

Almond Hill 3 Year Pupil Premium Strategy Plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan		September 2020- July 2023	
CURRENT PUPIL INFORMATION 2021- 2022 (Updated December 2021)			
Total number of pupils:	308	Total pupil premium budget:	£ 102, 804
Number of pupils eligible for pupil premium:	77 pupils	Amount of pupil premium received per child:	£1345

COHORT INFORMATION		
CHARACTERISTICS	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	31	40%
Girls	46	60%
SEN support	19	25%
EHC plan	5	6%
EAL	4	5%

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	<p>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.</p> <p><i>Covid restrictions to bubbles means we have limited this to essential need. More children are now invited but it has not reached previously seen uptake levels yet</i></p>	JH and SS PPAMs	September 2021 –July 2022	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	<p>Extra-curricular club for all PPG students funded by school. If place not taken up PPAMs make timely follow up phone call to facilitate</p> <p><i>Some clubs held in the Autumn term. PPG children not attending will be targeted in Summer term</i></p>	JH and SS PPAMs	September 2021-2022	Staff follow up	Improved attendance and punctuality data – numerical	<p>Increased children taking up clubs from 2020 – 72%</p> <p>Children say they are happy to come to school</p>
3. To engage parents	<p>Structured conversations</p> <p><i>These have not taken place and parents have not been able to come into school however HT has monitored and made contact with those parents where attendance or engagement has been an issue. Target years 3 and 4 in rest of year. Hard to measure as few whole school events.</i></p>	DHT/HT	September 2021- 2022	Staff Funding for time (£5000)	<p>Increased attendance of parents from 2020 79% to whole school events</p> <p>Increased attendance of parents from 2020 85% to structured conversations</p>	Parents say they are comfortable to come into school

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
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<p>1. Embed problem-solving strategies as part of daily teaching and feedback cycle.</p>	<p>Daily use of posters Embedded use of strategies Evident in books and pupils discussion</p> <p><i>There has been a cycle of Iris videos to monitor, provide feedback and training and re-monitor practice. These are being shared across all staff this academic year.</i></p>	<p>CT and SL</p>	<p>September 2021 –July 2022</p>	<p>Posters Iris videos Staff Time £1000</p>	<p>Improved data for achievement Improved outcomes in books at an individual level</p>	<p>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</p>
<p>2. Embed editing skills as part of daily teaching and feedback cycle across the curriculum</p>	<p>Regular use of editing lessons to teach the expectations and success of editing own work after feedback.</p> <p><i>Covid restrictions have impeded progress with this but summer term monitoring focus shows there is some good practice. This will be a focus in Spring 2022</i></p>		<p>September 2021 –July 2022</p>	<p>Support in planning process – SL time CPD and sharing of good practice- staff meeting time £1000</p>	<p>Improved data for achievement Improved outcomes in books at an individual level</p>	<p>Children edit with increasing independence and expect to evaluate each outcome Teachers plan as part of teaching process in any lesson</p>
<p>3. Use booster and 1:1 tuition to help plug gaps in learning</p>	<p>Authorify Booster groups Small groups 1:1 tuition</p> <p><i>There have been 2 authorify groups Autumn 2021, 1:1 tuition has started for years 4 and 6.</i></p>	<p>Teachers and tutors</p>	<p>September 2021 –July 2021</p>	<p>Staff outside of school day £1000</p>	<p>Improved data for achievement Improved outcomes in books at an individual level</p>	<p>Provision is targeted at correct pupils and are adapted to meet arising needs</p>
<p>4. Targeted interventions and support from allocated PPAMs</p>	<p>Support in class Links with home Targeted interventions</p> <p>These have been adapted due to Covid restrictions but remain and key part of the strategy.</p>	<p>PPAMs</p>	<p>September 2021 –July 2022</p>	<p>PPAMs inside and outside school day</p>	<p>Improved data for achievement Improved outcomes in books at an individual level</p>	<p>Provision is targeted at correct pupils and are adapted to meet arising needs Provision is attended regularly through PPAM support</p>

<p>5. Case studies and termly review meetings with SLT and PPAMs</p>	<p>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</p> <p><i>These continue to be maintained.</i></p>	<p>Teachers PPAMs SLT</p>	<p>September 2021 –July 2022</p>	<p>Meeting time and cover £2500</p>	<p>Improved data for achievement Tracked and evaluated provision</p>	<p>All involved staff informed and involved in decision making for better provision</p>
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PRIORITY 3

Member of staff responsible: Emma Fordham HT and PPAMs

Objectives	Actions to be taken	By whom	By when (include review dates)	Resources needed	Progress indicators	Success criteria
<p>1. Pastoral support to meet needs</p>	<p>Nurture and well being interventions where appropriate</p>	<p>PPAMs Behaviour team</p>	<p>September 2021 –July 2022</p>	<p>£10 000 Pastoral TAs</p>	<p>Arising needs are met and soft data indicates reduction of ‘incidents’ and increase in ‘positive’ interactions</p>	<p>Interventions are targeted at correct pupils and are adapted to meet arising needs</p>

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.