

# Halstead Community Primary School



## Pupil Premium Action Plan: 2020-2021

1. Summary information					
<b>School</b>	Halstead Community Primary School				
<b>Financial Year</b>	2020/21	<b>Total PP budget</b>	£29,210	<b>Date of most recent PP Review</b>	Sept 2020
<b>Total number of pupils</b>	73	<b>Number of pupils eligible for PP</b>	20	<b>Date for next internal review of this strategy</b>	Dec 2020

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

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

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

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher rates of progress for PP children with SEN need	PP children who are also on the SEN register make progress towards their individual outcomes
<b>B.</b>	Improved emotional well-being of children	Progress made in achieving the well-being award
<b>C.</b>	Higher attainment for PP boys across the school	PP boys attain as high as other boys in their year group for RWM
<b>D.</b>	Higher attainment for PP children in Maths	PP children attain as high as other children in their year group for Maths

5. Planned expenditure					
Academic year	2020/21				
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	Outdoor learning	PP boys are attaining lower than non PP boys. We want to promote outdoor learning, including the introduction of Forest School to more year groups	Staff meetings to train new staff and refresh staff in Maths of the Day and English of the Day. Discuss progress of PP children and boys in Pupil Progress Meetings Discuss ideas and strategies for outdoor learning in a staff meeting Review outdoor learning opportunities in the ProspectUs units	Senco	Dec 2020 then each seasonal term
Higher attainment for PP children in Maths	Embed Mastery approach	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 Observation of Maths lessons and interventions	Deputy Head/ Maths Coordinator	Dec 2020 then each seasonal term
Higher rates of progress for PP children with SEN need	Adapting the curriculum to meet the needs of children with SEN	We need to embed an inclusive culture that supports children who may be disadvantaged or have additional needs or barriers to learning. It is known that more children with SEN are home schooled, in the prison population and have higher rates of exclusion. There is also a wide attainment gaps which grows through he school years.	Staff meeting to Adapting the curriculum to meet the needs of children with SEN cascade training Monitor through observations of lessons and interventions Discuss progress of SEN children in Pupil Progress Meetings Discuss strategies in staff meetings	Senco	Dec 2020 then each seasonal term
<b>Total budgeted cost</b>					£18 000
Evaluation: Sept 2020 Due to the Coronavirus Lockdown the actions were not fully implemented during the summer term 2020. Staff were provided with cpd materials relating to maths mastery. The maths curriculum was mostly delivered through home learning therefore a maths mastery approach was not always appropriate. Outdoor activities were promoted during lockdown however, due to coronavirus guidance and social distancing requirements, many of the active group sessions were not appropriate for the children to access. Some of the SEN children returned to school with the partial reopening and they were supported within their bubbles.					

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>
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 2020 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, Little Ditties 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 2020 then each seasonal term
Higher attainment for PP children in Maths across the school	1:1 and small group sessions in maths, including NCETM small steps progression materials 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 2020 then each seasonal term
<b>Total budgeted cost</b>					£14 000
<p>Evaluation: Sept 2020 Due to the Coronavirus Lockdown the actions were not fully implemented during the summer term 2020. The curriculum was mostly delivered through home learning therefore different approaches and resources were used. Some of the Pupil Premium and SEN children returned to school with the partial reopening and they were supported within their bubbles. Due to coronavirus guidance and social distancing requirements, many of the interventions were suspended or were delivered in a different format within their bubble. At the end of the summer term, all of the children were discussed in handover meetings regarding their attainment and possible gaps due to lockdown. Baseline assessments were undertaken on the return to school. Pupil progress meetings have taken place to discuss gaps and interventions to close the gaps have started.</p>					

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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>
Improved emotional well-being of children	Well Being Award Mind Fitness lessons Well-being assemblies Wellbeing workshop for parents	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.	Well Being award committee will ensure that the school works through the steps towards achieving the award. Termly Mind Fitness lessons to be evident in the planning and monitored Pupil voice	Senco	September 2020  £2000
<b>Total budgeted cost</b>					£2000
Evaluation: Sept 2020 Due to the Coronavirus Lockdown the actions were not fully implemented during the summer term 2020. The Mind Fitness assembly was cancelled and other well-being strategies could not be implemented due to home learning. Social stories were provided for to support all children with the partial opening in June and full reopening of school in September. The children have generally returned to school happy and confident with minimal noticeable impact on their well-being due to the lockdown.					

6. Review of expenditure																																											
Previous Academic Year		2019/20																																									
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																																							
<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 refresher Introduce ProspectUs Curriculum to engage boys through hooks into topics and energising tasks Outdoor learning</p>	<p>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.</p> <p>Success criteria not met Boys data Spring 2020 % on track for expected + combined RWM</p> <table border="1"> <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>0</td> <td>-</td> <td>6</td> <td>67</td> </tr> <tr> <td>2</td> <td>3</td> <td>0</td> <td>2</td> <td>50</td> </tr> <tr> <td>3</td> <td>4</td> <td>25</td> <td>4</td> <td>75</td> </tr> <tr> <td>4</td> <td>1</td> <td>0</td> <td>5</td> <td>50</td> </tr> <tr> <td>5</td> <td>3</td> <td>0</td> <td>5</td> <td>60</td> </tr> <tr> <td>6</td> <td>2</td> <td>50</td> <td>5</td> <td>60</td> </tr> </tbody> </table>	Year	PP		Non PP		No.	%	No.	%	1	0	-	6	67	2	3	0	2	50	3	4	25	4	75	4	1	0	5	50	5	3	0	5	60	6	2	50	5	60	<p>Continue to focus on boys and PP in PPMs Embed the use of the ProspectUs Curriculum Fresher training and induction for new staff will be needed Further develop engaging boys through outdoor learning</p>	<p>Prospectus £1,500.00</p> <p>DHT salary £5,678.82 (18 days)</p> <p>Supply cover for PPMs (£279)</p> <p><b>Total £7,457.82</b></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>Introduce White Rose Maths Mastery planning</p>	<p>White Rose Maths Mastery planning has been introduced and being taught in years 1 – 6. Reception have been using NumberBlocks materials. Staff training has been delivered for Maths Mastery as well as question design and Maths working walls</p> <p>Success criteria not met Maths data Spring 2020 % on track for expected +</p> <table border="1" data-bbox="689 320 1303 555"> <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>1</td> <td>100</td> <td>9</td> <td>78</td> </tr> <tr> <td>2</td> <td>3</td> <td>33</td> <td>6</td> <td>83</td> </tr> <tr> <td>3</td> <td>5</td> <td>20</td> <td>7</td> <td>71</td> </tr> <tr> <td>4</td> <td>4</td> <td>25</td> <td>5</td> <td>60</td> </tr> <tr> <td>5</td> <td>5</td> <td>20</td> <td>11</td> <td>55</td> </tr> <tr> <td>6</td> <td>3</td> <td>33</td> <td>7</td> <td>71</td> </tr> </tbody> </table>	Year	PP		Non PP		No.	%	No.	%	1	1	100	9	78	2	3	33	6	83	3	5	20	7	71	4	4	25	5	60	5	5	20	11	55	6	3	33	7	71	<p>Embed the use of White Rose Maths planning Fresher training and induction for new staff will be needed</p>	<p>NumberBlocks £15.26 Resources £735.84 DHT salary £9,464.70 (30 days)</p> <p><b>Total £10,215.80</b></p>
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**ii. Targeted support**

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
<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. Interventions were established quickly and Provision Maps shared with parents. CPD has been delivered relating to Autism and Sensory Need Most of the SEN children have made progress against their personal targets but this does not compare to academic progress.</p> <p>Success criteria partially met Data for PP and SEN children: 9 of the 21 pupil premium children are on the SEN register (which has 13 children) Of these PP and SEN children. 1 made expected progress in Reading 11% 2 made expected progress in Writing 22% 1 made expected progress in Maths 11% Writing 25% expected progress Maths 37% expected progre11% ss</p>	<p>Continue pre-teaching in KS2. Monitor the transfer of skills back into the classroom for some interventions Introduce strategies for adapting the curriculum to meet the needs of children with SEN Review methods of recording progress for SEN children</p>	<p>Proportion of TA salaries £2,738.85 (based on 7.5 hours maths intervention across the school a week at an average TA salary of £9.61 an hour for 38 weeks)</p> <p>DHT salary £5,678.82 (18 days)</p> <p><b>Total £8,417.67</b></p>

<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>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</p>	<p>Some of the boys received targeted support and pre-teaching in order for them to access the curriculum.</p> <p>Success criteria not met Boys data Spring 2020 % on track for expected + combined RWM</p> <table border="1" data-bbox="689 268 1303 501"> <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>0</td> <td>-</td> <td>6</td> <td>67</td> </tr> <tr> <td>2</td> <td>3</td> <td>0</td> <td>2</td> <td>50</td> </tr> <tr> <td>3</td> <td>4</td> <td>25</td> <td>4</td> <td>75</td> </tr> <tr> <td>4</td> <td>1</td> <td>0</td> <td>5</td> <td>50</td> </tr> <tr> <td>5</td> <td>3</td> <td>0</td> <td>5</td> <td>60</td> </tr> <tr> <td>6</td> <td>2</td> <td>50</td> <td>5</td> <td>60</td> </tr> </tbody> </table>	Year	PP		Non PP		No.	%	No.	%	1	0	-	6	67	2	3	0	2	50	3	4	25	4	75	4	1	0	5	50	5	3	0	5	60	6	2	50	5	60	<p>Continue pre-teaching in KS2. Monitor the transfer of skills back into the classroom for some interventions</p>	<p>Proportion of TA salaries £3,651.80 (based on 10 hours maths intervention across the school a week at an average TA salary of £9.61 an hour for 38 weeks)</p> <p><b>Total £3,651.80</b></p>
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<p>Higher attainment for PP children in Maths across the school</p> <p>Success Criteria PP children attain as high as other children in their year group for Maths</p>	<p>1:1 and small group sessions in maths, including Closing the Gap with Numicon, Dyscalculia Solutions, pre-teaching and basic maths skills</p>	<p>Some of the children received targeted support and pre-teaching in order for them to access the curriculum. The children received maths interventions using the White Rose materials for lower year groups</p> <p>Success criteria not met Maths data Spring 2020 % on track for expected +</p> <table border="1" data-bbox="689 772 1303 1005"> <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>1</td> <td>100</td> <td>9</td> <td>78</td> </tr> <tr> <td>2</td> <td>3</td> <td>33</td> <td>6</td> <td>83</td> </tr> <tr> <td>3</td> <td>5</td> <td>20</td> <td>7</td> <td>71</td> </tr> <tr> <td>4</td> <td>4</td> <td>25</td> <td>5</td> <td>60</td> </tr> <tr> <td>5</td> <td>5</td> <td>20</td> <td>11</td> <td>55</td> </tr> <tr> <td>6</td> <td>3</td> <td>33</td> <td>7</td> <td>71</td> </tr> </tbody> </table>	Year	PP		Non PP		No.	%	No.	%	1	1	100	9	78	2	3	33	6	83	3	5	20	7	71	4	4	25	5	60	5	5	20	11	55	6	3	33	7	71	<p>Continue pre-teaching in KS2. Review Maths interventions Consider the introduction of same day maths catch up sessions</p>	<p>Proportion of TA salaries £2,738.85 (based on 7.5 hours maths intervention across the school a week at an average TA salary of £9.61 an hour for 38 weeks)</p> <p><b>£1,825.90</b></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																								
Improved emotional well-being of children  Success criteria All staff have a greater understanding of mental health issues in children	Youth Mental Health First Aid	Senco attended the Youth Mental Health First Aid Training and Mental Health Fitness Training. Mental Health First Aid training was then delivered to all staff during inset in February. Some children are accessing counselling sessions through Fegans  Success criteria met	The decision to buy in the Youth Mental Health First Aid training to staff rather than cascade the training raised the profile of well-being across the school Investigate the well-being Award	YMH First Aid course																								
Children develop greater resilience  Success criteria Improved attendance at school	Cognitive Behaviour Therapy (CBT) type interventions	Growth Mindset and school vision and values are constantly reinforced during the school day. The school created a whole school song during a Roctopus Workshop which links to the school values. CBT was difficult to adapt for Primary age children Some children are accessing counselling sessions through Fegans  Attendance data: <table border="1"> <thead> <tr> <th></th> <th>Attendance %</th> <th>Authorised absence %</th> <th>Unauthorised absence %</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>93.07</td> <td>3.45</td> <td>3.47</td> </tr> <tr> <td>SEN</td> <td>81.35</td> <td>5.96</td> <td>12.7</td> </tr> <tr> <td>Without SEN</td> <td>94.85</td> <td>3.13</td> <td>2.01</td> </tr> <tr> <td>Pupil Premium</td> <td>87.37</td> <td>4.13</td> <td>8.5</td> </tr> <tr> <td>Without Pupil Premium</td> <td>96.98</td> <td>3.31</td> <td>1.53</td> </tr> </tbody> </table> Success criteria partially met		Attendance %	Authorised absence %	Unauthorised absence %	Whole School	93.07	3.45	3.47	SEN	81.35	5.96	12.7	Without SEN	94.85	3.13	2.01	Pupil Premium	87.37	4.13	8.5	Without Pupil Premium	96.98	3.31	1.53	Introduce the use of Coping Cat and Friends for Life in staff meetings Continue the introduction of Mind Fitness lessons each term Investigate the Well-being Award	Coping Cat £29.16
	Attendance %	Authorised absence %	Unauthorised absence %																									
Whole School	93.07	3.45	3.47																									
SEN	81.35	5.96	12.7																									
Without SEN	94.85	3.13	2.01																									
Pupil Premium	87.37	4.13	8.5																									
Without Pupil Premium	96.98	3.31	1.53																									

Data spring 2020 % on track for expected +

Year	PP					Non PP				
	No.	R	W	M	RWM	No.	R	W	M	RWM
1	1	100	100	100	100	9	78	78	78	78
2	3	33	0	33	0	6	83	83	83	83
3	5	40	20	20	20	7	86	86	71	71
4	4	50	25	25	25	5	80	100	80	60
5	5	40	40	20	20	11	64	45	55	45
6	3	33	33	33	33	7	86	86	71	71

April 2020