

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 | April 2019 |
| Total number of pupils | 78 | Number of pupils eligible for PP | 25 | Date for next internal review of this strategy | Sept 2019 |

| 2. KS2 Attainment 2017 - 2018 | | |
|-----------------------------------------------------------------------------|----------------------------------------|------------------------------------------------------|
| | <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 | 13% | |
| % making expected standard or above in reading | 50% | |
| % making expected standard or above in writing | 75% | |
| % making expected standard or above in maths | 25% | |
| KS1 attainment 2017 - 2018 | | |
| % achieving expected standard or above in reading, writing and maths | 0% | |
| % making expected standard or above in reading | 33% | |
| % making expected standard or above in writing | 0% | |
| % making expected standard or above in maths | 33% | |

| 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. | Behavioural issues for some of the children, particularly in KS1, is having a detrimental effect on their academic progress |
| C. | A high proportion are boys who attain lower than other boys |
| D. | A high proportion attain lower in Maths |
| 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 | PP boys are attaining lower than non PP boys. We want to train staff in alternative strategies to engage and motivate boys. | 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 | 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. | Deputy Head/ Maths Coordinator | Dec 2019 then each seasonal term |
| Total budgeted cost | | | | | £17,000 |

| 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 | July 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 | July 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 | July 2019 then each seasonal term |
| Total budgeted cost | | | | | £14,000 |
| 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? |

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|-------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| 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 | Dec 2019 |
| 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 |

| 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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| 4 | 3 | 0 | 5 | 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 2 | 50 | 5 | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 2 | 50 | 2 | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <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 1010 1303 1244"> <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> |
| Year | PP | | | Non PP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>ii. Targeted support</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> | <p>Lessons learned (and whether you will continue with this approach)</p> | <p>Cost</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <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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| <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. Children gained confidence in contributing to lessons.</p> <p>Success criteria partially met Maths data Spring 2019 % on track for expected +</p> <table border="1" data-bbox="689 1129 1303 1362"> <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>Continue pre-teaching in KS2. Consider a pre-teaching approach for KS1 children to enable greater access to the curriculum</p> | <p>Manipulatives £149.28 Proportion of TA salaries £4472.16</p> <p>£4621.44</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 |