<b>Head teacher</b>	<b>Jon Bishop</b>
<b>Deputy head teacher</b>	<b>Anne Gillon</b>
<b>Chair of Governors</b>	<b>Donna Sherrat</b>

### Pupil Premium Profile [2019-20]

<b>Number of eligible pupils:</b>	<b>93 (29%)</b>
<b>Total pupil premium budget:</b>	<b>£115780</b>

### In 2018/19 the school used the PP funding in the following ways-

Positive handling training for teaching and support staff across the school	Easter Holiday Booster group intervention for year 6 led by experienced Learning Support Assistants and Year 6 teachers.	Full time home school support officer, supported by Learning mentor to run nurture groups encourage holistic learning and help reduce potential barriers to learning. The setting up of a nurture area
HLTA planning, delivering and assessing intervention programmes (including higher achievers) in reading, writing, mathematics and SPAG in the afternoons.	Provision of SENCO in school to address specific needs for pupils and work with social care as needed.	Easter Holiday Booster group intervention for year 6 led by experienced Learning Support Assistants and Year 6 teachers.
Additional LSAs to work in EYFS, Y2 and Y6	Introduce Philosophy for children across the school and embed into the curriculum	Small group intervention work with teachers and Learning Support Assistants to reduce the gaps in learning between PP and non-PP children, ensuring good progress and attainment for PP pupils, particularly in years 2, 3 and 6

Subsidy for Year 6 residential trip to develop further opportunities and engagement with the curriculum.	Access to instrumental tuition	Contributions towards trips, visits, clubs, uniform, attendance and residential.
--	--------------------------------	--

### Attainment Outcomes 2018/2019

Key Stage 2 2019	No	Combined		Reading		Writing		Maths		EGPS		Science
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+*
National Disadvantage 2019	-	51%	5%	62%	17%	68%	11%	67%	16%	67%	24%	-
National others 2019	-	71%	13%	78%	31%	83%	24%	84%	31%	83%	41%	87%
School disadvantaged	12	33%	0%	58%	17%	50%	8%	33%	0%	50%	25%	67%
School others	22	55%	9%	68%	27%	91%	14%	68%	27%	82%	27%	96%

Key Stage 1 2019	No	Combined		Reading		Writing		Maths		Science
		EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+
National Disadvantage 2019				62%	14%	55%	7%	62%	12%	70%
National others 2019				78%	28%	73%	17%	79%	24%	85%
School disadvantaged	11	46%	9%	55%	9%	46%	9%	55%	12%	55%
School others	38	82%	16%	84%	32%	87%	24%	84%	24%	87%

## Attainment at the end of EYFS 2018/2019

### Good Level of Development School 2019

	No	GLD	Reading		Writing		Maths Combined	
			Exp+	Exc	Exp+	Exc	Exp+	Exc
National All 2019		72%	77%	19%	74%	11%	79%	13%
School All children	39	80%	82%	21%	80%	10%	85%	26%
School disadvantaged	8	75%	75%	25%	75%	13%	75%	25%

<b>Phonics 2019</b>		
National All 2018		82%
School All children 2019	45	89%
National disadvantaged 2019		71%
School disadvantaged	9	78%

## Robert Bakewell Primary School- Pupil Premium Action Plan 2019-20

### Barriers to future attainment for PP pupils eligible pupils at Robert Bakewell

<b>A</b>	Slow progress rates made by pupil premium children
<b>B</b>	Pupils and their families have social and emotional difficulties
<b>C</b>	Pupils have limited experiences beyond their home life and immediate home life and immediate community
<b>D</b>	Low attendance and persistent absenteeism

### Pupil Premium Profile [2019-20]

<b>Number of eligible pupils:</b>	<b>93 (29%)</b>
<b>Total pupil premium budget:</b>	<b>£115780</b>

### Desired outcomes in relation to each priority/barrier

Desired outcomes	Approach chosen to achieve and reason for selection
<p><b>Slow progress rates made by pupil premium children</b> Pupils receive the support within school to narrow the gap between PP and NPP nationally in all year groups.</p> <p>All pupils eligible for PP will receive support. This support will develop a culture for learning; including reading for enjoyment</p>	<p><b>CPD for QFT-</b> Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch up (<a href="http://www.gov.uk/publication/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publication/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>) Consistent implementation of good practice and high expectations CPD for teaching reading skills</p>

<p>Every child receives teaching which is good and frequently outstanding in every classroom every day</p> <p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of EYFS/Year 2</p>	
<p><b>Pupils and their families have social and emotional difficulties</b> Welfare team available to settle children to enable them to access learning; they are supported by school staff so that the needs are removed or alleviated</p> <p>School following the Route to resilience programme to help develop the whole child.</p>	<p>Provision of welfare staff to communicate and help remove or alleviate individual social, emotional and barriers.(Weekly coffee mornings)</p> <p>Introduction of parental engagement and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis.</p>
<p><b>Pupils have limited experiences beyond their home life and immediate home life and immediate community</b> All pupils are encouraged and those that want to take part will participate in school trips and other trips that extend their personal experience including after school clubs and other extra-curricular activities.</p>	<p>Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>. Education Endowment Trust Toolkit</p>
<p><b>Low attendance and persistent absenteeism</b> All pupils are encouraged to attend school</p>	<p>Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>.</p>

<b>Planned expenditure</b>					
Academic year 2019/20	The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies				
Desired outcome A:	<b>Slow progress rates made by pupil premium children</b>				
Year Group	Desired Outcome	Chosen action / approach	Evidence Approach – What is the evidence and rationale for this choice?	Success Criteria – How will you ensure it is implemented?	Monitoring and evaluation – Staff Lead
Whole school	Every child receives teaching which is good and frequently outstanding in every classroom/ every day.	<p>Regular monitoring of subjects by Head, Deputy and Subject leaders to ensure that teaching is good or better and that good/outstanding practice is being shared regularly across school.</p> <p>Lesson observations and learning walks focus on feedback to improve. CPD/ coaching provided in any areas where this is identified as useful.</p> <p>Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.</p>	EEF - Feedback studies tend to show very high effects on learning... In general, research-based approaches that explicitly aim to provide feedback to	<p>Lesson observations/book looks/learning walks by SLT and Subject leaders</p> <p>Head and Deputy to provide constructive feedback to staff and pair up teachers for coaching programme based on individual needs.</p> <p>NQTs CPD booked programme with Loughborough Learning Alliance</p> <p>Teacher First Trainee mentored by Deputy</p> <p>NQTs mentored by phase leaders</p> <p>Moderation of year group assessments by phase leaders / SLT /</p>	<p>SLT</p> <p>SLT</p> <p>DH/Phase Leads</p>

	<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of EYFS/ Y2; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.</p>	<p>Assessment tracking. Moderation in year groups using school based assessment systems- Educater Staff time (each term) to meet with SLT to analyse data for their class and cohort and set / review targets for the identified children to make progress. (CAPs) Staff time (each term) to enable pupil progress meetings to take place.</p> <p>Increase pupil to adult ratios to support PP children by deploying more LSAs to work with intervention groups. Provision of teacher led [wherever possible] interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up, including Easter School. 2 days a week extra experienced teacher working in Y6</p>	<p>learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.</p> <p>EEF Improving Literacy in KS2 ... activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes; ... pupils articulating their ideas verbally before they start writing.</p>	<p>English Lead and teams. The attainment gap between pupil premium and non-pupil premium children continues to close. Staff to have extensive knowledge of progress of all children in their class, in particular the PP and SEND groups.(CAPs) LSAs and class teachers plan interventions and analyse progress of interventions; CT and SENCO monitoring interventions; delivering interventions (including higher achievers). Year 6 outcomes show accelerated progress and more PP pupils achieve ARE in reading.</p>	<p>SLT Phase Leaders English Leader and team</p> <p>Head Teacher Year grp meetings termly (see mid-year in school data)</p> <p>CT/SENCO</p>
<b>Costing</b>	£61,256.00				

Desired outcome B:	<b>Pupils and their families have social and emotional difficulties</b>				
Year Group	Desired Outcome	Chosen action / approach	Evidence Approach – What is the evidence and rationale for this choice?	Success Criteria – How will you ensure it is implemented?	Monitoring and evaluation – Staff Lead
Whole school	<p>Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated</p> <p>Sense of community</p> <p>Vulnerable and high need children able to access the curriculum. Promoting good self-efficacy</p>	<p>Provision of SENCO/Home-School Support Worker in school to address specific needs for pupils and work with social care as needed. Release time to enhance and support provision for high need PP pupils, including liaising with outside agencies and parents, completing paper work and organising finance.</p> <p>Uniform and other items are purchased for our disadvantaged, vulnerable families who are in need and financially struggling.</p> <p>Nurture, Positive play and Lego therapy sessions running (morning and afternoon) to support vulnerable and high need</p>	<p>High quality provision is likely to be characterised by the development of positive relationships</p>	<p>SENCO/Family Support Worker to offer a variety of family support workshops so they confidentially feedback that they feel well supported during social care issues. Encourage vulnerable families to actively seek support from school to reduce need for social care agency involvement.</p> <p>Business manager and office staff to ensure appropriate families receive financial support they are offered.</p> <p>Delivery of specific programmes for vulnerable pupils. Partnership working</p>	<p>HT/ welfare team/SENCO</p> <p>Burser</p> <p>SLT/ Welfare team</p>



		children.  Route to resilience introduced as a whole school approach	between staff and children and by engagement of the children in (a range of) activities...  DFE "Character Education" framework guidance. DFE "Mental health and Behaviour in school"	with health, educational psychologist, social care for targeted pupils. Children develop higher aspirations, good resilience when faced with failure. PP pupils have the knowledge and cultural capital to succeed in life	HT/DHT
<b>Costing</b>	£48,764.60				
Desired outcome C:	<b>Pupils have limited experiences beyond their home life and immediate home life and immediate community</b>				
Year Group	Desired Outcome	Chosen action / approach	Evidence Approach – What is the evidence and rationale for this choice?	Success Criteria – How will you ensure it is implemented?	Monitoring and evaluation – Staff Lead
Whole school	Pupils have a breadth of experiences that enable them to contextualise their learning As a result of enrichment activities disadvantaged pupils' motivation and thus progress is at least in line with national & a proportion above.	Enrichment & wider curriculum visits, including Y6 residential Additional curriculum - , music, Arts , other LPAP activities Individual music lessons Out of school clubs	EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact	Termly data assessments for reading, writing and maths. Additional assessments by provider/ leader in other areas of development	HT/ SLT  Class teachers
<b>Costing</b>	£5,185.45				

Desired outcome D:	<b>Low attendance and persistent absenteeism</b>				
Year Group	Desired Outcome	Chosen action / approach	Evidence Approach – What is the evidence and rationale for this choice?	Success Criteria – How will you ensure it is implemented?	Monitoring and evaluation – Staff Lead
Whole school	Attendance and punctuality for PP pupils is 93.82% with 21% persistent absences. The school target of 96%	1st day calling (admin staff each day)  Admin team to have daily communication with parents. Welfare team to complete home visits for PP pupils.	DfE report: link between attendance and attainment at KS2 and KS4 - March 2016 ...in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2. The accompanying text says: ... pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15 per cent of all sessions	Attendance will increase and persistence absence will decrease to the school target of 96% Improvement in PP data. Reduction in persistent absence.	Admin team/ Home school link HT
<b>Costing</b>	None				

## Comparison of PP attainment over time

		2017-2018	2018-2019	Interim data 2019-2020
<b>EYFS GLD</b>		67%	75%	
<b>Y1 Phonics</b>		75%	78%	
<b>KS1</b>	<b>R</b>	79%	55%	55%
	<b>W</b>	57%	46%	53%
	<b>M</b>	79%	55%	60%
<b>KS2</b>	<b>R</b>	62%	58%	58%
	<b>W</b>	54%	50%	56%
	<b>M</b>	62%	33%	63%
<b>EGPS</b>		54%	50%	63%