



Pupil premium Action Plan

1. Summary information					
School	Bricknell Primary School				
Academic Year	2020/21	Total PP budget	£89,475	Date of most recent PP Review	July 2018
Total number of pupils	681	Number of pupils eligible for PP	74	Date for next internal review of this strategy	Autumn 2020

2. Progress by the end of KS2 2018-19			
		<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 impacting on their learning time in school
B.	Pupil Premium pupils are at risk of having an inconsistent educational provision due to the impact of Covid-19 (bubble isolations, self-isolation, staff absence)
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, ELSA and Advotalk	Pupils eligible for PP across the school will have attendance figures that are in line with non-pupil premium figures
B.	To provide a high quality programme of catch up and intervention for all pupil premium pupils.	Pupils eligible for PP across the school to narrow the attainment gap and attain at the level of their peers by the Summer term

C.	Improve engagement with home learning for all PP pupils, ensuring that any barriers to them accessing school provision are planned for and addressed	All PP pupils across the school will have full access to home learning provision to enable them to fully access the curriculum, irrespective of the impact of Covid 19
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5. Planned expenditure

Academic year	2020-21
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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 ELSA and Advotalk	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 Attendance Lead 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>F.Littleproud</p> <p>ELSAs</p> <p>Jackie Ombler (School Nurse)</p>	Ongoing
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?
To provide a high quality programme of catch up and intervention for all pupil premium pupils.	Tracking of attainment and progress data for all pupil premium pupils leading to additional provision for pupils identified as requiring additional support	Through accurately identifying pupils who have gaps in their learning and putting adequate support in place, the school has always provided targeted intervention packages. This has resulted in greater attainment and progress being made. The challenge of the partial school closure has resulted in many pupils developing further gaps in learning, knowledge and understanding.	Baseline and termly assessment to track pupil performance. Targeted intervention packages put in place to narrow the gaps in learning for PP pupils. Additional members of teaching staff employed in KS1 and KS2 to deliver recovery sessions and interventions. High quality teaching and support which will be monitored by Phase Leaders	M.Mullen Class teachers N.Waites Phase Leaders	Half Termly
Improve engagement with home learning for all PP pupils, ensuring that any barriers to them accessing school provision are planned for and addressed	Audit of IT resources amongst PP pupils/families Resource bank available to issue to PP pupils/families should they require it Tracking system in place to monitor the issue of resources	During the various phases of lockdown, pupils' access to home learning resources could be inconsistent. This was due, in some cases, to limited access to technology or other classroom resources. Due to the varied and turbulent nature of bubble closures, self-isolation etc, it is paramount that all barriers are understood and overcome.	Monitor the audit of needs and tracking of resources half-termly Monitor the quality of home learning completed by pupils who have carried out home learning	MMullen N.Waites Phase Leaders	Ongoing
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?
<p>To target and support all pupil premium children through a designated pastoral team which includes emotional welfare, behaviour and parental support.</p>	<p>Monitor the individual needs of all PP pupils.</p> <p>Allocate support for pupils and families requiring it:</p> <p>ELSA Mentors Advotalk</p>	<p>During the period of lockdown when a large number of pupils were unable to attend school, many pupils and families became isolated from support. This resulted in pupils developing a wide range of needs. These were identified through the system of home/school contact and through families contacting the school.</p> <p>In an uncertain and turbulent period of potential risks to consistent provision, the school must ensure that support mechanisms are in place to meet any challenges and overcome any barriers.</p>	<p>Pupil voice</p> <p>Parental questionnaires</p> <p>Case studies</p> <p>Evidence</p>	<p>M Mullen / V Chapman</p> <p>Class teachers</p> <p>Phase Leaders</p>	<p>Termly</p>