

Townfield Primary School

Pupil Premium Strategic Plan

2020-2021



OVERVIEW OF THE SCHOOL

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	457 (excluding nursery)
Total number of pupils eligible for PPG	65
Total amount of PPG received	£106,355
Report Written	19 October 2020
Reviewed	Autumn 2020

Previous performance of disadvantaged pupils					
	Year 2015/16	Year 2016/17	Year 2017/18	Year 2018/19	Year 2019/20
% of pupils leaving F2 with a good level of development	67%	80%	50%	55%	63%
% of pupils working at expected levels in English – KS1	60%	100%	50%	R63% W-63%	R-80% W-40%
% of pupils working at expected levels in English – KS2	57%	R-77% W-73%	R-62% W-85%	R-61% W-78%	R-67% W-67%
% of pupils working at expected levels in Maths – KS1	50%	71%	50%	63%	60%
% of pupils working at expected levels in Maths – KS2	43%	77%	69%	67%	67%

Planned Expenditure – Academic Year 2020-2021

The headings below demonstrate how we use the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies

(i) Quality teaching for all

Desired Outcome	Chosen action/approach	Monitoring	Staff Lead and Cost	Outcome
A. To improve spoken communication of disadvantaged pupils	<ul style="list-style-type: none"> • Early identification of language difficulties using Wellcomm screening • Targeted support for pupils with language difficulties using TAs and SALT • Weekly briefings between SENDCo and SALT • Additional 1:1 reading • Whole school focus on developing vocabulary across the curriculum • New English curriculum with focus on developing vocabulary 	<p>Pupil progress meetings to measure impact</p> <p>Half-termly informal review using six week intervention monitoring format</p> <p>Termly monitoring of English curriculum</p> <p>Termly monitoring of Vocab</p>	<p>SENDCo</p> <p>Eng Lead</p> <p>Vocab Lead</p> <p>S&L</p> <p>Therapist</p> <p>JG</p>	<p>Achieve national average for CLL at end of F2</p> <p>Pupils have wider vocab which is evidenced in their talk and writing.</p>
B. To improve progress and attainment for disadvantaged pupils in English and Maths, <i>particularly in Writing</i>	<ul style="list-style-type: none"> • Purchase new Maths Scheme: 'Maths no Problem' and resources • Purchase new English scheme and resources for Reading and Writing • Design new Phonics scheme and assessment procedure • Purchase new Reading books linked to Phonics • Intervention programme to run on rotation for disadvantaged pupils to ensure they achieve as well or better than non-disadvantaged peers • Termly pupil progress meetings with a focus on improving outcomes for disadvantaged pupils • 'Catch up time' timetabled weekly to plug gaps for disadvantaged pupils • Targeted support, including access to technology, for disadvantaged pupils available in the event of remote learning 	<p>Pupil progress meetings to measure impact</p> <p>Termly monitoring of English and Maths schemes with focus on disadvantaged</p> <p>Half-termly informal review using six week intervention monitoring format</p>	<p>DH</p> <p>AHT</p> <p>Maths Lead</p> <p>SENDCo</p>	<p>Disadvantaged pupils achieve as well as their non-disadvantaged peers</p> <p>Achieve at least national average progress scores in KS2 English and Maths</p>

Projected cost: £32,157

(ii) Targeted support

C. To ensure that interventions for disadvantaged pupils (including phonics) are driven by data and linked to classroom teaching	<ul style="list-style-type: none"> Phonics lead to attend training and disseminate to staff Phonics lead to design phonics scheme of work and assessment procedures SENDCo to research evidence based interventions to be delivered by TAs 	<p>Pupil progress meetings to measure impact</p> <p>Half-termly informal review using six week intervention monitoring format.</p>	AHT SENDCo Phonics Lead	Effective interventions show that pupils have made good progress.
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Projected cost: £8,292

(iii) Other approaches

D. To ensure that attendance and persistent absenteeism for disadvantaged pupils remains lower than national	<ul style="list-style-type: none"> Attendance Team to meet weekly to discuss attendance of pupils causing concern Warning calls and letters for pupil falling below 95% attendance AHT to meet half-termly with EWO to support pupils below 90% (persistently absent -PA) AHT to direct resources from LM and if necessary, outside agencies to support improved attendance and PA Weekly incentives for pupils who have 100% attendance 	<p>Weekly attendance data analysis and follow up actions with Attendance team</p> <p>Half termly attendance data analysis and follow up actions with EWO</p>	AHT SD HT EWO	Attendance for disadvantaged pupils is in line or better than national (94%) and school PA is in line or better than national (17.6%).
E. Disadvantaged children have improved control of their emotions and arrive in lessons engaged and ready to learn	<ul style="list-style-type: none"> Learning Mentor to attend relevant available training eg ELSA, CAHMs, SEMH Learning Mentor to meet regularly with pupils who require emotional support School dog to be used to support pupils with SEMH difficulties Pupils have access to a wide range of extra curricular including Woodland Learning provision to develop cultural capital and promote enjoyment and engagement at school (covid permitting) 	<p>Learning walks focusing on engagement</p> <p>Termly Learning Mentor Report</p> <p>Weekly Safeguarding Meetings</p>	SENDCo DHT LM	<p>Pupils are able to label emotions and articulate and use strategies for coping with stress and anxiety.</p> <p>Pupils are engaged in learning.</p>

Projected cost: £65,906

Total PPG received	£106,355
Total PPG expenditure	£106,355
PPG remaining	£0

Analysis of Data to Date

Desired Outcomes	Strengths	Areas for Development
<p>A. To improve spoken communication of disadvantaged pupils</p>	<ul style="list-style-type: none"> • All children in F1 and F2 are screened using Wellcomm on entry and programmes of support are put in place. • School employs a p/t Speech and Language Therapist to support children with speech and communication difficulties. • Selected TAs have been trained to deliver specific S&L programmes. 	<p>To develop vocabulary across the whole school using the new English Reading and Writing schemes and also the non-core curriculum.</p> <p>To track the impact of the new English scheme with a focus on vocabulary development.</p> <p>To develop speaking and listening skills through whole class shared reading.</p>
<p>B. To improve progress for disadvantaged pupils in KS2 in English and Maths</p>	<ul style="list-style-type: none"> • Covid-19 pandemic meant that statutory assessments did not take place. • In 2019/20, disadvantaged pupils have improved in Reading from the previous year in KS2. • In 2019/20, disadvantaged pupils have remained broadly the same in Maths from the previous year in KS2. • In 2019/20, disadvantaged pupils have declined in Writing from the previous year in KS2. • Across the school, Writing is the area where disadvantaged pupils do least well. 	<p>Purchase new English scheme and resources to support the teaching of Writing and Reading.</p> <p>Track the impact of the new English scheme with a focus on developing Writing.</p>
<p>C. To ensure that interventions for disadvantaged pupils (including phonics) are driven by data and linked to classroom teaching</p>	<ul style="list-style-type: none"> • Termly progress meetings with a focus on progress for disadvantaged pupils and opportunity to discuss adjustments in provision. • New phonics scheme, assessment and resources purchased to ensure teaching and learning and interventions are of the highest quality. 	<p>Invest in research based interventions.</p> <p>Track interventions more closely to identify and measure impact on progress using 6 week intervention checker.</p>

<p>D. Increased rates of attendance for those disadvantaged pupils identified as persistently absent</p>	<ul style="list-style-type: none"> • Attendance up until lockdown for disadvantaged pupils was 93.4% which was in line with the % for 2018-2019 (93.38%) and slightly below national average (94.1%) for 2018-2019. • Persistent absenteeism for disadvantaged pupils up until lockdown was 24.5% which was higher than national for 2018/19. 	<p>To make procedures more robust through weekly attendance meetings with AHT, HT and Admin officer.</p>
<p>E. Disadvantaged children have improved control of their emotions and arrive in lessons engaged and ready to learn</p>	<ul style="list-style-type: none"> • Strategic leadership is more streamlined and robust and therefore better able to track vulnerable pupils. e.g Learning Mentor is also Deputy Safeguarding Lead. AHT responsible for attendance and Pupil Premium is now also SENDCo. • Weekly meetings with safeguarding team to discuss cases. 	<p>Train staff to better deal with pupil's emotional needs as first port of call before escalating.</p> <p>Raise staff awareness of resources available to them through PHSE curriculum to support emotional development of pupils.</p> <p>Further develop the role of the Learning Mentor.</p>

Outcomes to date: Autumn 2020

Current performance of disadvantaged pupils compared to other children in the school

	Reading		Writing		Mathematics	
	PP	Non PP	PP	Non PP	PP	Non PP
**this is teacher assessment and post covid 6 months absence						
% of F2 Children On Track for ELG	40	49	20	46	40	64
% of Y1 Children working at or above age related expectations	38	77	38	69	50	77
% of Y2 Children working at or above age related expectations	17	84	33	80	33	84
% of Y3 Children working at or above age related expectations	80	83	40	79	60	70
% of Y4 Children working at or above age related expectations	62	90	46	75	92	90
% of Y5 Children working at or above age related expectations	58	85	50	75	83	85
% of Y6 Children working at or above age related expectations	67	84	53	71	67	86

Respectful Resilient Responsible