

## Subject Leader Action Plan

**Subject:** Pupil Premium/Disadvantaged Learners

**Subject Leaders:** Simon Futchter (Headteacher)

**School Year(s):** 2020/21 (to correspond to financial year)

**Overall Aim:**

To secure at least good progress for pupils in receipt of Pupil Premium that is at least in line with their peers.

**Success Criteria:**

- Children in receipt of Pupil Premium have their needs identified and appropriate strategies are used to address this need.
- Pupil make at least good progress across the school in all core areas.
- Parent and pupils report that the children's needs are being met.

This plan related to key action points to be addressed across the year and does not represent all spending. Please read this action plan and evaluation alongside the main summary of strategies employed at the school, available on the website for further information on how the PP grant is spent. Pupil specific in-school records (e.g. PP evaluations, CAF reviews and Pupil Case Studies) alongside general in-school records (e.g. PP data analysis, work scrutinies and pupil conferences) are available to evidence the impact of the school's work.

Key:

T=Term

PP= Pupil Premium

Last updated: **June 2021 (delay due to school closures and postponed assessments)**

| Objectives  | Personnel      | Tasks/ Resources  | Cost  | Timescale  | Monitoring Process/Success Criteria   | Evaluation   |
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| <p>Accurately Identify specific pupil's areas of need, particularly in need of COVID-19, and corresponding spending. Use revised criteria to be established in T1 2020.</p> | <p>SF lead</p> | <p>SF work with finance officer and staff to identify and plan spending for 20/21 financial year. The COVID-19 pandemic means that many actions will be carried forward from 19/20 and bring many of its own issues.</p> <p>Discussion in Pupil Progress Meetings (T2,4,6) or more regularly if required.</p> <p>Regular discussions between HT (PP) and SENCo – at least twice per small term.</p> | <p>£25964 allocation <b>which is divided further down on Spending Plan, to be read in conjunction with this action plan</b></p> | <p>April 2020 then September 2020 (including COVID-19 spending) then ongoing. Assessments at least termly (including entry and exit).</p> <p>Terms 2, 4 and 6 (plus twice termly PP/SENCo meetings).</p> | <p>Areas of need clearly identified using revised criteria in September 2020.</p> <p>Strategies to address areas of need clearly identified and revised in September 2020 after pupils return to school.</p> <p>Strategies monitored for impact and adjusted if required. This must be at least termly.</p> | <p>Areas of need identified and funding is being used to support pupils when they are in school and out of school. Use of Wiltshire funding and DfE funding has been used to fund laptops for specific PP children to support their access to online learning. Feedback from parents/carers has been positive – these actions have allowed these pupils to make progress over the lockdown periods.</p> <p>Some pupils in receipt of pp were offered school places during the lockdown in order to ensure they accessed the curriculum and made progress. This was hugely beneficial to these pupils. Teachers report that the pupils that attended school at this time maintained progress in their academic and social/emotional learning.</p> |

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| <p>Sustain the impact of work already completed in order to further close attainment and achievement gap in core subjects of reading, <b>writing</b>, <b>SPaG</b> and <b>maths</b> through PP lead working with subject leaders during termly meetings to hone pupil interventions and support further progress</p> | <p>SF<br/>Subject leaders</p> | <p>Subject leaders to conduct case studies on disadvantaged KS2 pupils relating to core subjects to identify areas for development</p> <p>Ensure progress over the Key Stage (rather than the previous year) is used as the key marker for intervention and support</p> <p>SEND/PP learners' books are marked first</p> <p>National Tutoring Programme accessed according to pupils' needs.</p> <p>HT/SENCo observe and evaluate sample of interventions termly. Feedback and further actions provided.</p> <p>Regular discussions between HT (PP) and SENCo – at least twice per small term.</p> <p>Pupils use blended learning platform to</p> | <p>£13k<br/>(£7k was initially allocated with an additional £6k earmarked for support following COVID-19 pandemic for 'recovery' and 'catch-up')</p> <p>£UNKNOWN for blended learning platform</p> | <p>Terms 2, 4 and 6 (plus twice termly PP/SENCo meetings).</p> | <p>Case study in T3 then on-going monitoring of identified strategies with final evaluation of impact in T6</p> <p>Outcomes in line with all pupils nationally (attainment and achievement)</p> <p>Blended learning platform provides good value for money by securing positive outcomes for our vulnerable pupils.</p> | <p>Children in receipt of Pupil Premium funding are showing a mixed picture. Those year four have achieved in line with their peers, at average or above progress, as have others in different year groups in some subjects. However some pupils have not made expected progress though there is no pattern discernible. Continue with catch-up support for all pupils with particular focus on the vulnerable (e.g. those in receipt of Pupil Premium). We are using our catch-up funding to support a number of vulnerable pupils across the school although are still awaiting for tutors to begin their work from the National Tutoring Programme. We will therefore start the tutoring process in the summer term once tutors become available.</p> <p>By the end of the cycle (April 2021), another lockdown has occurred. Assessments were delayed until children had returned to school and settled in. Despite the high quality remote learning and daily/weekly monitoring of engagement, some children made no progress or indeed regressed since the last assessment point in December 2020. This target will therefore be carried over to the next action plan for 21/22. It is important to note that some pupils in receipt of Pupil Premium. Particularly those in school and those that engaged with the remote education well, continued to make progress albeit often at a slower rate. This is to be expected in the climate in which the children were operating.</p> |
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|  |  | access learning regularly when not in school. Non-use is swiftly followed up. |  |  |  |  |
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| <p>Secure the social and emotional needs of pupil premium children</p> | <p>SF/ SENCo/ ELSA</p> | <p>Ensure ELSA programme is effective and responsive to the needs of pupils.</p> <p>Ensure PP leader and SENCo attends effective CPD (including cluster meetings) to increase her familiarity of new available interventions and liaises with PP/subject leaders to roll these out as required.</p> <p>Determine whether current provision in terms of hours available is sufficient. Use appropriate funding to train additional member of staff if required.</p> <p>Regular meetings between SENCo and ELSA are then discussed with HT. Future actions identified and followed up as appropriate.</p> | <p>£5k</p> | <p>Termly</p> <p>As training becomes available.</p> <p>Termly analysis of provision to determine sufficiency.</p> | <p>SENCO's subject knowledge increases</p> <p>PP interventions are effective at addressing children's needs and evaluations /reports indicate this is supporting children's performance at school (e.g. data)</p> <p>Ongoing monitoring by SENCO and PP leader</p> | <p>A new member of staff has been identified to train as an additional ELSA within the school. Training was secured for this member of staff but has been postponed twice due to COVID. We are awaiting the third offering to become live from Wiltshire Council.</p> <p>June 2021: Cara Dowding, the new staff member identified for ELSA training has received new dates from the LA for this. She has also received three afternoons from our current ELSA to prepare her for her case-load and provide support for her in her new role. Cara has reported this has helped her greatly get to grips with her new role.</p> <p>PP lead and SENCo have worked closely this year to support vulnerable pupils so none 'fall through the gap'. SENCo feeds ELSA discussions to PP lead at these times which allows joint decisions on how to progress to occur. As a result, all pupils have been supported as confirmed through discussions with parents, pupils and staff.</p> |
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| <p>Support families of PP children (e.g. through Early Help processes) to ensure home life supports school's aims of improving pupils' life chances</p> | <p>SF/SENCo/ Teachers</p> | <p>SF work with SENCo to identify parenting needs and address as required. This could include parenting classes, EH process, and physical resources.</p> <p>Regular reporting to governors will ensure this crucial area remains high profile and accountability remains effective.</p> | <p>£2k consultant fees</p> | <p>From September 2020</p> <p>Twice per year as a minimum (End T3; End T6)</p> | <p>Pupils/ parents/ staff indicate home life more conducive to learning overall.</p> <p>Priority of vulnerable learners remains high across the school. School community regularly updated on how these pupils are supported.</p> | <p>This is continuing for appropriate families although many services have been on hold due to COVID.</p> <p>New resources have been purchased to support PP/SEN pupils and feedback indicates these have been good value for money in terms of the progress pupils have made. The remote education process had early help at its core by identifying pupils not engaging quickly and providing support so they do (e.g. by providing teacher time over the phone and technology such as laptops).</p> |
| <p>Attendance of vulnerable pupils will be closely monitored and addressed swiftly.</p>   | <p>SF</p>                 | <p>SF to be notified when vulnerable pupil not in school. This will be closely monitored. If reasonable reason not provided, or level becomes a concern, this will be swiftly addressed by phone call/letter/surgery/meeting.</p>   | <p>None</p>                | <p>From September 2020</p>   | <p>Pupils' level of attendance is 95% or greater (excluding COVID-19 related absences).</p>   | <p>Attendance of vulnerable pupils has been good. Two pupils are currently below 90% and a concern. One has only recently joined the school and the other's attendance is improving following strategies put in place by the school. Attendance across the whole school is very good despite COVID at &gt;95%.</p> <p>June 2021, the attendance of the two vulnerable pupils causing a concern has improved significantly with no absences that needed challenging.</p>                                |

| Date          | Current Evaluation of Impact  | Next Steps   |
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| July 2020     | No data is available due to school closure as a result of COVID-19.   | No data is available due to school closure as a result of COVID-19.  |
| December 2020 | <p>Children in receipt of Pupil Premium funding are showing a mixed picture. Those year four have achieved in line with their peers, at average or above progress, as have others in different year groups in some subjects. However some pupils have not made expected progress though there is no pattern discernible.</p> <p>A new member of staff has been identified to train as an additional ELSA within the school. Training was secured for this member of staff but has been postponed twice due to COVID. We are awaiting the third offering to become live from Wiltshire Council.</p>  | <p>Continue with catch-up support for all pupils with particular focus on the vulnerable (e.g. those in receipt of Pupil Premium). We are using our catch-up funding to support a number of vulnerable pupils across the school although are still awaiting for tutors to begin their work from the National Tutoring Programme.</p> <p>Book member of staff on new ELSA training when it becomes available.</p> |
| June 2021     | <p>Interim assessment data indicates no pattern for the progress of children in receipt of Pupil Premium. Some children made good progress (often, but not always, those that attended school during the lockdown) academically or in terms of social/emotional aspects. Others made little progress or showed a regression in their learning according to raw assessment data. This can be explained by some parents not wanting to send their children to school (during the voluntary lockdown phase) and the difficulties children had to cope with within their world as a result of the pandemic.</p> <p>Internal support for new ELSA has been good and she has made good progress in her understanding of the role and the needs of the specific children she will be working with as a result.</p> | <p>Continue to monitor attendance of Pupil Premium children to ensure they access the curriculum and other aspects of school life.</p> <p>Continue with similar targets for catch-up using the evaluations staff have completed/information from pupil progress meetings to determine need moving forward.</p> <p>New ELSA to attend training which has been delayed due to COVID-19.</p>                        |