

Halstead Community Primary School



Pupil Premium Action Plan: 2019 - 2020

1. Summary information					
School	Halstead Community Primary School				
Financial Year	2019/20	Total PP budget	£33, 940	Date of most recent PP Review	Sept 2019
Total number of pupils	78	Number of pupils eligible for PP	25	Date for next internal review of this strategy	Jan 2019

2. KS2 Attainment 2018 - 2019		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	67%	
% making expected standard or above in reading	100%	
% making expected standard or above in writing	67%	
% making expected standard or above in maths	100%	
KS1 attainment 2018 - 2019		
% achieving expected standard or above in reading, writing and maths	50%	
% making expected standard or above in reading	50%	
% making expected standard or above in writing	50%	
% making expected standard or above in maths	50%	

3. Barriers to future attainment	
In-school barriers	
A.	A high proportion of the children have SEN with significant Communication and Interaction or Cognition and Learning need

B.	A high proportion of PP are boys who attain lower than other boys
C.	A high proportion attain lower in Writing and Maths
D.	
External barriers	
E.	Attendance is having a detrimental effect on their academic progress.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress for PP children with SEN need	PP children who are also on the SEN register make expected progress across the year
B.	Improved emotional well-being of children	All staff have a greater understanding of mental health issues in children
C.	Higher attainment for PP boys across the school	PP boys attain as high as other boys in their year group for RWM
D.	Higher attainment for PP children in Maths	PP children attain as high as other children in their year group for Maths
E.	Children develop greater resilience	Improved attendance at school

5. Planned expenditure					
Academic year	2019/20				
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?
Higher attainment for PP boys across the school	CPD on strategies to engage boys refresher Introduce ProspectUs Curriculum to engage boys through hooks into topics and energising tasks Outdoor learning	PP boys are attaining lower than non PP boys. We want to train staff in alternative strategies to engage and motivate boys as well as promote outdoor learning	Staff meetings to train new staff and refresh staff in strategies to engage boys and hooks into lessons Discuss progress of PP children and boys in Pupil Progress Meetings Plan two year cycle for implementing the ProspectUs curriculum across the school Discuss ideas and strategies for outdoor learning in a staff meeting	Senco	Sept 2019 then each seasonal term
Higher attainment for PP children in Maths	Introduce Maths Hub Mastery planning	Maths Mastery has shown to improve Maths attainment. By teaching topics and concepts for longer and taking small steps children will have a secure understanding.	Continue Maths Mastery Professional Development materials in staff meetings and inset. Monitor Maths planning	Deputy Head/ Maths Coordinator	Dec 2019 then each seasonal term
Total budgeted cost					£17,000
Evaluation: ProspectUs Curriculum has been introduced and being taught in years 1-6 from Sept 2019. Staff have been reminded about Maths and English of the Day to promote active learning. White Rose Maths Mastery planning has been introduced and being taught in years 1 - 6					

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?
Higher rates of progress for PP children with SEN need	1:1 and small group provision and support.	Some of the children need targeted support and a differentiated curriculum to make progress	Discussions in Pupil Progress Meetings. Provision mapping to detail the interventions and targets. Timetable interventions. Monitor delivery of interventions	Senco	Dec 2019 then each seasonal term
Higher attainment for PP boys across the school	1:1 and small group sessions in reading and maths predominantly for boys, including Fresh Start, Reading Comprehension, Precision teaching, Social groups, Language for Learning and pre-teaching	Some of the boys need targeted support and a differentiated curriculum to increase attainment	Discussions in Pupil Progress Meetings. Provision mapping to detail the interventions and targets. Timetable interventions. Monitor delivery of interventions	Senco	Dec 2019 then each seasonal term
Higher attainment for PP children in Maths across the school	1:1 and small group sessions in maths, including Closing the Gap with Numicon, Dyscalculia Solutions, pre-teaching and basic maths skills	Some of the children need targeted support and a differentiated curriculum to increase attainment in Maths	Discussions in Pupil Progress Meetings. Provision mapping to detail the interventions and targets. Timetable interventions. Monitor delivery of interventions	Senco	Dec 2019 then each seasonal term
Total budgeted cost					£14,000
Evaluation: Interventions and Provision Maps have been established and shared with parents.					
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?
Improved emotional well-being of children	Youth Mental Health First Aid	More and more people are living with poor mental health and that this is having a devastating impact on individuals and communities. The school environment has a significant impact on a young person's emotional welfare. For children's wellbeing to thrive during school hours, teachers need the confidence and knowledge to nurture young people's development.	Cascade the Youth Mental Health First Aid training to staff in an inset or staff meetings	Senco	Feb 2020
Children develop greater resilience	Cognitive Behaviour Therapy (CBT) type interventions	There is evidence that the way we think influences the way we feel. CBT focuses on the power of thoughts and beliefs	Purchase Coping Cat and Friends for Life Deliver training in TA meetings Embed growth mindset and promote school vision and values	Senco	Dec 2019
Total budgeted cost					£2,940
Evaluation: Training to be delivered during inset in February.					

6. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
Higher rates of progress for PP children with SEN need Success Criteria PP children who are also on the SEN register make expected progress across the year	Staff training on the use of resources and strategies to support SEN children	Staff have received Clicker 7 training as well as training in the use of manipulatives. Through staff meetings and PPMs staff have received advice relating to SEN strategies and resources to support learning. Success criteria partially met Data for PP and SEN children: 8 of the pupil premium children are on the SEN register. Reading 50% expected progress Writing 25% expected progress Maths 37% expected progress	Discussions have been beneficial. The use of resources and strategies is more consistent across the school. Update training and induction for new staff will be needed to ensure strategies are continued	Clicker 7 £1300 Manipulatives £373.21 PPM Supply cover £1085 DHT salary £4260.46 £7018.67

<p>Higher attainment for PP boys across the school</p> <p>Success Criteria PP boys attain as high as other boys in their year group for RWM</p>	<p>CPD on strategies to engage boys</p>	<p>Twilights and staff meetings have been used to train all staff in strategies to engage boys and hooks into lessons During Pupil Progress Meetings, the progress of PP children and boys have been discussed. The Literacy Curriculum has been used as it has inspiring lessons to hook children into the text. Children have been inspired and motivated by the hooks teachers have used, evidenced from pupil voice</p> <p>Success criteria partially met Boys data Spring 2019 % on track for expected + combined RWM</p> <table border="1" data-bbox="689 432 1303 667"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="2">PP</th> <th colspan="2">Non PP</th> </tr> <tr> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>33</td> <td>2</td> <td>50</td> </tr> <tr> <td>2</td> <td>5</td> <td>40</td> <td>4</td> <td>100</td> </tr> <tr> <td>3</td> <td>1</td> <td>0</td> <td>2</td> <td>100</td> </tr> <tr> <td>4</td> <td>3</td> <td>0</td> <td>5</td> <td>60</td> </tr> <tr> <td>5</td> <td>2</td> <td>50</td> <td>5</td> <td>40</td> </tr> <tr> <td>6</td> <td>2</td> <td>50</td> <td>2</td> <td>50</td> </tr> </tbody> </table>	Year	PP		Non PP		No.	%	No.	%	1	3	33	2	50	2	5	40	4	100	3	1	0	2	100	4	3	0	5	60	5	2	50	5	40	6	2	50	2	50	<p>Continue to focus on boys and PP in PPMs Continue to use Literacy Tree Curriculum and introduction a more creative foundation subjects curriculum Fresher training and induction for new staff will be needed</p>	<p>Literacy Curric. Books £471.93 DHT salary £4260.46</p> <p>£4732.39</p>
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<p>Higher attainment for PP children in Maths</p> <p>Success Criteria PP children attain as high as other children in their year group for Maths</p>	<p>Kaizen Project CPD on improving teaching and learning in Maths</p>	<p>All training relating to the Kaizen Project, Maths Mastery training, has been attended. As a result, several staff meetings and inset sessions have been used to deliver Maths Mastery CPD. The classrooms all have Maths working walls, the use of manipulatives has been developed and subject knowledge in addition and subtraction has been improved through delivering the NCETM materials.</p> <p>Success criteria partially met Maths data Spring 2019 % on track for expected +</p> <table border="1" data-bbox="689 1007 1303 1241"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="2">PP</th> <th colspan="2">Non PP</th> </tr> <tr> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>33</td> <td>7</td> <td>86</td> </tr> <tr> <td>2</td> <td>6</td> <td>50</td> <td>9</td> <td>67</td> </tr> <tr> <td>3</td> <td>4</td> <td>25</td> <td>5</td> <td>100</td> </tr> <tr> <td>4</td> <td>5</td> <td>20</td> <td>12</td> <td>58</td> </tr> <tr> <td>5</td> <td>3</td> <td>33</td> <td>8</td> <td>75</td> </tr> <tr> <td>6</td> <td>3</td> <td>100</td> <td>4</td> <td>50</td> </tr> </tbody> </table>	Year	PP		Non PP		No.	%	No.	%	1	3	33	7	86	2	6	50	9	67	3	4	25	5	100	4	5	20	12	58	5	3	33	8	75	6	3	100	4	50	<p>The small steps approach is very beneficial to embedding learning so the Maths Hub, Maths Mastery, plans will be adopted in the next academic year, starting September 2019</p>	<p>Manipulatives £223.93 DHT salary £8520.92</p> <p>£8744.85</p>
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<p>Higher rates of progress for PP children with SEN need</p> <p>Success Criteria PP children who are also on the SEN register make expected progress across the year</p>	<p>1:1 and small group provision and support.</p>	<p>Some of the children received targeted support and pre-teaching in order for them to access the curriculum. Children gained confidence in contributing to lessons.</p> <p>Success criteria partially met Data for PP and SEN children: 8 of the pupil premium children are on the SEN register. Reading 50% expected progress Writing 25% expected progress Maths 37% expected progress</p>	<p>Continue pre-teaching in KS2. Consider a pre-teaching approach for KS1 children to enable greater access to the curriculum Monitor the transfer of skills back into the classroom for some interventions</p>	<p>Proportion of TA salaries £5962.88</p> <p>£5962.88</p>																																							
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iii. Other approaches				
Desired outcome	Chosen action/approach	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
Behavioural issues addressed Success Criteria Fewer behavioural issues reported for PP children in KS1	Develop a focus on positive behaviours	Behaviour policy has been amended A new reward systems has been established Children talk positively about aiming for 'Go for Green' Vision and values are being amended Reward charts have been implemented for some children Success Criteria met At the start of the year 7/9 PP children in KS1 had behavioural issues reported At the end of the year 4/8 PP children in KS1 have behavioural issues reported	Need to monitor and review which children are not responding to the reward system	Signs £190.84 Lanyards £49.85 £240.69
Increased attendance rates for PP children Success Criteria Reduce the number of persistent absences by PP children.	Monitor attendance of PP children	Attendance cup has been introduced. Attendance letters have been issued to parents Attendance of different groups has been monitored Success criteria not met PP absence 2017-2018 87.1% 2018-2019 83.9% Persistent absence 2017-2018 9 children 2018-2019 10 children	Attendance and persistent absence remains high despite involvement with SLO	Behaviour Cup £35.49 £35.49