

Badger Hill Primary School
Pupil Premium Action Plan 2020/2021

School Development Plan Priorities			
<p>Priority One:</p> <p>To improve pupil outcomes in reading, writing and maths in all year groups in order to ensure that at the end of KS2 they have made good or better progress and are in line or above national expectations. This should a specific focus on the most able children in school as well as our PP children</p>	<p>Priority Two:</p> <p>Ensure a creative and engaging curriculum is in place across the school</p> <ul style="list-style-type: none"> - Curriculum developments started in the last academic year are embedded across the school - Subject leaders expertise and knowledge is further deepened across school - Further expertise around remote learning is developed across school 	<p>Priority three:</p> <p>Quality first teaching and learning is embedded across school</p> <ul style="list-style-type: none"> - Develop monitoring systems so leaders are accurate in their understanding of the standards across school - Establish and embed collaboration between staff to allow good practice to be shared, this will specifically allow for new and developing teachers to grow. - Offer quality CPD in all areas of the curriculum with a research, share, practice and review system. - Continue to develop links between other schools to support key members of staff 	<p>Priority Four:</p> <p>Embed opportunities for all staff to grow at all levels</p> <ul style="list-style-type: none"> - Share leadership responsibilities across school allowing others to progress - Encourage peer to peer support - Use career pathways as a tool for staff to aspire to

Priority from SDP	Target Area	Core Strategies	Planned Outcomes
One	<p>Attendance To raise the attendance of PP pupils so that attendance is consistently above 96%.</p>	<ul style="list-style-type: none"> -PP Lead to track weekly attendance of PP pupils. -PP lead to record PA PP. -PP lead to communicate initial concerns with class teacher. -If PP pupil is has attendance below 90% by the end of the first half term, the attendance fast track policy is followed. 	<ul style="list-style-type: none"> -PP pupils will hold an attendance of more than 96% as a cohort by the end of the academic year. -By the end of the school year, no PP pupil will hold attendance under 90%.
One	<p>Attendance To ensure that persistent absenteeism amongst pupil premium pupils reduces further. Aiming to ensure non PP pupil has attendance below 90%</p>	<ul style="list-style-type: none"> -If PP pupils' attendance doesn't improve the following half term, a second letter is sent and coordinated meeting is held with member of SLT including safeguarding and the headteacher. -PP cohort are tracked each term against Non-PP. -Breakfast club, all PP pupils invited, to begin in Aut/Spring 2020 to support attendance and pastoral needs. 	<ul style="list-style-type: none"> -Communication and relationships between school and families of PP children will be improved.
One, two and three	<p>Attainment To ensure that the gap between PP pupils, their peers in school and nationally closes in reading, writing and maths.</p> <p>To close the gap amongst Non-PP pupils in school and nationally in reading, writing and maths but with a particular focus on reading and maths in KS1. In KS2, again, a particular focus on reading and maths, as well as SPaG outcomes.</p>	<ul style="list-style-type: none"> -PP lead to carry out monitoring cycle. -PP lead to ensure that attendance improves. -PP tracker data to be review half termly by PP lead. - Half termly feedback to staff following monitoring cycle and data scrutiny. -PP lead to ensure all relevant staff understand the PP data and also the data relating to the gap between their peers. - The school's catch up programme should also consider this group as a priority. 	<ul style="list-style-type: none"> -ALL PP pupils in Year 6 and Year 2 will each achieve the expected standard in maths, reading, writing and SPaG (KS2). In all year groups, work completed in books will accurately reflect the assessment judgements made by class teachers.

One, two and three	<p style="text-align: center;">Progress</p> <p>To focus on improving reading and maths progress from end of KS1 to end of KS2. To ensure that the gap between PP pupils and their peers is closed both in school and nationally.</p>	<ul style="list-style-type: none"> -Through learning walks, pupil voice and book looks, PP lead to assess whether children are making as much if not more progress than their peers each half term. -PP lead and teaching staff to intervene and improve/add support for any pupil who is coasting or not making as much progress as their peers. -Progress amongst the PP cohort to be discussed against intervention/support plans in Pupil Progress meetings. - Bespoke interventions and academic support see Teaching and Learning below. 	<ul style="list-style-type: none"> -PP pupils in years Reception, Year 1, year 3, year 4, year 5 will achieve as much progress as their peers – This will be determined through scrutiny of books and curriculum trackers. -PP children in year and year 2 will all make positive progress in all subjects with a particular emphasis in reading, SPaG (KS2) and maths.
One, two and three	<p style="text-align: center;">Teaching and learning – Provision in the classroom</p>	<ul style="list-style-type: none"> -Ensure that pupils learning is of a good or higher standard and support/challenge is carefully planned for the needs of PP pupils in each class. -To ensure that support staff can encourage a growth mindset and independent learning skills amongst PP pupils. -Make sure that PP pupils are aware of their own needs, strengths and targets in learning – ensure that they have ownership over this. -Through learning walks, ensure that classrooms offer pupils with opportunities to be independent. -To make sure that pupils have the opportunity to access high quality resources from working walls and other classroom areas. - Ensure that these pupils have packs that support their learning and ability to access resources. -Ensure that these pupils have access to quality texts. 	<ul style="list-style-type: none"> -PP learners will have the skills to independently improve their during lessons through - PP pupils will take ownership of their own areas for development. -Each child is challenged and supported when appropriate. - Support staff use high lever questioning and modelling skills to support pupils. -PP children’s’ outlook on learning is positive.
One, two and three	<p style="text-align: center;">Teaching and learning – Additional support – Academic</p>	<ul style="list-style-type: none"> -KS2 pupils to take part in weekly 1:1 maths tuition – Third Space. -PP champions to review children reading diaries to ensure they are reading a minimum of 5X per week. - PP pupils to be provided with access to Nessy reading and/or writing and number. -Extra sessions provided via catch up programmes, prioritise involvement of PP pupils. - These pupils are prioritised for in school time interventions. -All pupils have access to Bug Club reading -All pupils have access to spelling shed -All pupils have access to TT Rockstars. -Alternatives activities or support is given to those pupils who cannot access online activities outside of the classroom. 	<ul style="list-style-type: none"> -PP pupils have resource available to them will allow them to close the gap. -Children can access resources outside of school hours to continue learning. -Children feel that their school has invested in their learning and progress – They understand that they are supported. -Progress made in activities extra to regular classroom lessons have an obvious impact in learning in the classroom.

			-Children have a good understand as to why they take part in additional activities.
All	Teaching and learning – Additional support pastoral	<ul style="list-style-type: none"> -Class teachers ensure that children’s pastoral needs are being documented (CPOMS) and communicated to the class teacher. -Staff to communicate clearly via ClassDojo with parents to ensure pupils’ needs are met. -Uniform purchased if necessary. -PP lead and safeguarding lead to work closely with parent to improve school membership. 	<ul style="list-style-type: none"> -Children feel safe, valued and happy in school. -Children approach learning with a growth mindset. -PP pupils understand that they are support emotionally and socially in school by the adults around them.
Four	Leadership and management – Raising the profile	<ul style="list-style-type: none"> -Pupil progress meetings will have a PP focus. -All members of SLT, in particular the safeguarding lead will have access to PP information. -Moderation sessions will, at times, have a PP focus. - SLT are aware of the PP register, as are key stage leaders. - Leadership will initiate a PP review in the summer 2020 term. 	<ul style="list-style-type: none"> -An improved understanding of the barriers that our PP pupils face amongst all staff. -Disadvantaged pupils are championed and given opportunities where appropriate. -A shared responsibility amongst staff will improve capacity to improve outcomes for PP pupils.