

# The Pupil Premium Action Plan

September 2019 - September 2020

## Rationale

Hassell Primary is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

## Strategy

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on *all pupils*
- focussed support to target *under-performing pupils*
- specific support targeting *pupil premium pupils*
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Our determined and committed leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. The senior leaders regularly evaluate pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place.

## Action Plan for Pupil Premium provision September 2019– September 2020

### **Main internal and external barriers:**

- Vulnerable families and pupils with emotional and social needs
- Increasing numbers of pupils with limited/no English
- Higher mobility
- Tackling Persistence Absentee levels
- Delayed language and vocabulary skills (speaking & reading skills)
- School readiness (low academic baselines on entry, socially and emotionally ready)

### **Desired outcomes to diminish the difference between Pupil Premium funded pupils and ‘Other’ pupils**

- A. PP attainment tracking and monitoring is robust and used to inform subsequent provision (Leaders at all levels)
- B. Continue to support families and pupils’ social, emotional and health needs
- C. Continue to support pupils and families who are new to English/ no previous schooling
- D. Pupils and families with low attendance/ high Persistence Absentee levels are supported and challenged
- E. PP pupils make rapid progress to catch up to their peers
- F. More Able PP pupils ‘on track’ to exceed Expected Standard
- G. Address low baseline on entry to school in EYFS so pupils quickly catch up to their peers
- H. Increase vocabulary, reading and phonics achievement in EYFS ,KS1 & KS2
- I. Improve school readiness and pupils’ enjoyment through providing before and after school clubs, subsidising trips.

\*Please see the Action Plan below for more detail around the above desired outcomes

## Action Plan for Pupil Premium provision September 2019 – September 2020

Funding Based on January Census	Amount of Pupil Premium Funding
January 2019	)

**Total Pupils on roll reception to Year 6:** 276 children (Autumn 2019 census)

	2019 - 2020
Number of pupils eligible for Pupil Premium (from YR to Y6)	
Number of Looked after children eligible for Pupil Premium or children from Armed Services Families	1

### Action Plan for use of Pupil Premium 2019 - 2020

Desired Outcome	<u>Action:</u> Pupil Premium used for...	<u>Amount allocated</u> (£)	<u>New Continued action</u>	<u>Targeted Group(s)</u>	<u>Intended Outcomes</u> How the actions impact on achievement	<u>Monitored by</u>	<u>Impact</u>
<b>Whole school strategies for all pupils</b>							
<b>D</b>	<b>Attendance support for pupils &amp; families – led by Headteacher, Office manager and EWO</b>		Continued	Whole school- targeted vulnerable children with poor attendance, poor punctuality, and a particular focus on Persistent Absentees.	Improved levels of attendance, punctuality, and a decrease in Persistent Absentees – aimed at supporting all families, and targeted support for approx. 15 vulnerable families across the year.	KB, RB, MH <a href="#">Governors</a>	
<b>I</b>	<b>Breakfast club serving approx. 10 children with enhanced provision for vulnerable children - led by Rise &amp; Shine Manager and 10 staff.</b>		Continued	Whole school- targeted at PP children, other vulnerable children and children with poor attendance	Improved attendance, punctuality wellbeing and readiness to learn	KB, RB, MH RS (LMA) <a href="#">Governors</a>	
<b>B</b>	<b>Inclusion staff support for children and families.</b>		Continued	Whole school	Targeted focus work with families to enable them to support their child's learning and well-being.	KB, RB, ED, LG, AM <a href="#">Governors</a>	

### Targeted strategies for underperforming pupils and other pupils

<b>E F</b>	<b>Teacher intervention groups 3 days a week in Upper KS1 and KS2 boosting Year 1-6 Reading, Writing and Maths.</b>		Continued	Year 5/6	Accelerated learning for targeted children throughout the year to narrow the gap between PP pupils and Other Pupils	KB, RB, EE, NL, LG, AM	
<b>C</b>	<b>NtE/new arrivals TA to support out of class booster sessions</b>		Continued	Supporting approx.5 NtE children from Years 1-6	Small group / individual teaching for NtE/New Arrivals to ensure effective induction into school and accelerate acquisition of English.	KB, RB, NL	

### Targeted strategies for Pupil Premium pupils

<b>E G</b>	<b>4 x TA support (afternoons) to complete individual work programs and small group interventions for reading, writing and maths</b>		continued	All year groups	Accelerated learning for targeted children to narrow the gap PP pupils and Other Pupils (34 PP children in Y5, 44 PP children in Y6)	SLT Governors Teaching and learning committee	
<b>H</b>	<b>3 x Beanstalk Reading volunteers to work with individual pupils on reading and confidence.</b>	£1500	Continued	KS1 and KS2	Accelerate phonics learning, reading/comprehension and vocabulary  (approx. 8 PP children per week across the year groups)	RB, KB	
<b>E</b>	<b>Purchase of additional resources to enable pupils to participate fully within lessons.</b>		continued	All year groups	Specific equipment purchase to enable accelerated progress in lessons and fully inclusive access to the curriculum	MH, KB Governors finance committee	
<b>I</b>	<b>Payment for extra curricular clubs and activities for PP children (including uniform).</b>		Continued	All year groups	Increased self confidence and emotional well being through the participation of extra curricular clubs and activities that would otherwise not be available to pupils due to cost implications.	MH, TV, KB, RB, Governors finance committee	

**Total spend:**