



*“Working together to fulfil potential”*

**Pupil Premium Strategy and Spending Plan**

**2019-20**

**Completed by:** Liz Simmons (September 2019)

**Evaluated by:** Liz Simmons (September 2020)

## Opening Statement

At James Brindley Community Primary School, we want every child to achieve their very best. We strive to ensure that all children attain well and make good progress. Rigorous monitoring and tracking of all pupils helps us to plan and implement effective personalised interventions, where necessary, in a well-structured and timely manner.

We recognise that a good education is the key to improving young people's life chances. In a variety of different ways, we use our Pupil Premium funding effectively to accelerate progress of eligible children.

## Barriers to educational achievement

This academic year, Pupil Premium funding will be used to provide access to additional support in a number of ways. Teaching assistants provide support through intervention classes before and during the school day benefitting all pupils but specifically Pupil Premium children. Their progress is closely monitored and evaluated to assess the impact of the spending.

Pupil Premium will also be used to partly fund play based therapy to give pastoral support and ensure barriers to social and emotional development are reduced thus supporting transitions to high school.

Very able children have access to specialist support to ensure they are challenged with the breadth and depth of their learning to help them fulfil their potential. This is best seen through the use of Pupil Premium monies to help fund sessions with a highly experienced subject specialist.

Pupil Premium families are encouraged to access extra-curricular activities with full funding available to ensure there are no financial barriers. As a 'Gold Kitemark' school, Pupil Premium children can access a wide variety of extra-curricular activities. Pupil Premium funding is also used to greatly reduce the cost of school trips. As a result, all Pupil Premium children have attended all school trips including more costly residential visits.

## Pupil Premium Funding

### Pupil Premium Spending Plan 2019-2020

<b>Actions/ intervention:</b>	<b>Rationale</b>	<b>Success Criteria</b>	<b>Evaluation</b>
<b>Six teaching assistants are partly funded by Pupil Premium to:</b> * Assist with providing interventions before and during school *Classroom support for classes with Pupil Premium Children	Teaching Assistant to work with the PP children in different classes to raise attainment levels.	<ul style="list-style-type: none"><li>• PP children match or better the progress of comparable peers</li><li>• PP children to reach or surpass set academic targets</li><li>• PP children to feel supported and successful at school</li></ul>	Attainment levels have been increased as the children have benefited from frequent one-to-one sessions or small group support that was not currently in place before.

<p><b>Pastoral support for 3 pupils</b> * Play-based therapy</p>	<p>Pastoral support will develop relationships.</p>	<ul style="list-style-type: none"> <li>• PP children to develop relationships with peers and those that work closely with them</li> </ul>	<p>This has developed relationships and trust. Pupil A started to put her hand up in lessons to answer questions. Pupil B continues to play with other Lego therapy participants and started to form meaningful friendships. Staff members reported that Pupil C started to initiate conversations with peers and her self-esteem has improved.</p>
<p><b>Extra-curricular clubs</b></p>	<p>For PP children to experience after school activities and develop their confidence and relationships with peers.</p>	<ul style="list-style-type: none"> <li>• Increased participation of PP children in after school clubs</li> <li>• PP children to develop socially and emotionally through attendance at after school clubs</li> <li>• PP children to put themselves forward to represent the school at inter-school competitions</li> </ul>	<p>The PP children have enjoyed a wide variety of afterschool clubs. The children have developed socially and are now more confident in class as a result of attending the after school clubs we offer. Our after school clubs have been completely funded for PP children this year and have resulted in more children taking up the extracurricular activities.</p>
<p><b>Educational visits/trips</b></p>	<p>For PP children to experience extra-curricular activities, gain knowledge and experiences by expert teaching and opportunities</p>	<ul style="list-style-type: none"> <li>• PP children to have access to learning 'experiences' and 'experts' both outside and inside the classroom</li> <li>• Experiences should enrich and enthuse learning</li> <li>• Opportunities to grow in confidence and maturity through experiencing a residential visit.</li> </ul>	<p>PP have received expert teaching and experienced extra-curricular activities that have included the child and developed their learning and understanding of topics. First hand experiences have enriched the topic taught and increased interest and enthusiasm for the children. 50% discount has been given which has been very helpful for parents.</p>
<p><b>GL Dyslexia screener</b></p>	<p>PP children can be screened for Dyslexia and recommendations will be given.</p>	<ul style="list-style-type: none"> <li>• Dyslexia screening is available to children, across school (including PP children), who would benefit from personal recommendations</li> </ul>	<p>The Dyslexia Screener has been used from Year 4 upwards to screen children for Dyslexia. The screener has given personalised recommendations for future success. 4 pupils have been screened and 3 pupils have been referred for a full Dyslexia Assessment. 2 out of the 3</p>

		provided by the program.	pupils now have a full diagnosis of dyslexia.
<b>Classroom resources</b>	Classroom resources will enhance teaching and learning for PP children.	<ul style="list-style-type: none"> <li>Personalised resources are available in classrooms to enhance the learning of PP children. Dyslexia friendly resources are available for those who had a need identified by the screener.</li> </ul>	Personalised resources have enhanced the learning of PP children. Dyslexia friendly resources have enabled the children who were screened to develop areas of need.

### How will we measure the impact?

We will measure the impact of the pupil premium spending by carefully monitoring and tracking the progress every pupil makes. We will compare baseline and exit data of prime and specific areas of learning, paying particular attention to the characteristics of effective learning. This will involve individualised target setting, teacher observations and photographic evidence published on the EYFS Target tracker app.

For Key stage 1 and 2, we will track the progress pupils make in their Year 1 phonics screening tests, Year 2 and 6 scaled scores and Reading, Spelling and Mathematics test scores for years 1-6. We will compare this progress with national scores and percentages. Following half-termly teacher assessments, Progress Summaries and Attainment Breakdown reports show the impact pupils have made in all areas of the curriculum. Individual case studies outline changes in attitude, effort levels, emotional development and social interaction as well as academic achievements. Pre and post learning challenges in English, Maths, Science and Topic books show small and large steps of progress. Reports from external consultants track progress pupils have made against their targets and recommendations. Pupil and parent voice questionnaires provide written explanations and examples of the impact.

Mrs Simmons

SEND Lead