

# Hob Green Primary School Pupil Premium Action Plan

1.		2. Summary information															
School		Hob Green Primary School															
Academic Year		2019-20		Total PP budget				£126,654				Date of most recent PP Review				Sep 2019	
Total number of pupils		269		Number of pupils eligible for PP				84				Date for next internal review of this strategy				Dec 2019	
Total PPG by Class		Rec		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		SLB	
Number	Percentage	7/30	23%	3/29	10%	16/30	53%	9/30	30%	14/34	41%	15/31	48%	16/32	50%	4/13	31%

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

### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Social and emotional issues preventing pupils being ready to learn.
B.	Gaps in learning preventing pupils achieving Age Related Expectations or achieving Greater Depth.
C.	Limited speech and language skills on entry to EYFS.

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

D.	Attendance of PPG children and the level of PA amongst them.
E.	Access to resources and wider life experiences.
F.	Lack of parental engagement in reading at home.

3. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	Pupils are emotionally ready to access learning and the progress of these PPG pupils is in line with national. Pupils regulate their emotional behaviour and are ready to learn and develop good behaviour for learning.	Interventions, nurture and support are in place to ensure pupils are emotionally ready to learn. PPG pupils make at least expected progress. Pupils have received the support needed to engage positively in lessons and wider school life.
<b>B.</b>	Gaps are identified and targeted teaching and interventions are put in place to address needs to improve attainment in Reading, Writing and Maths in all year groups.	Formative assessments will show that attainment and progress of PPG pupils in all year groups will be in line with all pupils in Reading, Writing and Maths. The difference between PP pupils and all pupils is diminishing.
<b>C.</b>	Speech and language skills improve and the percentage of PPG pupils achieving GLD is in line with national.	Disadvantaged pupils receive additional language support that enables them to access the curriculum and achieve GLD. Maintain the % PP pupils achieving GLD. Measured by Early years leader through assessments and focussed intervention monitoring.
<b>D.</b>	Reduce the level of persistent absence amongst all children but specifically target PPG. Also improve the punctuality of these children.	The level of PA for PPG and others reduces and are in line with each other.
<b>E.</b>	Pupils are exposed to a range of social, cultural and sporting experiences.	Pupils attend visits/events they would not normally be exposed to.
<b>F.</b>	Reading at home is scaffolded to ensure parents can support.	Scaffolds ensure parents are familiar with systems and enable them to support pupils reading at home.

#### 4. Planned expenditure

**Academic year**

**2019 - 20**

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**

<b>Intended outcome</b>	<b>Action</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>
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<p>Gaps are identified and targeted teaching and interventions are put in place to address needs to improve attainment in Reading, Writing and Maths in all year groups.</p>	<p>Quality First Teaching- outstanding and good teaching for all pupils in school.</p> <p>High quality feedback for all learners</p> <p>High quality CPD for staff</p> <p>Interventions (1:1 and small group) – adapted half termly based on pupil progress needs/teacher assessments.</p> <p>Greater depth linked to performance management targets for teaching staff and teaching assistants.</p>	<p>Quality first teaching must come before all interventions.</p> <p>EEF – quality meaningful feedback – average impact - +8 months</p> <p>EEF performance pay – average impact + 1 month</p>	<p>Termly pupil progress meetings.</p> <p>Time built in to staff meetings to moderate and disseminate good practice.</p> <p>Regular monitoring – planning, books, learning walks.</p> <p>Intervention monitoring half termly.</p>	<p>Subject leaders</p> <p>SLT</p>	<p>Termly</p>
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Speech and language skills improve and the percentage of PPG pupils achieving GLD is in line with others.	<p>Phonics groups from early in September.</p> <p>Speech and Language interventions.</p> <p>Phonic interventions – small group or 1:1</p> <p>Parent support workshops and resource packs.</p> <p>Social skills groups delivered by TAs and Inclusion mentor in EYFS.</p> <p>Speech and Language modelled by staff and delivered in small groups and 1:1.</p> <p>Welcomm screening used to measure impact and identify targets.</p> <p>Additional CPD for EYFS staff on approaches to early maths and language acquisition.</p>	<p>A number of pupils have been identified as requiring emotional and social support. Baselines for these pupils are lower than their peers.</p> <p>EEF – phonics approaches have been found to have been consistently effective in supporting younger readers.</p> <p>Oral language interventions consistently show positive impact on learning with slightly larger effects for pupils from disadvantaged backgrounds</p> <p>EEF - studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p>	<p>Termly pupil progress meetings</p> <p>Termly monitoring – books, learning walks</p> <p>Intervention monitoring half termly</p>	<p>EYFS leader</p> <p>SLT</p>	Termly
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**Total budgeted cost** £97812

## ii. Targeted support

Intended outcome	Action	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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<p>Pupils are emotionally ready to access learning and the progress of these PPG pupils is in line with others. Pupils regulate their emotional behaviour and are ready to learn and develop good behaviour for learning.</p>	<p>Inclusion mentor support for all who need it.</p> <p>Nurture provision</p> <p>JIGSAW programme of work for PSHE</p>	<p>EEF metacognition and self regulation approaches have a consistently high level of impact.</p> <p>EEF SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	<p>Termly pupil progress meetings</p> <p>Subject monitoring</p>		<p>Termly</p>
<p>Reduce the level of persistent absence amongst all children but specifically target PPG. Also improve the punctuality of these children.</p>	<p>Early engagement with parents.</p> <p>Early intervention by parent liaison mentor when attendance is below 95%</p> <p>Attendance incentives and rewards.</p>	<p>A small number of PPG pupils have persistent absence</p>	<p>Parent Liaison mentor to monitor attendance weekly and feedback to DHT. PA children reported in weekly safeguarding meetings.</p>	<p>Parent liaison mentor</p> <p>Monitored by SLT</p>	<p>Termly</p>
<p>Reading at home is scaffolded to ensure parents can support.</p>	<p>Parent workshops – phonics, KS1 and KS2 reading.</p> <p>Domain Information included in communication books.</p> <p>Questions to support on school website.</p> <p>Parent coffee mornings and INSPIRE workshops.</p>	<p>Parents have requested it.</p> <p>EEF Parental engagement – average impact +3 months</p>	<p>Monitor attendance at workshops.</p> <p>English subject lead to monitor home communication books.</p>	<p>English subject leader</p>	<p>Termly</p>

	Support packs provided.				
<b>Total budgeted cost</b>					<b>£40383</b>
<b>iii. Enrichment and experiences</b>					
<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>
Pupils are exposed to a range of social, cultural and sporting experiences	<p>Extra-curricular clubs (1 per half term) funded to ensure all PPG pupils engage fully in school opportunities.</p> <p>Residential visits and other school visits are partially funded.</p> <p>Enrichment days in school are funded.</p> <p>PE coordinator ensure all disadvantaged pupils have access to sporting events.</p> <p>Peripatetic Music opportunities.</p>	<p>EEF – Sports participation – average impact +2 months</p> <p>EEF – studies of adventure learning interventions consistently show positive benefits on academic learning.</p>	<p>Termly report from Sports co-ordinator</p> <p>Finance monitoring</p>	<p>PE subject leader</p> <p>PP champion</p>	Termly
<b>Total budgeted cost</b>					<b>£19000</b>

5. Review of expenditure				
End of current expenditure		2019 - 2020		
i. Quality of teaching for all				
Intended outcome	Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Gaps are identified and targeted teaching and interventions are put in place to address needs to improve attainment in Reading, Writing and Maths in all year groups.	Quality First Teaching-outstanding and good teaching for all pupils in school.  High quality feedback for all learners  High quality CPD for staff  Interventions (1:1 and small group) – adapted half termly based on pupil progress needs/teacher assessments.  Greater depth linked to performance management targets for teaching staff and teaching assistants.	Assessment data identified a need for specific interventions in each year group for PPG children. Interventions included catch up phonics in R & Y1, additional 1:1 reading throughout school for PPG pupils (particularly for those who didn't read at home) plus afternoon interventions for writing and maths.  Baseline assessment data (Sept 2020) shows that upon returning to school following the lockdown closures:  64% of PPG children are not achieving ARE in reading. 57% of non-PPG are not achieving ARE  71% of PPG children are not achieving ARE in writing. 75% of non-PPG are not achieving ARE  70% of PPG children are not achieving ARE in maths. 66% of non-PPG are not achieving ARE.	Back on track CPD has been provided for all teaching staff to help with the delivery of a recovery curriculum.  All interventions will be reviewed for 2020-21, particularly in response to 'bubble' restrictions in place due to the COVID-19 pandemic.	



<p>Speech and language skills improve and the percentage of PPG pupils achieving GLD is in line with others.</p>	<p>Phonics groups from early in September.</p> <p>Speech and Language interventions.</p> <p>Phonic interventions – small group or 1:1</p> <p>Parent support workshops and resource packs.</p> <p>Social skills groups delivered by TAs and Inclusion mentor in EYFS.</p> <p>Speech and Language modelled by staff and delivered in small groups and 1:1.</p> <p>Welcomm screening used to measure impact and identify targets. Additional CPD for EYFS staff on approaches to early maths and language acquisition.</p>	<p>Phonics groups were in place during the Autumn and Spring terms. Prior to lockdown, plans were in place to trial whole class phonics.</p> <p>Speech and language interventions were in place with a focus on EYFS and Y1 prior to lockdown.</p> <p>Welcomm screening identified needs. These children will continue to be targeted for S&amp;L intervention due to missed school time during lockdown.</p>	<p>Plans for whole class phonics are currently on hold due to staffing in 'bubbles'. However, when it is safe to do so, this is something that we plan to pursue.</p> <p>Plans for speech and language interventions to continue.</p> <p>2020-2021 – we will be participating in the Nuffield Early Language Intervention for Reception children.</p>	
<p><b>ii. Targeted support</b></p>				

<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>
Pupils are emotionally ready to access learning and the progress of these PPG pupils is in line with others. Pupils regulate their emotional behaviour and are ready to learn and develop good behaviour for learning.	Inclusion mentor support for all who need it.  Nurture provision  JIGSAW programme of work for PSHE	83% of pupils accessing nurture provision in the Autumn term made at least good progress using the Boxall Profile criteria.	We will continue to implement these actions. The children who did not make the expected progress have been referred to external agencies for further support.	
Reduce the level of persistent absence amongst all children but specifically target PPG. Also improve the punctuality of these children.	Early engagement with parents.  Early intervention by parent liaison mentor when attendance is below 95%	Prior to lockdown, school worked with parents to improve persistent absence.  Persistent absence for September 2019 – March 2020 showed that PPG pupils had a higher rate of persistent absence than non-PPG pupils.	We will continue to implement these actions – DHT to closely monitor to ensure persistent absence rates fall.	

Reading at home is scaffolded to ensure parents can support.	<p>Parent workshops – phonics, KS1 and KS2 reading.</p> <p>Domain Information included in communication books.</p> <p>Questions to support on school website.</p> <p>Parent coffee mornings and INSPIRE workshops.</p> <p>Support packs provided.</p>	<p>School worked hard to build greater links between home and school reading. Parent workshops were planned for the Spring term for each phase but these were not possible due to lockdown.</p> <p>Children participated in WBD ‘Share a Million Stories’ which led to an increased enthusiasm for reading.</p> <p>Baseline assessment data (Sept 2020) shows that upon returning to school following the lockdown closures, 64% of PPG children are not achieving ARE in reading. 57% of non-PPG are not achieving ARE.</p>	<p>We will continue to implement these actions and further develop focused work.</p> <p>QFT and intervention provision in school will be heavily focused on phonics and reading during the Autumn term.</p> <p>School is also taking part in a Reading for Pleasure project.</p>	
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### iii. Enrichment and experiences

Intended outcome	Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
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<p>Pupils are exposed to a range of social, cultural and sporting experiences</p>	<p>Extra-curricular clubs (1 per half term) funded to ensure all PPG pupils engage fully in school opportunities.</p> <p>Residential visits and other school visits are partially funded.</p> <p>Enrichment days in school are funded.</p> <p>PE coordinator ensure all disadvantaged pupils have access to sporting events.</p> <p>Peripatetic Music opportunities.</p>	<p><b>Plas Caerdeon Residential</b> 69% of eligible PPG children from Years 5 and 6 took up the chance to go on the residential. 79% from Year 6 and 60% from Year 5. In total the trip was made up of 50% PPG and 50% non-PPG.</p> <p><b>Astley Burf Residential</b> 57% of eligible PPG children from Years 3 and 4 took up the chance to go on this residential. 43% from Year 4 and 71% from Year 3. The trip was made up of 35% PPG children and 65% non-PPG children.</p> <p><b>After School Clubs</b> Football Club - Yr 5/6 is 60% PPG 40% NPPG 41% of all Y5/6 PPG take part. Choir – Yr 3/4/5 47% PPG 53% NPPG 21% of all Yr 4/5/6 PPG take part. Multi Skills – Yr 1/2 35% PPG 65% NPPG 27% of all Yr 1/2 PPG take part. Multi Skills – Years 3/4 32% PPG 68% NPPG 26% of all 3/4 PPG take part. MultiSkills Yr5/6 is 41% PPG 49% NPPG 31% of Yr5/6 PPG take part.</p> <p><b>Peripatetic Music</b> Guitars: Y4 whole class – 35% is PPG Y5 &amp; Y6 – 44% is PPG 54% is NPPG 19% of all Y5/6 PPG take part</p> <p>Brass: Y4/5 38% PPG 62% NPPG 12% of all Y4/5 PPG take part</p> <p>Woodwind: Y4/5 33% PPG 67% NPPG 12% of all Y4/5 PPG take part</p> <p>Vocal coaching: 50% PPG 50% NPPG (not available to all pupils)</p>	<p>Increase the number of PPG pupils taking part in instrument tuition. Review peripatetic music offer for 2020/21 to ensure it meets the needs of the children.</p>	
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## 6. Additional detail