

## Badger Hill Primary School – Pupil Premium Strategy 2019/2020

### Evaluated 19/20

School: Badger Hill Primary School	Academic year: 2019/2020	Pupils on roll: 206	Date of most recent PP review: September 2019	Date of next PP review: January 2020
Total number of Pupils eligible for PP: 34		Total PP budget: £44,880		
<b>1.0 Barriers to future attainment for pupils eligible for Pupil Premium - Internal</b>				
1.1 – Social, Emotional, Mental Health difficulties. 1.2 – Range of vocabulary. 1.3 – Regularity of reading and exposure to a wide range of texts. 1.4 – Understanding of more challenging maths problems. 1.5 – English as an additional language. 1.5 – Access to wider curriculum and extra-curricular activities				
<b>2.0 Barriers to future attainment for pupils eligible for Pupil Premium - External</b>				
2.1 - Attendance and punctuality.				
2.2 - Preparedness for learning. Organisation of school planner, P.E. kit, for example.				
2.3 - Parental engagement with school.				

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3.0 Desired outcomes and how they will be measured	How will we know if this has worked?
<p>3.1 - Improved attendance amongst pupils eligible for Pupil Premium funding.</p> <ul style="list-style-type: none"> <li>- Attendance lead and PP lead to monitor persistent absentees each week.</li> <li>- Half termly meetings with parents of pupils who are persistent absentees.</li> <li>- A funded breakfast club to ensure that children arrive to school on time.</li> </ul>	<p>At the end of the summer term, 2019, 24% (9) of PP cohort had an attendance below 90%. At the end of this school year, we are aiming to ensure that no children, who are eligible for Pupil Premium funding, are persistent absentees. Persistent absenteeism has declined across school in general but we still have further work towards reducing PP children and persistent absenteeism.</p>
<p>3.2 An improved level of preparedness and readiness for learning.</p> <ul style="list-style-type: none"> <li>- Each pupil premium child to be supported by Pupil Premium Champion – a member of staff who will ensure that the reading planner is updated regularly and that any important information surrounding pastoral needs are communicated to the necessary members of staff, i.e. class teacher, SENDCO, Pupil Premium lead, safeguarding lead.</li> <li>- Teachers to build good relationships with families so that communication between home and school is effective.</li> <li>- A bank of uniform and P.E. kit in school.</li> </ul>	<p>All of those pupils who are eligible for Pupil Premium funding are able begin school each day at the same level of readiness as their peers, who are not eligible for Pupil Premium funding. Up until March 2020 this was a successful intervention</p>
<p>3.3 Pupils to achieve at least in line with national expectations in reading, writing, maths and GPS.</p> <ul style="list-style-type: none"> <li>- Outcomes from national and internal assessments</li> <li>- Lesson observations</li> <li>- Work scrutiny</li> <li>- Targeted interventions with a focus on reading, vocabulary and maths.</li> </ul>	<p>Outcomes will be in line with, or better, than national expectations. Outcomes were improving for PP children</p>
<p>3.4 Children to develop strategies to cope with challenges of school and other social situations and to engage with wider opportunities.</p> <ul style="list-style-type: none"> <li>- ELSA or other similar pastoral support</li> <li>- Pupil voice</li> <li>- Attendance information</li> <li>- Regular communication with parents</li> <li>- Access to a wide range of opportunities in and outside of school.</li> </ul>	<p>Pupils develop effective coping strategies.  Pupils communicate their feelings clearly.</p>

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Children feel that they have a wealth of strategies and supports in school to aid their learning.

Improved outcomes.

#### 4.0 Planned expenditure

##### 4.1 Quality of teaching

Desired outcome	Action	Rationale for action	How will this be monitored?	Cost
Pupils to achieve at least in line with national expectations in reading, writing, maths and GPS.	<ul style="list-style-type: none"> <li>- TA CPD – i.e. a focus on live marking.</li> <li>- Pupil conferences to take place in upper key stage 2.</li> <li>- CPD aimed to improve quality first teaching for pupils eligible for Pupil Premium funding.</li> <li>- SENDCO to work with parents, pupils and teachers.</li> </ul>	Enhancing teaching and support staff's skillset and understanding of potential barriers to learning leads to improved teaching standards.	<ul style="list-style-type: none"> <li>- Book looks.</li> <li>- Internal assessment system.</li> <li>- Pupil Progress Meetings.</li> <li>- End of year outcomes.</li> <li>- Learning walks and lesson observations.</li> </ul>	£1,000 – CPD – Based on 6 X TAs – 2 half days each  SENDCO time (10%) £5,000

##### 4.2 Attendance

Improved attendance amongst pupils eligible for Pupil Premium funding.  Children to develop strategies to cope with challenges of school and other social situations	<ul style="list-style-type: none"> <li>- PP lead to monitor Pupil Premium cohort attendance on a weekly basis.</li> <li>- Letters inviting parents/carers for a meeting regards attendance to be sent at the end of each half term. These letters are for any child whose attendance is less than 90%.</li> <li>- Breakfast club, funded by school, to be started in Aut 2 term. This club will be</li> </ul>	All measure improve families' accountability for attendance but also ensure that families are supported in improving attendance.	<ul style="list-style-type: none"> <li>- Attendance lead to monitor attendance of the cohort each week.</li> <li>- Outcomes should show good progress.</li> </ul>	Breakfast club - Food – approx. £2000 Staffing (TA 2) £6,000  AHT release time (10%) £5,000
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and to engage with wider opportunities.	<ul style="list-style-type: none"> <li>run exclusively for pupils eligible for Pupil Premium funding.</li> <li>- Release of Assistant Head Teacher to monitor attendance.</li> </ul>			
4.3 Targeted support				
Pupils to achieve at least in line with national expectations in reading, writing, maths and GPS.	<ul style="list-style-type: none"> <li>- Third Space learning – 1:1 tuition each week for X9 ks2 pupils</li> <li>- 1:1 tuition with bespoke focus for pupils in KS2.</li> <li>- Daily vocabulary session before school for KS1 pupils.</li> <li>- Daily reading session for KS2 pupils before school daily.</li> <li>- Pupils eligible for Pupil Premium funding in year 5 and 6 to take part in weekly 1:1 reading session.</li> <li>- All pupils to be given access to Nessy reading.</li> </ul>	Extra learning opportunities to allow pupils to reach their maximum potential, regardless of their starting point.	<ul style="list-style-type: none"> <li>- Third Space generated reports.</li> <li>- Termly pupil progress meetings.</li> <li>- School trackers used to assess understanding of curriculum objectives.</li> <li>- End of year outcomes.</li> <li>- Ness generated reports.</li> <li>- Book looks.</li> <li>- Pupil voice.</li> <li>- Learning walks.</li> </ul>	<p>Third Space - £5,000</p> <p>1:1 tuition based on 10 X per hours a week - £9,000</p> <p>License costs - £500</p>
4.4 Supporting pupils' social, emotional and mental and behaviour needs.				
Children to develop strategies to cope with challenges of school and other social situations and to engage with wider opportunities.	<ul style="list-style-type: none"> <li>- Pupils, when required, to take part in an ELSA programme.</li> <li>- Working with the SENDCO and other external services to improve teaching and planning strategies.</li> <li>- Access to a well-being worker where appropriate.</li> </ul>	SEMH needs act as a barrier to learning for many our cohort. Offering support to overcome SEMH barriers allows pupils to access their learning and achieve their maximum potential.	<ul style="list-style-type: none"> <li>- SEB/SDQ questionnaires as part of an ELSA programme.</li> <li>- Reports to parents and school staff from external support/agencies, i.e. Educational Psychologist.</li> <li>- Pupil voice.</li> </ul>	

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	<ul style="list-style-type: none"> <li>- Release of safeguarding lead to coordinate SEMH support.</li> <li>- Staff to promote and teach the concept of growth mindset.</li> </ul>		<ul style="list-style-type: none"> <li>- Learning walks.</li> <li>- SENDCO will also monitor pupils' progress, against their own needs.</li> </ul>	
4.5 Being responsive to pastoral needs.				
Children to develop strategies to cope with challenges of school and other social situations and to engage with wider opportunities	<ul style="list-style-type: none"> <li>- Pupil Premium champions to communicate effectively via CPOMS, to the appropriate member of staff, any possible safeguarding concerns.</li> <li>- Funding of school trips, i.e. Peat Rigg.</li> <li>- Funding of school uniform.</li> <li>- Trips to places such as the theatre to enrich pupils' experiences of life places outside of school.</li> </ul>	Aiming to create a level playing field in learning is important to ensure that every child can reach their maximum potential. These actions aim to make sure that pupils' do miss out on learning opportunities due to their potential barriers.	<ul style="list-style-type: none"> <li>- Pupil voice</li> <li>- Discussions with families</li> <li>- Pupil outcomes - monitoring class trackers.</li> </ul> <p>SENDCO will also monitor pupils' progress, against their own needs.</p>	£2,500
September forecasted spend: <b>£36,000</b>	December forecasted spend:	March forecasted spend	June spend summary	
Overall spend was less than in a typical year (school partially closed from March 2020 through until July 2020) Remainder of money to be carried through to 20/21				