

Almond Hill 3 Year Pupil Premium Strategy Plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan		September 2020- July 2023	
CURRENT PUPIL INFORMATION 2020 -2021			
Total number of pupils:	307	Total pupil premium budget:	£ 69, 815
Number of pupils eligible for pupil premium:	67	Amount of pupil premium received per child:	£1345

COHORT INFORMATION		
CHARACTERISTICS	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	26	39%
Girls	41	61%
SEN support	14	21%
EHC plan	5	7%
EAL	3	4%

Assessment data

DATA		
Look at:	Strengths	Concerns
Achievement data	Where children have targeted interventions they make accelerated progress. This is evidenced in thoroughly evaluated provision maps.	PPG pupils achievement is lower than peers in reading, writing and maths in every year group and often significantly
Attendance data	The attendance and punctuality of individual pupils significantly improves as a result of actions taken by the school.	There is a stubborn negative gap between attendance of PPG compared to their peers
Behaviour data	Children's behavioural and pastoral needs are well supported at the school.	Children with behavioural and pastoral needs are significantly over represented in the PPG category.
Safeguarding referrals	Safeguarding is rigorous and pupils are well supported with concerns raised and actioned in good time.	Most children with safeguarding referrals are also PPG

LONG-TERM PLAN (3 YEAR TIMESCALE):

- 1) Attendance and punctuality – the statistical data tells us that attendance and punctuality remain an issue for some PPG pupils and on average is lower – we believe this has a significant impact on achievement and well being
- 2) English and Maths – the data tells us that PPG pupils achieve less well than their peers and are therefore less well prepared for the next stage in their education
- 3) Well being –A range of data such as behavior reports on CPOMs as well as external agencies such as Children’s Services and the Police tell us that our PPG pupils have more emotional and family issues that serve as a barrier to their learning and well being than their peers

PRIORITY 1

Member of staff responsible: Judith Lovelock HT and Emma Fordham DHT

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
1. To support parents and pupils with attendance and punctuality issues	Breakfast club run by PPAMs (Pupil Premium Achievement mentors)targeting those pupils with persistent absence or social and emotional needs which affect their learning in school.	JH and SS PPAMs	September 2020 –July 2021	Staff Food PPAMS x2 salary £31,000 – this cost is also part of any provision where PPAMS detailed further down.	Improved attendance and punctuality data – numerical	Children in school more Children in school on time Children ready to learn
2. To motivate children to want to come to school	Extra-curricular club for all PPG students funded by school. If place not taken up PPAMs make timely follow up phone call to facilitate	JH and SS PPAMs	September 2020 –July 2021	Staff Funding £1000	Improved attendance and punctuality data – numerical	Increased children taking up clubs from 2020 – 72% Children say they are happy to come to school

3. To engage parents	Structured conversations	DHT/HT	September 2020 –July 2021	Staff Funding for time (£5000)	Increased attendance of parents from 2020 79% to whole school events Increased attendance of parents from 2020 85% to structured conversations	Parents say they are comfortable to come into school
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PRIORITY 2

Member of staff responsible: Maths, Reading and Writing subject leaders working with class teachers and supported by SLT

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
1. Embed problem-solving strategies as part of daily teaching and feedback cycle.	Daily use of posters Embedded use of strategies Evident in books and pupils discussion	CT and SL	September 2020 –July 2021	Posters Iris videos Staff Time £1000	Improved data for achievement Improved outcomes in books at an individual level	Children can talk about all elements of problem solving process with confidence Teachers are seen to use as part of teaching process in planning scrutiny, lesson observations and feedback
2. Embed editing skills as part of daily teaching and feedback cycle across the curriculum			September 2020 –July 2021	Support in planning process – SL time CPD and sharing of good practice- staff meeting time £1000	Improved data for achievement Improved outcomes in books at an individual level	Children edit with increasing independence and expect to evaluate each outcome Teachers plan as part of teaching process in any lesson

3. Use booster and 1:1 tuition to help plug gaps in learning	Authorify Booster groups Small groups 1:1 tuition	Teachers and tutors	September 2020 – July 2021	Staff outside of school day £1000	Improved data for achievement Improved outcomes in books at an individual level	Provision is targeted at correct pupils and are adapted to meet arising needs
4. Targeted interventions and support from allocated PPAMs	Support in class Links with home Targeted interventions	PPAMs	September 2020 – July 2021	PPAMs inside and outside school day	Improved data for achievement Improved outcomes in books at an individual level	Provision is targeted at correct pupils and are adapted to meet arising needs Provision is attended regularly through PPAM support
5. Case studies and termly review meetings with SLT and PPAMs	Teacher maintains case studies to track progress Provision maps updated with targets and data to evidence impact Each child discussed at individual level with SLT and PPAMs	Teachers PPAMs SLT	September 2020 – July 2021	Meeting time and cover £2500	Improved data for achievement Tracked and evaluated provision	All involved staff informed and involved in decision making for better provision

PRIORITY 3

Member of staff responsible: Judith Lovelock HT and Emma Fordham DHT and PPAMs

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
1. Pastoral support to meet needs	Nurture and well being interventions where appropriate	PPAMs Behaviour team	September 2020 – July 2021	CPD – linked to Catch up plan £10 000 Pastoral TAs	Arising needs are met and soft data indicates reduction of ‘incidents’ and increase in ‘positive’ interactions	Interventions are targeted at correct pupils and are adapted to meet arising needs

2. Emotional well being strategy accreditation	Linked to SIP Completion of tasks	HT and well being team	September 2020- December 2020	Time Meetings and cover	Accreditation achieved	All staff and pupils benefit from key principles of strategy
3. Specific 1:1 time with class teacher to set targets/assess progress and improve relationships	PPG time	Teachers – covered by cover supervisor		Time September 2020 –July 2021 £2500	Achievement data increases Attendance and punctuality issues addressed Pastoral needs increasingly met Better learning behaviours in class	All PPG children have at least one ‘champion’

NB 5/6 83% of children with ECHP are also PPG. Whilst they have some additional funding, due to SEND needs this does not meet the cost of provision.