



## 1. Summary information

<b>School</b>	Bradley Green Primary Academy				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£108,240	<b>Date of most recent PP Review</b>	Sept 2020
<b>Total number of pupils</b>	225 (including nursery)	<b>Number of pupils eligible for PP</b>	82 (36%)	<b>Date for next internal review of this strategy</b>	Jan 2021

## 2. Current attainment

<i>No data available for the year 2019-20 due to COVID19 pandemic</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving ARE +/- GD in reading</b>	N/A	N/A
<b>% achieving ARE +/- GD in writing</b>	N/A	N/A
<b>% achieving ARE +/- GD in maths</b>	N/A	N/A
<b>% achieving ARE+/- GD in reading, writing &amp; maths combined</b>	N/A	N/A
<b>Progress score for reading</b>	N/A	N/A
<b>Progress score for writing</b>	N/A	N/A
<b>Progress score for maths</b>	N/A	N/A

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

### Academic barriers

<b>A.</b>	Development of phonics and early reading to ensure pupils leave key stage 1 ready.
<b>B.</b>	Low baseline on entry to school
<b>C.</b>	Language and communication difficulties
<b>D.</b>	Higher than national % of Pupil Premium Pupils with SEND

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

<b>E.</b>	Attendance of pupil premium pupils – especially pupil premium SEND pupils	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improve results in reading and phonics so that attainment and progress by the end of EY and key stage 1 is in line with national	Results show an improvements and interventions and phonics teaching is having an impact on outcomes
<b>B.</b>	Pupils leave EYFS at national	Pupils enter year 1 ready
<b>C.</b>	Increased language skills potentially by 3 months	Interventions and quality first teaching is having a positive impact on outcomes
<b>D.</b>	Pupils with SEND make expected or better progress	Improved attainment for SEND pupils
<b>E.</b>	Attendance improves for all pupils, in particularly pupil premium SEND pupils	Improved attendanca and outcomes

<b>5. Review of expenditure</b>				
<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</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>
<p>*Internal and external data will show gap narrowing between PP and non-PP in all subjects.</p> <p>*Internal and external data will show PP GD numbers increasing for each yr group.</p>	<p>Rigorous and accurate target setting and tracking</p> <p>Flexible grouping</p> <p>Consistently high expectations</p> <p>Targeted support of teaching assistants and learning mentor to deliver individualised support and learning programmes (e.g. SALT)</p>	<p>Gaps narrowing in writing – reading and maths at end of key stage 2 needs further attention so boosters to be introduced from Autumn term</p> <p>Improved outcomes in EYFS and end of key stage</p>	<p>Flexible grouping and book led curriculum showing improvements</p>	<b>£84,158</b>

*End KS1 results show improvement on previous years				
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**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</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>
Overall PP attendance % will increase - close to national expectations and in line with non-PP pupils.	Weekly analysis of attendance using SIMs  Work with Tameside EWO	Staff all use SIMs and class dojo to report attendance and punctuality  Overall P.A. for school has reduced to well below national	Continue with Tameside EWO support and learning mentor analysing weekly attendance	<b>£2,827</b>

**iii. Other approaches**

<b>Action</b>	<b>Intended outcome</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>
Improved attendance and punctuality for PP pupils	School to fund trips and residential for PP pupils  School to help with uniform purchases	Pupil premium non SEND had much improved attendance	Need to concentrate on PP/SEND pupils and monitor closely	<b>£9,171</b>

**6. Planned expenditure**

<b>Academic year</b>	
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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**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Implement RWI phonics from nursery to Y2</p> <p>AIP priority on greater depth across school with targeted GD boosters for Y6</p> <p>Additional TA support</p>	<p>Improve results in reading and phonics so that attainment and progress by the end of EY and key stage 1 is in line with national</p> <p>PP GD numbers increasing for each year group.</p> <p>% pupils making expected progress in reading and writing in line with national</p>	<p>Phonics scores below national</p> <p>School is reviewing the approach to the teaching of reading</p> <p>School is not in line with national for GD and outcomes are improving so want to ensuring gap is narrowing</p>	<p>Phase leads to monitor implementation</p> <p>Form part of pupil progress meetings</p> <p>Feedback to development (JH)</p> <p>1:1 top up sessions for children who are not making expected progress.</p> <p>Staff training to ensure everyone is up to date and they are consistent</p>	<p>VC/LB</p>	<p>Pupil Progress</p> <p>AIP progress reviews</p> <p>Development review sessions and internal enquiry</p>

**Total budgeted cost** £84,158.00

**ii. Targeted support**

Action	Intended outcome	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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Daily monitoring of attendance for all pupils with a particular focus on pupil premium and SEND	Improved attendance of pupils premium pupils – especially pupil premium SEND pupils	PP SEND PA is higher than other groups of pupils	EWO monitoring  Dedicated time to review and monitor attendance of vulnerable pupils including home visits	VC and learning mentor	EWO review meetings
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**Total budgeted cost** £9,171.37

### iii. Other approaches

<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>
To ensure PP children have equal access to the curriculum and school resources.	All P children have correct resources for school. Trips and visits are attended by all PP children.	Children who have full access to all areas of school life make better progress	Allocate funding and ensure that any trips and resources needed are funded.	VC/SB	Monthly budget reviews

**Total budgeted cost** £14,910.63