



Pupil premium Action Plan

1. Summary information					
School	Bricknell Primary School				
Academic Year	2019/20	Total PP budget	£84,320	Date of most recent PP Review	July 2018
Total number of pupils	681	Number of pupils eligible for PP	73	Date for next internal review of this strategy	Autumn 2019

2. Current Progress by the end of KS2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (other)</i>
91.7% achieved ARE in Reading (National 73%) Progress 3.7 pts	12	78
92% achieved ARE in Writing (National 78%) Progress 1.6 pts	12	78
100% achieved ARE in Maths (National 73%) Progress 3.9 pts	12	78

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupil's attendance figures are decreasing, impacting on their learning time in school
B.	Pupil Premium pupils are not consistently engaging with home/school activities and this is having an impact on attainment in some areas
C.	Pupil premium pupils have gaps in attainment in some year groups that the school consistently needs to address
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure attendance figures are in line with national expectations for all pupils across the school through a designated pastoral support team including a Head of House, emotional welfare and behaviour lead and school councillor.	Pupils eligible for PP across the school will have attendance figures that are in line with non-pupil premium figures
B.	Ensure that all pupils eligible for PP across the school engage with opportunities to extend learning outside the school, including reading at home and accessing extra-curricular	Pupils eligible for PP across the school read a minimum of three times a week outside of school hours and access at least one

	activities	extra-curricular activity a week.
C.	Ensure that standards in basic skills for for pupils eligible for PP across the school are consistent y in line with national expectations	<p>Teachers will routinely monitor barriers to learning for the children and plan strategies to effectively remove these barriers through measurable and identifiable means.</p> <p>Phase Leaders will monitor the performance of pupil premium pupils to ensure that gaps in learning are being addressed.</p> <p>Heads of House, class teachers, Phase Leaders, ELSAs and the pastoral team will monitor pupil well-being and provide appropriate support when and where it is required</p>

5. Planned expenditure					
Academic year		2019-20			
The three 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.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure attendance figures are in line with national expectations for all pupils across the school through a designated pastoral support team including a Head of House, emotional welfare and behaviour lead and school councillor.	Daily and weekly tracking of pupils by designated attendance lead to ensure all children and their families have access to support in getting their children to school.	Through removing barriers, the school has successfully supported children in ensuring their attendance improves. This has resulted in greater attainment and progress being made as a result.	<p>Daily phone calls home for all absentees.</p> <p>Weekly Head of House updates to ensure engagement with parents.</p> <p>Mentors in place where required.</p> <p>Tracking through the Green Standard Reflection which takes place weekly.</p> <p>A team of adults (including ELSAs) will be allocated to pupils identified as requiring social and emotional support</p>	<p>N Waites</p> <p>M Mullen/V Chapman</p> <p>Heads of Houses</p> <p>ELSAs</p> <p>Jackie Ombler (School Nurse)</p> <p>Martin Williams (School Councillor)</p>	Weekly

					Total budgeted cost	
ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
Ensure that all pupils eligible for PP across the school engage with opportunities to extend learning outside the school, including reading at home and accessing extra-curricular activities	Daily and weekly tracking of pupils home/school reading to ensure all children and their families have access to support in getting their child to read at home regularly.	Through removing barriers, the school has successfully supported children in ensuring their barriers to home reading are eliminated. This has resulted in greater attainment and progress being made in reading, as a consequence of all children who are unable to read with an adult at home, being heard daily in school.	Class teacher/ Head of House updates to ensure engagement with parents. Reading mentors in place where required. Tracking through the Green Standard Reflection which takes place weekly.	Class teachers Reading Mentors Heads of Houses Hannah Stannard	Weekly	
To identify barriers to learning for pupil premium children and implement strategies to remove these barriers, tracking the effectiveness over time.	Teacher led tracker designed to monitor the measurable progress of strategies used to engage and support pupil premium children with their learning.	Case studies of the children highlight a variety of barriers to learning which can be planned for and removed over time.	Data analysis to ensure that the children are making excellent progress. Pupil voice questionnaires designed to allow the children to feedback on the success of the support. Pre and Post intervention questionnaires designed to identify progress and ways forward.	M Mullen / V Chapman H Stannard	Ongoing half termly monitoring	
					Total budgeted cost	
iii. Other approaches						

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure that standards in basic skills for pupils eligible for PP across the school are consistently in line with national expectations	Small group teacher led intervention to plug gaps and accelerate learning at both ARE and greater depth.	Some of the pupils need targeted support to catch up. This is a programme which is independently personalised by the class teachers and evaluated and has previously been highly effective.	Organise timetable to ensure staff delivering provision have sufficient delivery time. Ensure pupils are identified through ongoing assessment. Ensure observations and book scrutinies have a high focus on pupil premium pupils within the school. Track and monitor intervention through an internal provision map.	M Mullen / V Chapman Class teachers Phase Leaders Hannah Stannard	Ongoing half termly monitoring
To ensure the number of pupil premium children passing meeting ARE in reading is in line with national figures for all year groups	Additional reading support for pupils identified as requiring additional support delivered through extra reading of home reading book	Internal tracking has identified that PPM pupils in some year groups are performing below national expectations in reading. As a core basic skill, it is essential that every child is supported to narrow gaps in their learning and meet national expectations	Data analysis to ensure progress is effectively closing the gap between the pupil premium pupils and their peers. Intervention tracking through an individual provision map for all pupils to ensure their learning needs are being effectively met.	M Mullen / V Chapman Class teachers Phase Leaders Phonic Lead Hannah Stannard	Ongoing half termly monitoring