



1. Summary information					
Academic Year	2019-2020	Total PP budget	£108,705	PP lead: C Gaskell/ H Wheatley	PP governor: Mr D Lennon/ A Andrews
Total no. of pupils	382	No. of pupils eligible for PP	82	Date for next internal PP review	26.3.20
2. Current attainment					
KS2 outcomes for 2018-2019:		BK pupils eligible for PP	BK pupils not eligible for PP (national average)	PP gap	
% achieving expected standard, or above, in reading, writing and mathematics		33%	39% (64%)	-6%	
% achieving expected standard, or above, in reading		43%	60% (75%)	-17%	
% achieving expected standard, or above, in writing		76%	76% (76%)	+0%	
% achieving expected standard, or above, in mathematics		52%	48% (78%)	+4%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers:					
A	Pupils' on-entry baselines are well below their chronological ages: <i>one-to-one 'closing the gap' strategies, focussed 1:1/ group support 'in-class'</i>				
B	Percentage on track in 'reading, writing, maths combined' is well below national: <i>daily 'closing the gap' strategies, focus on reading and maths</i>				
C	Underachievement of white British boys at the end of KS2: <i>balance of boy/girl-friendly topics, 1:1/ group support 'in-class', LCFC role models, staff PP champions</i>				
D	High EAL: 'New Arrivals/New to English' pupils are unable to access whole curriculum: <i>Focus on basic topic vocabulary, 1:1 support in the classroom</i> : EAL parents unable to fully support their child's learning and homework: <i>'Conversation Club' for parents, Year Ahead meetings, project with BG University</i>				
E	High mobility, particularly mid-year admissions and SEND: <i>'closing the gap' support, EAL support, SENDCo supporting in class, baseline assessments if new to English.</i>				
External barriers: <i>use of funding to address/ support barriers</i>					
F	Overall attendance for pupils eligible for PP impacts on progress: <i>deploy Attendance officer</i>				
G	High number of safeguarding concerns: <i>Deploy Pastoral Team and Safeguarding officer</i>				
H	High deprivation and aspirational poverty (poor housing conditions, fewer opportunities outside of school): <i>school and residential visits, Breakfast Club, uniform, clubs</i>				
4. Desired outcomes					
	Desired outcomes and how they will be measured		Success criteria		
1	Early assessment informs gaps in learning		'New to English/ EAL' pupils make good progress in all subjects.		
2	Accelerate progress of disadvantaged pupils		The PP gap has closed in Reading, Writing and Maths combined		
3	Improve attendance of disadvantaged pupils		The PP attendance gap is closed and in-line with national		

Review dates: **January 2020**; **March 2020**; **July 2020**

A. Pupils' on-entry baselines are well below their chronological ages: <i>one-to-one 'closing the gap' strategies, focussed 1:1/ group support 'in-class'</i>						
B. Percentage on track in 'reading, writing, maths combined' is well below national: <i>daily 'closing the gap' strategies, focus on reading and maths</i>						
C. Underachievement of white British boys at the end of KS2: <i>balance of boy/girl-friendly topics, 1:1/ group support 'in-class', LCFC role models, staff PP champions</i>						
Taken from SDP Priority One:	Lead	Resources	Timescale	Monitoring	Success Criteria	Evaluation
- Teachers plan for, and provide, differentiation and challenge to meet the needs of all pupils	T&L lead/ DHT	Phase Leadership time External moderation Pupil Progress Meetings £4,000 T&L Lead supporting class teachers £20,000	Daily	SLT: Book scrutiny, lesson obs  Governor attend PPMs	<ul style="list-style-type: none"> <li>Books show evidence of challenge and differentiation</li> <li>Evidence of challenge and differentiation in all subjects</li> <li>All subject/phase leaders have 'disadvantaged pupils' as a focus in their action plan</li> <li>All PP abilities are sufficiently challenged</li> <li>PPMs focus on disadvantaged</li> </ul>	<p>January 2020: Intervention plans are in place from PPMs</p> <p>March 2020: PPM focus on the performance of disadvantaged pupils as a group. Strategies in place for Summer term.</p> <p>July 2020: Evidence of challenge and differentiation in planning and pupil books - but not in all non-core subjects; needs further action and monitoring by subject leaders</p>
<ul style="list-style-type: none"> <li>Gaps in learning addressed in, and out of, the classroom (AfL)</li> <li>Adult PP champions for 1:1 reading and pastoral support, including LCFC role models</li> <li>Children have more exposure to reading assessment material</li> </ul>	DHT	Closing the Gap support staff  £30,000	Daily  Weekly  Weekly	T&L lead  Reading SLs	<ul style="list-style-type: none"> <li>All PP pupils have a PP champion</li> <li>Pupils are more familiar with format of reading assessments</li> <li>PP progress is in-line with non-PP at the end of the year</li> <li>Combined attainment at the end of KS1 and KS2 continues to improve</li> <li>The PP gap has narrowed in RWM combined</li> </ul>	<p>July 2020:</p> <p><b>KS1 Progress:</b> PP is in line with non-PP</p> <p><b>KS1 Attainment:</b> Expected+: PP &lt; non-PP (-9%)</p> <p>GD: PP is in-line with non-PP (+3%)</p> <p>Challenging the most able has been a priority</p> <p><b>KS2 Progress:</b> PP is in line with non-PP</p> <p><b>KS1 Attainment:</b> Expected+: PP &lt; non-PP (-10%)</p> <p>Greater Depth: PP &gt; non-PP (+14%)</p> <p>Challenging the most able has been a priority</p>
<b>D. High EAL: 'New Arrivals/New to English' pupils are unable to access whole curriculum:</b> <i>Focus on basic topic vocabulary, 1:1 support in the classroom, 'New to English' interventions</i>						
: EAL parents unable to fully support their child's learning and homework: <i>'Conversation Club' for parents, Year Ahead meetings, TESoL project with BG University</i>						
<b>E. High mobility, particularly mid-year admissions and SEND:</b> <i>'New to English'/EAL support, SENDCo supporting in class</i>						
<ul style="list-style-type: none"> <li>1:1/ group support for EAL/PP pupils in classrooms</li> <li>Topic related word banks highly visible in all learning areas</li> </ul>	EAL lead	EAL support staff  £20,000	Daily	SLT  Chair of Govs	EAL / PP pupils are accessing the curriculum EAL / PP pupils know, and understand, topic vocabulary N2E receive appropriate support to learn 'survival language' N2E are immersed in classroom environment	<p>January 2020: topic vocabulary displayed as non-negotiable in science, history, geography, R.E and mathematics</p> <p>Next steps: PP governors monitor PP knowledge of vocabulary</p> <p>July 2020: Positive feedback from Governors. Most pupils from all context groups were able to talk about targeted vocabulary and meaning.</p>
<ul style="list-style-type: none"> <li>Conversation Club for parents</li> <li>Year Ahead meetings</li> <li>BG support EY parents</li> </ul>	EAL lead	£500	Weekly Weekly Termly	SLT	PP/EAL parents have language skills, and knowledge, to support their child's learning Parents able to support their children with homework	<p>January 2020: Average of 10 adults attending Conversation Club but not our parents</p> <p>Weekly homework club for Y3/4 pupils</p> <p>July 2020: Next steps: BG to continue project</p>
Safeguarding assessments	LH	£5,000	On-going	DSL	Concerns identified early	July 2020: on-going actions
Children Missing in Education (CME) are followed up	LH			DSL	No children entering/leaving, BK are unaccounted for	July 2020: - on – going actions
Early assessment of PP SEND LENS review	NC	Ed Psych £2,000 SENDCo £5,000	Termly	SEND governor	All SEND children have their needs met Recommendations from LENS review are actioned	<p>January 2020: SENCo weekly drop-ins. LENS review</p> <p>July 2020 – LENS review completed in March 2020</p> <p>End of KS2: all SEND/PP pupils met their targeted</p>

						outcomes
<b>F. Overall attendance for pupils eligible for PP (94.8% for 2018-2019) impacts on progress:</b> <i>deploy Attendance officer and Parent Support Adviser</i>						
Monitoring of PP children's attendance and punctuality Attendance panel for highest PAs	LH	Attendance Officer Alarm clocks £10,000	Daily Termly	HT/ Chair of governors	PP attendance is at least in-line with national PP PP children arrive to school on time Attendance panel impacts on PA data	3.2.20: PP: 94.5% / non-PP: 94.3% LH continue to address lateness of pupils July 2020: Due to school closure, attendance not statutory since March
Incentives for attendance	LH	Certificates £200	Annual	HT		
<b>G. Significantly high number of safeguarding concerns:</b> <i>Deploy Pastoral Team, Safeguarding officer and Parent Support Adviser</i>						
All concerns are reported to Safeguarding Officer	SO	£20,000	Daily	DSL	All staff know the procedures for any disclosures All concerns are recorded and acted upon. Children feel safe in school.	Jan 2020: 79 concern sheets submitted by staff since Sept 2019. 9 referrals to Children's Services: 7 opened, 2 Early Help supported by PSA and DDSL July 2020: Due to school closure, all staff have increased their CPD with online safeguarding training.
<b>H. High deprivation and aspirational poverty (poor housing conditions, fewer opportunities outside of school):</b> <i>school visits and visitors, Breakfast Club, uniform, clubs, Cultural Capital checklists agreed</i>						
Social, emotional and learning support in the classrooms	Pastoral Team	£50,000 (includes EYPP)	Daily	DHT	All children have eaten breakfast and a substantial lunch All children are well clothed and shod. There are few instances of bullying or exclusions Conduct and learning behaviours are good	Jan 2020: Several purchases of shoes / tights/ uniform items to support families July 2020: Children receive breakfast in the breakfast club or if not eaten before school, breakfast is provided in classrooms. Class teachers will inform DHT if items of clothing or shoes are required. 3 bullying allegations, one confirmed case
Daily Breakfast Club Until school closure - now not sustainable due to social distancing with seven 'bubbles'	Chef	Staffing £15,000 Provisions £2,000	Daily	HT	PP children are not left on their own in the mornings PP children have a healthy breakfast PP children are punctual and ready for learning	January 2020: Monitored through: concern sheets, attendance analysis and home visits Next steps: analyse breakfast club for PP attendance July 2020: CG monitoring attendance
Educational visits and visitors	RC	£5,000	Termly	HT	Disadvantaged pupils don't miss out on curriculum activities	January 2020: No children missed any opportunities July 2020: Visits are paid for through the PP funding when required.
Teachers agree a Cultural Capital Checklist (CCC) CCC opportunities are planned for in curriculum	HW	£10,000	Feb 2020	Chair	All children have experiences that are outside their home environment	January 2020: PDM: CCC checklists agreed July 2020: Cultural Capital opportunities planned for each year group; not all have taken place due to school closure
<b>Total allocated to PP strategy plan:</b>		<b>£198,700</b>				
<b>Governor monitoring activities:</b> - Focus group at each Pupil Progress Meeting - x3 per year – only 2 took place due to COVID - 28.2.2020: AA an DL met with DHT - 26.3.20: Planned visit on postponed due to school closure / Covid 19						