



## Bearwood Primary and Nursery School

### Pupil Premium Action Plan 2020-21



At Bearwood Primary and Nursery School we believe that all pupils should achieve their full potential and benefit from enjoyable learning experiences, whatever their background or circumstances. We pride ourselves in recognising that every pupil in our school is unique, and therefore we need to make sure that all our activities reach out to each and every pupil. The targeted and strategic use of the Pupil Premium grant will support us in achieving our vision for all disadvantaged pupils, which is to close the attainment gap between them and their peers.

#### Principles:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We adopt an evidence informed approach to PP spending to ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In line with the recommendations of the EEF's Pupil Premium Guidance (June 2019), we adopt a tiered approach to Pupil Premium spending, allowing us to balance approaches to improving teaching, targeting academic support and supporting wider strategies to remove barriers to learning.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups or pupils, the school has legitimately identified as being socially disadvantaged. The greater proportion of any group, supported through Pupil Premium funding, will be made up of disadvantaged pupils.
- Pupil premium funding will be allocated following a needs analysis that will identify priority classes, groups or individuals.
- Due to the continual nature of the teaching, assessment and learning cycle, not all pupils receiving free school meals will be in receipt of pupil premium interventions at all times.
- Our work through the Pupil Premium will be aimed at accelerating progress, moving disadvantaged pupils to at least age related expectation and matching the attainment of their peers.
- We will use the latest evidence based research on proven strategies that work to narrow the attainment gap and adapt these as necessary to meet the needs of our pupils.

#### Summary:

Total number of pupils	Number of pupils in receipt of PP grant	Overall % of pupils in receipt of PP grant	Total funding	Date of next review
214	48	22.42%	44 x FSM @ £1345= £59180 2 X SP @ £310= £620 2 X EYPP @ £302.10= £604.20 Total: £60404.20	January 2021

### Monitoring the impact of Pupil Premium Grant:

The headteacher Mrs Bennett along with Mrs Gunstone have overall responsibility for the attainment and progress of Pupil Premium children through ensuring the progress of eligible pupils and evidencing this as a whole-school priority. Children's progress and attainment is tracked and monitored carefully to ensure they achieve their full potential. Regular monitoring and evaluation is key to ensuring effectiveness of expenditure. Targets for pupils are set in maths, reading and writing and we know where we expect pupils to be by the end of the programme or set of lessons. Monitoring is a joint responsibility of the class teacher and Senior Leaders and regular assessment data is analysed and acted upon. All pupils eligible for Pupil Premium funding are discussed at termly pupil progress meetings. The DFE and Hamwic also analyse our school data and compare our results to national data. We report clearly to Governors on data for Pupil Premium and the use of Pupil Premium funding forms part of the monitoring governors can link value for money with impact.

### Current context and barriers:

This action plan aims to address the specific challenges and whole school priorities that will be faced in the next academic year as a result of COVID 19.

### Objectives:

#### Tier 1: Teaching

***Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. (EEF June 2019)***

<b>Objective 1:</b> Refine the impact of teacher led intervention and targeted provision, particularly disadvantaged and PP (bottom 20% of pupils)						
<b>Actions</b>	<b>Personnel</b>	<b>Timescale</b>	<b>Monitoring Strategies</b>	<b>Success Criteria</b>	<b>Cost</b>	<b>Evidence Strength</b>
<ul style="list-style-type: none"> <li>Develop staff specialists in different areas of inclusive practice to support teachers in developing their class teaching</li> <li>Develop staff expertise in early reading to ensure</li> </ul>	Natasha Guarguaglini  Ellie Pike  Laura Bennett  Sally Wall TLA's	Autumn term 2  EP (NQT) Autumn term 2  SW/NG (TLA training reading/phonics) end of Autumn 2	<ul style="list-style-type: none"> <li>Personalised programs in place for individual pupils which shows baseline and target</li> <li>Pupils are able to show understanding of skills and</li> </ul>	Across all subjects, pupils talk clearly about what they have learned matched against intended planned learning.	£700 (NG mentor cover)  £1520 (NQT cover)  £1000 (SW/NG)	25/6/21 – PP monitoring in all yr groups – clear progress made – Pupils were able to confidently talk about the progress they had made and

<p>that phonics and fluency are prioritised by the end of KS1</p> <ul style="list-style-type: none"> <li>Develop assessment systems to monitor pupil progress and ensure interventions are put in place as soon as pupils falls behind peers (PIRA for all year groups in reading/ Puma for maths – Autumn, Spring and Summer)</li> </ul>	<p>SW/LB</p>		<p>knowledge across the subjects.</p> <ul style="list-style-type: none"> <li>Monitor lesson observation and feedback.</li> <li>All teachers to address misconceptions during the lesson.</li> </ul>		<p>TLA training INSET day £1100</p> <p>Lunch supervisor training (£400)</p> <p>PIRA/PUMA (£475)</p> <p>Intervention training</p> <p>TA intervention (2 hours a day) £39,330)</p>	<p>the strategies that they are using to be more independent in their learning. Maths learning walks – following these and maths planning CPD – feedback has been positive regarding I do, you do approach and addressing misconceptions during the lesson. Each half term – following pupil progress meetings – interventions are identified and addressed – these are reviewed each half term. Phonics – HLTA supported to use her own knowledge in conjunction with</p>
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						intervention programme to develop bespoke interventions for year 1 pupils. 2021-22 school is purchasing a phonics scheme to provide consistency across the school.
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**Tier 2: Targeted academic support**

**Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. (EEF June 2019)**

**Objective 2:** Further strengthen the impact of PP funding in EYFS, Year 1 and Year 2 and impact of governance for PPG progress.

- PP attainment at the end of KS1 is below other pupils nationally reading, writing and maths (2018). NB there is a very small FSM cohort ( $\leq 6$ ).

Actions	Personnel	Timescale	Monitoring Strategies	Success Criteria	Cost	Evidence Strength
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<ul style="list-style-type: none"> <li>• DHT target PP children in Year 2 (SBA/SO/JP) and Year 1 (one pupil)</li> <li>• Pupil Premium Lead to ensure EYFS PP secure rapid progress</li> <li>• TLA PM targets linked to PP children.</li> <li>• Ensure robust interventions for all PP children including 1:1 booster.</li> <li>• Further develop interventions which show clear impact of progress</li> </ul>	<p>Mrs Wall</p> <p>Mrs Gunstone</p> <p>HT and TLAs</p> <p>Mrs Gunstone</p>	<p>Half termly review</p> <p>Half termly review</p> <p>Termly review</p> <p>Half termly review</p>	<ul style="list-style-type: none"> <li>• Impact of PP interventions half termly by KG linking with SW.</li> <li>• 100% of pupils making at least expected progress.</li> </ul>	<p>All PP children to make at least expected progress from starting points. PPG attendance in line with non PPG pupils nationally.</p>	<p>PP lead (2 hours a week) £2280</p> <p>DHT (3 hour per week PP focus) £4560</p>	<p>EYFS PP identified as no pupils on track for GLD at Mid year – during lockdown – targeted 1:1 intervention via zoom, alternative provision for pupils not engaging. 67% PP on track by end of summer 2. Neli intervention to continue in year 1 as SALT is a factor in lower attainment. Yr 1 phonics - 5/8 achieved. 2/3 who did not achieve are SEN and been referred to outreach. 1/3 is on track for Aut 2. Yr 1 RWM – progress PP pupils below non PP. Yr 2 PP progress broadly in line with non PP. attainment in R and W higher than non PP.</p>
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### Tier 3: Wider Strategies

**Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.**

#### Objective 3: Wider Strategies

\*To remove non-academic barriers, including attendance, behaviour and social and emotional and support.

Actions	Personnel	Timescale	Monitoring Strategies	Success Criteria	Cost	Evidence Strength
Monitor the PA children from 2019/20 on a weekly basis and ensure early contact when attendance drops below 97%. Bespoke plans to be created to support attendance as needed.	Mrs Bennett and Mrs Gunstone	Weekly	<ul style="list-style-type: none"> <li>Bromcom data review</li> </ul>	Reduce the number of persistent absentees among pupils eligible for PP to below 6%	LB (£1710) attendance	PA group of pupils identified – 2/9 remains PA – one pupil was due to significant health concerns around Covid. 2 <sup>nd</sup> pupil has remained same. 7/9 improved and in 90% +. Successes 4/7 95% and above.
Collaborate with the BCP staff in termly team-around-the school attendance reviews.	Mrs Gunstone	Termly	Outcomes from reviews	PP attendance is in line with non -PP		20/21 – 10 PP pupils remain below 90%-attendance meetings instigated/regular contact with families. 3/10 reception.
Ensure attendance is high profile within the school community, that it is valued by teachers, children and parents	Mrs Bennett	Fortnightly minimum	Attendance improvements.	Attendance for each class remains above 96.4 at the end of each term.		2/10 when children were able to return to school parents refused as they felt it was unsafe.
Parent workshops for EYFS offered on Zoom. (Phonics, sharing stories at	Mrs Ramsay and Mrs Gunstone	Spread across the year, minimum one per half term	Parent feedback (Survey Monkey)	Further develop parental engagement across all year groups to build on the		Lates is a key feature as staggered starts led to some pupils

home, early writing, maths.				success of strategies implements during Lockdown.		being regularly late for their time slot but before 9 am. <b>Focus for 2021-22</b>
Home learning partnerships between school and parents	All teachers (PP lead to monitor)	Weekly	Monitor impact of the PP engagement	PP families are engaging in the home learning for pre-teach/consolidation. PP pupils making rapid progress		Parental workshops: - as a result of Covid EYFS had daily live lessons which parents were involved in. EYFS have continued to provide opportunities for parents to join periodic lessons – parental reviews have been positive.
ELSA training for TAs	SW	End of Autumn 2	Entry and exit forms show impact	Pupils have a range of strategies to support learning	£1000	
PP funding for school uniform and trips	PP Lead	All year	PP are able to access all activities and wear the correct uniform	PP are not disadvantaged by their circumstance and are included in all trips.	£2294.20	All PP had the opportunity to access activities and had the necessary equipment.

