



Perryfields Primary School

Pupil Premium (PP) Development Plan 2019-20 - Reviewed

Pupil Premium is additional funding for schools to support the academic performance of disadvantaged pupils

Due to the nationwide Lockdowns during the school year of 2019-20, this Pupil Premium Plan was not able to be completely delivered. However, the review of this plan shows that the intent of school was appropriate and would be continued into 2020-21.

Priorities:

Accelerate the rates of progress of disadvantaged pupils so that it is in line with national/school non-disadvantaged pupil data.

1. By the end of Year 6, the percentage of disadvantaged pupils attaining expected level in maths, reading and writing overall is at least in-line with national disadvantaged, national non-disadvantaged and school non-disadvantaged.
2. Pupils eligible for Pupil Premium make progress that is at least in line with Non-Pupil premium.
3. Structured Pupil Premium Intervention programmes increase the rates of progress for disadvantaged pupils.

Develop the engagement and involvement of families of disadvantaged pupils, encouraging them to take an active role in supporting learning by improving pupil attendance to school and enrichment activities.

4. Attendance of pupil premium pupils is at least in line with non-pupil premium pupils.
5. Disadvantaged pupils are offered enrichment activities (eg: clubs, music lessons, residential trips) and, through data and monitoring, the uptake increases towards that of the uptake of non-disadvantaged pupils.

Accelerate the rates of progress of pupil premium pupils so that all make progress at least in line with national/school non-pupil premium data.

| Strategy | Resources (Cost) | What will we do? | Evaluations and Progress Indicators (Impact) |
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| <p>Staff to deliver interventions, specifically in the areas of Reading and Maths:</p> <p>Heightened focus on increasing the progress made in reading and maths, through the development of reading schemes and Catch-Up Maths programme, delivered by support staff and Inclusion Manager</p> | £36,000 salaries | <ul style="list-style-type: none"> • DPP high profile in Inclusion Manager role • Support Staff member specifically employed to deliver wellbeing and intervention support to LAC pupils • Annual staff training to deliver interventions, which are resourced appropriately • Data analysis to identify DPP pupils eligible for Intervention Programmes • Interventions added to ProvisionMap for monitoring and assessment of success. • Interventions timetabled to ensure consistency • Termly (minimum) monitoring by Inclusion Manager to identify if success of interventions is impacted upon, such as additional training, resources or timetable difficulties | <p>Data provided and discussed termly in SLT, with particular focus on PP groups. Programme of training impacted upon by Lockdown and Coronavirus procedures but some online training was accessed.</p> <p>Interventions were timetabled before lockdown. The early finish on interventions meant that data was not able to measure substantial impact. However, this has created a framework and knowledge to be carried into 2020/21.</p> |
| <p>Heightened Focus on Year 6 Intervention Programmes in Reading and Maths</p> <p>In recognition that this year group has the highest proportion (over 50%) of DPP.</p> | <p>£20,000 (staff)</p> <p>£3,000 (resources)</p> | <ul style="list-style-type: none"> • Ensure Year 6 PP Pupils are a specific focus group discussed termly by SLT. • Ensure identified Year 6 PP pupils make accelerated progress through Wave 2 interventions. • Deliver programme with regular monitoring through data and learning walks to evaluate and adjust provision. | <p>A wide range of intervention programmes were created for Reading and Maths. An extra class for maths was created for those pupils who needed greater support, and was headed by Inclusion Manager. Data collection was impacted by Coronavirus lockdowns but teachers proved assessment data for Summer Term.</p> |

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| Development of Support Assistant roles with a focus on supporting disadvantaged pupils. Intervention programmes including nurture groups | £10,000 (staff) £3,000 (resources) | <ul style="list-style-type: none"> • Identification of key adults to act as Pastoral Mentors • Interventions designed to develop • Deliver programmes, as needed, with regular monitoring through data analysis, to evaluate and adjust provision. | Three members of support staff were identified to cover the need in school, with two for Year 6 alone. Lockdown resulted in reduced impact but staff were delivering pastoral care in school and over the phone to monitor pupil wellbeing. |
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Develop the engagement and involvement of families of disadvantaged pupils, encouraging them to take an active role in supporting learning by improving pupil attendance to school and enrichment activities.

| <i>Key Focus Activity (Strategy)</i> | <i>Resources (Cost)</i> | <i>What will we do?</i> | <i>Evaluations and Progress Indicators (Impact)</i> |
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| Supporting families to ensure that pupils are included and not excluded by deprivation Supporting families through the culmination of support and provided and/or sourced by Family Link and the Inclusion Manager | £8,500 £31,000 (salaries and service provider costs) | <ul style="list-style-type: none"> • Funding to provide pupils with equal opportunities to access enhanced curriculum, including school trips, music tuition, and school clubs. • Funding to provide pupils with essential items of equipment, such as school uniform. • Provision and development of the Family Link role as a service to families • Services to pupils, such as counselling, alternative-curriculum, mentoring, tuition • Access to specific additional services (such as Educational Psychologist) for Looked After Children • Provision of free milk to over 5's. | All school trips were cancelled in 2020 but the funding was put aside. Pupil Premium was used to provide equipment, such as laptops, to pupils during lockdown. Family Link role changed through lockdown and support was provided to a widening range of families through lockdown. Monitoring of family wellbeing became a weekly/twice weekly routine. Family Link and Inclusion Manager were supplied with mobile devices to provide service to families, through school term and school holidays. |