

# Bitterne CE Primary School



## Disadvantaged Children (Pupil Premium)

Action Plan 2018 - 2019

## Barriers to future attainment and progress

### In- school barriers

- EYFS disadvantaged group - focus GLD especially writing and reading- focus on exceeding
- KS1 disadvantaged attainment, continue to be above national disadvantaged at expected . Focus on greater depth higher standard.
- Phonics disadvantaged group, especially if also SEND, group to diminish difference to non-disadvantaged nationally. Y2 re takes for disadvantaged group a focus.
- KS2 attainment expected to continue increase in average scaled score for this group. Focus on maths at expected . Greater depth for all subjects for disadvantaged children . Progress from KS1- focus on writing and maths to be above zero.
- Attendance - reduce persistent disadvantaged absentees and increase overall attendance
- Increase participations for parents' evenings

### External barriers

- Co ordination for all external agencies to focus on quick intervention which leads to impact on pupil learning eg health, school nurse, EP, EHCP process, social care, Cahms.
- Attitude to attendance for some.

## Disadvantaged Pupils Allocated funding Sep 2018 to March 2019= 74,614 (7/12 of 2018/2019) Funding April 2019 to August 2019 tbc in new financial year

Areas for improvement	Objectives	Lead Person	Actions- these are funded by the pupil premium	Monitored by & when	Evaluated by & when	Expected Impact
Achievement	<p><b>To further diminish the difference in attainment and progress between disadvantaged pupils and no disadvantaged pupils nationally</b></p> <p><b>Focus EYFS, Greater depth and disadvantaged and SEND, writing.</b></p> <p>To ensure individual needs for disadvantaged pupils are met-</p>	CB	<p>1 to 1 tuition - after school, catchup literacy, Catch up numeracy</p> <p>ELSA sessions</p> <p>Behaviour plan strategies- CBC</p> <p>SAOS intervention - outcomes implemented to support progress.</p> <p>Extra support in class</p> <p>Small group work - handwriting</p> <p>Y6 focus - smaller teaching groups</p> <p>CB - focus tracking and provision for all PP children</p>	HT Govs	Half termly	<p>Disadvantaged pupils achieve in line with peers and above national for disadvantaged pupils for GLD, Y1 phonics, KS1, KS2. ( no gap greater than 2 pupil equivalent difference or 15% depending on group size)</p> <p>Disadvantaged group progress stronger than cohort in order to close any gaps ( data , work books, observation)</p>

	SEND, EAL, ELSA, High attain, behaviour, attendance		Pupil progress Oct - set up individual targets to remove barriers for RWM for every disadvantaged child with end of year ambitious prediction - review Jan, March, May and July. Identify those who could be greater depth and plan support. Analyse barriers to learning for each child - update overview of external partner agency involvement- Early Help, Young carers etc			Where disadvantaged child is also in SEND, EAL , high attain or needing emotional or behaviour support there is impact of each intervention.  Children identified to be greater depth - books show progress towards higher standard- increase in data 2019.
Teaching and curriculum enrichment	<b>To ensure that all disadvantaged pupils experience at least good teaching over time to diminish the difference</b>	CB	Extra EP time purchased Springwell Outreach purchased as needed Residentials part funded Trips part funded Peri music tuition Y3, 5 6 funded Milk funded as requested  Y6 smaller teaching groups Y1 phonics review- small group Plan for greater depth for identified children Nurture review Sep 2018	HT	Govs Half termly	Disadvantaged Children whose progress is a concern have access to EP support rapidly. Springwell outreach programme purchased as needed and report validate impact. Disadvantaged children have partial funded access to music tuition, trips and milk  Attainment for disadvantaged pupils is accelerating to close any gaps in EYFS, Phonics, KS1 and KS2. Nurture group validation demonstrate impact in learning to learn/ social skills
Leadership and management	<b>To ensure strategic leadership for disadvantaged pupils results in accelerated progress to diminish the difference to non disadvantaged nationally.</b>  To ensure governors are fully involved in strategic planning for PP funding and can evidence challenge.	CB	Inclusion leader- proportion of release time to monitor , track Pupil premium review meetings link to SEND provision map Review time - pupil conf including govts Embed new style committee for Children and learning - minutes show challenge . Notes for strategy planning with Inclusion Gov	HT	Govs Half termly	Inclusion Leader champions the progress and attainment for every disadvantaged child and is accountable for their outcomes EYFS, KS1 phonics KS2.  Every teacher and TA is held to account for the outcomes of the disadvantaged children they teach. Every adult leading an intervention is accountable for the progress reported.

	To ensure governors have a clear understanding of impact linked to value for money.		Review distribution of funds according to cohort group size - focus KS1 Commission disadvantaged review summer 2019 Every teacher has a disadvantaged sub pupil target for July 2019. Every subject plan has a focus on disadvantaged pupil outcomes			Governors are well informed about disadvantaged outcomes and there is evidence from CLC minutes of challenge. Governors can communicate value for money linked to impact.
Behaviour and attendance	<b>To ensure the attendance and punctuality for individuals is improving to reduce difference in overall attendance for disadvantaged group.</b>  To ensure behaviour over time for all disadvantaged pupils improves and is at least good.	AP CH AD	Breakfast club sessions funded- increase attendance for individuals and start day well. Individual CBC held for disadvantaged behaviour support Individual meetings with EWO focus odd days off and punctuality. Focus on half termly audit on disadvantaged attendance. Attendance officer time - meetings, intensive follow up, home visits. Extra EWO time via cluster for PP children and families Nurture group - part funded ELSA support 1 to 1 as needed	HT EWO	Govs Half termly	The attendance gap between disadvantaged pupils and all pupils reduces swiftly. Disadvantaged pupils are punctual. All disadvantaged pupils have access to quality breakfast provision  Number of disadvantaged pupils classed a persistent absentees reduces.  Behaviour to support learning is at least good for disadvantaged children. Extra intervention shows impact on child's learning and emotional well-being.  Families with EWO involvement - meetings . home visits demonstrate better attendance.

The school tracks the overall funding in a separate spread sheet and details the costs of each element in the plan. Governors review the spending at each meeting and challenge to ensure outcomes are met and value for money is achieved.

### Evaluation Questions for July 2019

#### Achievement

PP1 What evidence is there to show that any differences in attainment for disadvantaged pupils are closing or have closed compared to all other not disadvantaged pupils nationally? Early Years, Phonics, KS1 and KS2.

What evidence is there that wider needs for disadvantaged children are met and increasing progress eg EAL, ELSA, high attain, SEND?

### Teaching

PP2 What evidence is there that quality first teaching is resulting in at least good progress for all disadvantaged pupils?

PP3 What evidence is there of the impact of any interventions for disadvantaged pupils? Eg smaller groups, 1 to 1 tuition, Catch up programmes, nurture, ELSA?

PP4 What evidence is there of the impact on each child of funded extra-curricular activities such as music provision, trips and residential?

### Leadership and management

PP5 How is the Inclusion Leader AHT held to account by HT and Governors for the progress and attainment of all disadvantaged pupils, particularly those who are also SEND?

PP6 How does the Inclusion Leader AHT hold teachers and TAs to account for the outcomes of disadvantaged pupils through quality first teaching and interventions?

### Behaviour and attendance

PP7 What evidence is there that the attendance for disadvantaged pupils is improving and the difference is diminishing to other pupils in school and nationally? What evidence is there that punctuality for the group has increased?

PP8 What evidence is there of proactive support and impact for individual disadvantaged children to improve attendance?

PP9 What evidence is there of the impact of intensive behaviour support for individual disadvantaged children?

Updated- In the October 2018 census, the following breakdown of children eligible for pupil premium is detailed below.

Overall there were 81 children eligible which is just under 20% of the school. This is an increase in the number of children eligible from previous years. There are some year cohorts with a larger percentage of others giving an uneven distribution across the school which is reflected in where most funding is directed.

As of 5 Oct 2018 to be checked

Year R- 8 (13%)

Year 1- 7(12%)

Year 2- 13 (22%)

Year 3- 11 (18%)

Year 4- 13 (22%)

Year 5- 15 (25%)

Year 6- 14 (23%)