

Concord Disadvantaged Learners Action Plan 2020 – 2021

Summary information

School	Concord Junior School				
Academic Year	2020/21	Total PP budget	£142,570	Date of most recent PP Review (external)	2018
Total number of pupils	199	Number of pupils eligible for PP	109	Date of most recent PP Review (BLT)	NA

Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A	Poor oral language skills								
B	Need to develop accessible, efficient and engaging remote learning for children with diverse home lives and resources								
C	Spring 2 term data (2020) shows that % of PP boys have less well-developed learning behaviours than their peers.								
D.	<p>Spring 1 term (2020) data shows a greater proportion of PP children with additional needs compared to that of Non-PP children. Over 50% of PP children are also SEN which significantly more than NONPP children</p> <table> <tr> <td>Year 3 PP + SEN = 40 %</td> <td>Non-PP + SEN = 21%</td> </tr> <tr> <td>Year 4 PP + SEN = 29%</td> <td>Non PP + SEN = 12%</td> </tr> <tr> <td>Year 5 PP + SEN = 44%</td> <td>Non PP + SEN = 20%</td> </tr> <tr> <td>Year 6 PP + SEN = 32%</td> <td>Non-PP + SEN = 9%</td> </tr> </table>	Year 3 PP + SEN = 40 %	Non-PP + SEN = 21%	Year 4 PP + SEN = 29%	Non PP + SEN = 12%	Year 5 PP + SEN = 44%	Non PP + SEN = 20%	Year 6 PP + SEN = 32%	Non-PP + SEN = 9%
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Year 5 PP + SEN = 44%	Non PP + SEN = 20%								
Year 6 PP + SEN = 32%	Non-PP + SEN = 9%								
E.	Lost learning from Covid Lockdown and Gaps in learning that have arisen								

External barriers *(issues which also require action outside school, such as low attendance rates)*

G	Persistent absence
H	Attendance
I	Mobility of school population - 38% currently
J	Parental fears about returning to school as recognised by DFE and OFSTED
K	Lack of devices/connectivity (none or shared between children) Parents who had connectivity running out of data
2.Desired outcomes (desired outcomes and how they will be measured)	
Success criteria	
A.	<p>Improve outcomes for disadvantaged pupils in maths with a particular emphasis on reasoning, arithmetic, multiplication and times tables</p> <p>Pupil Premium Attainment in line with NPP attainment. Data based on outcomes from KS1 (spring 2020 attainment in brackets) Autumn</p> <p>Year 6 KS1 SATS 52% (PUMA sp 39%) SATS Autumn 11.5%</p> <p>Year 5: KS1 SATS 67% (PUMA sp 26%) PUMA AUT 30.3%</p> <p>Year 4: KS1 SATs 75% (PUMA sp 71%) PUMA AUT 20.8%</p> <p>Year 3: KS1 SATS practice sp 70% PUMA AUT 59.1%</p>
B.	<p>Improve outcomes for disadvantaged pupils in writing.</p> <p>Pupil Premium Attainment in line with NPP attainment. Data based upon outcomes from KS1 (spring 2020 attainment)</p> <p>Year 3: 70% TA AUT 31.8%</p> <p>Year 4: 63% (46%) TA AUT 25%</p> <p>Year 5: 67% (35%) TA AUT 13.2%</p> <p>Year 6: 57% (35%) TA AUT 11.1%</p>
C.	<p>Improve attendance for disadvantaged pupils and reduce persistent absence</p> <p>For absence to be broadly in line with National for FSM(NFSM in Brackets) 5.6% (3.5%) AUT 7.5% (4.1%)</p> <p>Persistent absence: FSM 22.8% (8.3%) AUT 27.6% (10.5%)</p>

D.	Improve outcomes for disadvantaged pupils in reading	<p>To ensure that PP attainment is broadly in line with NPP children (+based upon FFT 50). (spring 2020 PIRA in brackets).</p> <p>Year 6 68% (35%) SATS 11.5%</p> <p>Year 5 52% (47%) PIRA AUT 36.4%</p> <p>Year 4 79% (46%) PIRA AUT 33.3%</p> <p>Year 3 TBC65% - end of KS1 data for Wincobank – not all cohort have transferred PIRA AUT 66.7%</p>
E.	Improve the percentage of disadvantaged pupils working at greater depth in writing and maths	<p>Based upon KS1 data and FFT 50/KS2 2019 SATs data</p> <p>Year 6 Writing = 20% AUT 0% TA</p> <p>Maths = 27% AUT 0% SATS</p> <p>Year 5 Writing = 20% AUT 14.7%</p> <p>Maths = 27% AUT 15.2%</p> <p>Year 4 Writing = 21% AUT 0%</p> <p>Maths = 27% AUT 4.2%</p> <p>Year 3 Writing = 20% AUT 0%</p> <p>Maths = 27% AUT 18.2%</p>
F.	Improve engagement of disadvantaged pupils with home learning	<p>100% of pupil premium children access home learning opportunities should the need arise.</p> <p>LOCKDOWN WK 3 -69% (43% for all children) + FURTHER CHILDREN PAPER PACKS</p> <p>DFELAPTOPS DISTRIBUTED WK 4 100%</p> <p>ACCESS TO A DEVICE FOR PP</p>

		Planned expenditure				
Academic year	2020/21					
		The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
B.	<p>Ensure that all pupil premium students have access to remote / blended learning opportunities</p> <ul style="list-style-type: none"> • Ensure that all PP children and families are connected to 'dojo' • A Learning Plan (targets for Maths, Reading and Literacy) are regularly updated and passed onto children and parents. • Teachers connect daily/weekly through Microsoft Teams Lessons. • Parents/children send completed work which is collected within each child's portfolio on Dojo. • Bi-weekly telephone calls (every 2 weeks) to check progress and set new targets. • Key worker (s) assigned to provide this provision if class teacher also engaged in teaching at school. 	Remote learning data identifies that Pupil Premium were significantly less engaged in home learning compared to other children. This was significant in Year 4	<p>Survey and analyse results</p> <p>Training and support for parents to use the ICT they have</p> <p>Virtual training around the learning platforms targeted for the progress of PP pupils</p> <p>Blended Learning plan – with each PP child's needs and requirements identified</p>	Linda Hoyle Nicola Sherwood John Matterson	£0	<p>Analyse data weekly to assess take up.</p> <p>Approach to be in place by 30th September 2020</p> <p>Weekly – to be in place by 31st September QA monitoring through participation in online learning by SLT / Trust</p>

A,B,C,D,E	<p>Maximise the progress of pupil premium students through the use of small group targeted interventions TA support in Numeracy and Literacy daily</p> <p>Year 3: -Daily morning small group intervention for maths basic skills focusing on the four procedures (based upon the children’s starting points. (30 mins – TA Led) -Daily Phonics Sessions for Lower PP attainers (30 mins – TA Led during Literacy Skills) -Small group intervention (TA Led - WS) focusing on VIP and NIP sessions and alphabet arc. -Daily Reading comprehension for specific children requiring development of reading comprehension, fluency and confidence in reading. (30 mins – TA Led 9-9:30) -Daily guided reading focussing on PP children. (30 mins - TA Led) -Small group intervention provided by TA in afternoon to bridge gaps in learning based upon maths work completed in the morning</p>	<p>Additional support for pupils who find learning challenging and to reduce gaps</p> <p>EEF evidence for specific interventions:</p> <p>Feedback – linked to afternoon maths interventions. High impact, low cost and evidence of improvement 8mths+</p> <p>Reading comprehension strategies: Moderate impact, low cost, evidence of improvement +5.</p>	Whole school MEC process, learning walks targeted book scrutiny	Andrea Hughes	<p>£35,000</p> <p>£1755</p> <p>£1560</p> <p>£1755</p> <p>£1755</p> <p>£1755</p> <p>£1560</p> <p>Total = 10,140</p>	<ol style="list-style-type: none"> 1. During all whole school MEC – 2. Progress and attainment data analysis

	<p>Year 4:</p> <ul style="list-style-type: none"> -Daily morning small group intervention for maths basic skills focusing on the four procedures (based upon the children’s starting points. (30 mins – TA Led) -Daily Phonics Sessions for Lower PP attainers (30 mins – TA Led during Literacy Skills) -Small group intervention (TA Led - WS) focusing on VIP and NIP sessions and alphabet arc. -Daily Reading comprehension for specific children requiring development of reading comprehension, fluency and confidence in reading. (30 mins – TA Led 9-9:30) -Daily guided reading focussing on PP children. (30 mins - TA Led) -Small group intervention provided by TA in afternoon to bridge gaps in learning based upon maths work completed in the morning 				<p>£1950</p> <p>£1755</p> <p>£1755</p> <p>£1950</p> <p>£1950</p> <p>£1755</p> <p>Total = £11,115</p>	
	<p>Year 5:</p> <ul style="list-style-type: none"> .Daily morning small group intervention for maths basic skills (based upon the children’s starting points) Led by TA. (30 mins – TA Led) .Daily Phonics Sessions for Lower PP attainers (30 mins – TA Led) .Daily Reading comprehension (RWI intervention 16 week programme) for specific children requiring development of reading comprehension. With TA – (45mins – TA Led) 				<p>£1950</p> <p>£1560</p> <p>£1200</p>	

	<p>.Daily guided reading with TA focussing on PP children. (30 mins – TA Led)</p> <p>Small group intervention provided by TA in afternoon to bridge gaps in learning based upon maths work completed in the morning. X3 days per week</p>				<p>£1950</p> <p>£2340</p> <p>Total : £9 000</p>	
	<p>Year 6:</p> <ul style="list-style-type: none"> • Daily morning small group intervention for maths basic skills (based upon the children’s starting points. (30 mins – Teacher Led) • Arithmetic session daily x 30 minutes focussing on Summer Term Y5 curriculum during Autumn term - Additional teacher • Daily Phonics Sessions for Lower PP attainers (15 mins – AMW Led) • Daily spelling session focussing on ARE spelling x 20 minutes daily • Edit and Improving session 2 x weekly during afternoon - targeting work from the morning session • Daily guided reading focussing on PP children. (30 mins – Teacher Led) • 1 x weekly creative writing intervention x 30 minutes • Implement Y6 Push Groups • Implement rapid improvement plans • Targeted teaching groups during Assembly and afternoons 	<p>Successful previous year – but start much earlier to overcome lost learning. See Year 6 outcomes for Pupil Premium children</p>	<p>Learning walks and progress checks</p> <p>Success in practice papers</p>		<p>£3022.50</p> <p>£1007.50</p> <p>£503.75</p> <p>£669.50</p> <p>£2418</p> <p>£3022.50</p> <p>£1209</p> <p>£4923.07</p>	

	<ul style="list-style-type: none"> • Provision of after school booster sessions 				<p>Total £16,775.82</p> <p>TOTAL £47,030.32</p>	
<p>A,C,D</p> <p>E</p> <p>B</p>	<p>Provide targeted intervention resources to enable personalised learning</p> <ul style="list-style-type: none"> • Accelerated Reader • Maths Rockstar <p>(Explore other avenues of support)</p> <p>SATS Companion –Online access resource. Ensure that all pupil premium children are accessing through weekly monitoring and reminders for PP to complete.</p> <p>MyOn</p> <p>Rockstar Maths</p>	<p>Pupil Premium children Pupils are engaged all have access to ICT at school. 80% of PP children are readily accessing online learning regularly. Engagement to be tracked and through school dojo, (school’s online home learning system. –Success based upon previous year’s outcomes for each online intervention. Home Learning 2020: Whole school = 76% PP = 70% Target for 2021 PP = 100% - through Online Learning (Dojo) Team Meetings Loaning of laptops Paper Packs distributed to families unable to</p>	<p>Timetabled time to target Pupil Premium pupils who are not accessing at home or need further adult support/intervention. Weekly Tracking and targeting of pupil’s usage during lunchbreaks and after school ‘INTERNET CAFE’. & success Computers/laptops and/or iPad available throughout the day to all classes Meetings for parents Launch of Rockstar maths for Y3 and Rock Star competitions and celebration day MyOn projects each half term – with rewards and recognition.</p>	<p>Andrea Hughes</p> <p>Katie Welsh</p>	<p>Year 6 £2500</p> <p>£2000</p> <p>£1209.60</p>	<p>Regular review of usage and success – resulting in targeted inclusion in support groups Weekly data recorded regarding children’s ICT access with focus on PP children (results collected by teachers and collated by A. Hughes) All teaching staff involved in maintaining contact with families through a variety of means. Week 1 = 69% (all 43%) Week 2 = 66% (all 41%) Week 3 = 69% (all 43%) Awaiting data from</p>

		access online learning – either to collect or deliver where necessary.	<p>Targeted weekly monitoring of PP access and success through books read reviews and comprehension tests linked to Accelerad by all class teachers. (Overseen by PP lead and Reading Lead</p> <p>Lunch time internet café in library (focused on Y5 during bubbles).</p> <p>After school INTERNET Cafe (TBC when possible)</p>	<p>Anne Maria Wells</p> <p>Andrea Hughes & Katie Welsh.</p>	Total cost £5709.60	returned home packs which should see an increase in number of PP children & home learning. Should see increases once Laptops dsitribute
A, B, D and E	<p>Implementing a flexible school day</p> <p>Maximising the flexibility of the school day to give more teaching time to key skills for Y5 and 6 PP pupils.</p> <p>Key focus in the morning for visiting literacy and maths with targeted intervention for PP children by TA.</p>	Life chances are strongly grounded in key skills – by giving more time for teaching key skills in the morning we are providing opportunity to fill gaps and lost learning whilst retaining a broad and balanced curriculum through afternoon thematic learning.	Monitoring activities I.e. learning walks, pupil interviews, timetables, staff interviews	SLT	£0	Termly analysis of data

		“Making use of existing flexibilities to create time to cover the most important key skills Gov. Guidance July 2020				
A,B,C,D,E	Raise the profile of disadvantaged pupils Provide a TLR for the responsible member of staff	Strategic spending	Feedback to SLT Lead and support effective practice across the school.	Linda Hoyle	£2500	

Total budgeted cost						£55,239.92
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Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
D	Provide a targeted teaching group Develop pupils early language/ basic skills and in reading, writing and maths enabling them to access in class provision.	Pupils will be supported to make rapid progress in the early stages of learning and so enable them to access whole class teaching	book scrutiny of assessment data Whole school discussion on how to monitor quality of teaching considering current climate	Linda Hoyle	Spring and summer terms £25,652.20	During all whole school MEC

<p>E</p> <p>E</p> <p>C,D</p>	<p>Purchasing requested texts Provide additional texts for PP pupils for the school library (children recommended text)</p> <ul style="list-style-type: none"> high ability / challenging free readers <p>Purchase a collection of non-fiction texts which broaden children's knowledge of their world and integrate reading development in thematic lessons</p> <p>Purchase further Phonic based catch up reading scheme – higher levels to take children fully from learning to read to reading to learn</p>	<p>To foster the love of reading and ensure family finances do not inhibit reading opportunities for pupils</p> <p>Following advice from Angela Westington ex HMI with specialist knowledge of supporting progress in reading for pupils of all abilities.</p> <p>Best practice endorsed by national research and advice from Angela Westington Enjoyed by children</p>	<p>School Reading Lead (Target GD children from PP group) take requests and make recommendations.</p> <p>Pupil Interviews & surveys also linked in with performance in termly assessment tests.</p> <p>Close tracking of target pupils reading</p>	<p>Anna Maria Wells</p>	<p>£300</p> <p>£5000</p> <p>£3000</p>	<p>Words read measured through accelerated reader</p> <p>End of year</p> <p>Termly at data collection points</p>
<p>A D</p>	<p>Training for TAs to implement quality interventions :</p> <ul style="list-style-type: none"> Mighty Minds Precision teaching Phonics Read, write Inc comprehension VIP NIP Shape coding Rainbow Reading 	<p>Half of our PP pupils are also SEN pupils and need quality intervention and support to progress and achieve to their maximum</p> <p>At least 50% of our SEN pupils are also PP)</p>	<p>Learning walks. Timetabled training and feedback from training.</p>	<p>Nicola Sherwood</p>	<p>Release time 10 days x £200 £2000</p>	<p>Monitoring termly data analysis</p>

A B C D	<p>Provide range of intervention programmes Target the development of pupil's early language, literacy, reading and motor skills (fine and gross)</p> <ul style="list-style-type: none"> • Lexia • VIP • NIP • Motor skills • Rainbow reading • Multisensory Program for dyslexia 	<p>Interventions have been nationally tested and have research base</p> <p>Y2 who engaged in this program made accelerated progress in their reading skills and their ability to complete comprehension test. Research and evidenced based intervention.</p>	<p>Pre and post data collection and analysis for Lexia, Phonics, VIP, NIP</p> <p>Quality and accuracy of writing dyslexia and motor programs</p> <p>Assessment of gaps week one TA assigned to each group to teach phonics daily</p> <p>During literacy skills to build skills – phonics group Lexia during literacy skills</p>	Nicola Sherwood	<p>Lexia £2435</p> <p>Adult provision £3689.04</p>	<p>At the end of each intervention cycle</p> <p>Half termly phonics/ Lexia</p> <p>PIRA test results</p>
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Total budgeted cost						£42,076.24
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Overall total						£97,316.16
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Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
C, G, H	<p>Improve attendance and reduce persistent absence Provide family support worker to develop positive relationships with all families</p>	Daily targeted support for families from a familiar adult who understands the background and daily attendance patterns are most likely to be able to impact upon attendance	Attendance lead role protected. Same adult working with all pupils in family Regular updates with attendance lead Using SOL attendance tracker weekly to	Nicola Sherwood	Shared with Wincobank – 0.5 £13,000	Review attendance : Daily, Weekly, Every 3 weeks Half termly

			check each pupil's attendance			
A,B,C,D	<p>Overcome disadvantage and support families. Provide breakfast, uniform and assistance with trips for pupils where finances are an inhibiting factor in school attendance</p> <p>Provide a TA to welcome the children into late breakfast club and support their emotional stabilisation before moving into class</p>	Where parents have to make a choice between bus fare and food they can choose bus fare and pupils feel a sense of belonging	Direct contact and meetings with families on entry, when changes in attendance become apparent and when pupils near PA – offer support Constant checks and contact Check attendance on trips for PP	Nicola Sherwood	£5000 TA time daily £812.50	Monitoring of half termly well-being records
A,B,C,D	<p>Improve behaviour for learning and emotional regulation for disadvantaged pupils: Implement:</p> <ul style="list-style-type: none"> • Ingles Pathway to start November 2020 • Lego Therapy for PP pupils • Sheffield Well-being toolkit • Trauma Informed schools • Thrive • Happy in my skin • Tummy full of fireworks 	Inspirational program for disaffected young people to improve life chances – has been very successful with teenagers Julie Harmieson specialist from Trauma Inform Schools UK advises that all schools support children following the loss of liberty and the fear surrounding Covid to re-engage with society and learning.	Boxhall Profiling unless this is superseded by Thrive profiling to ensure correct children are selected for programmes and programmes specifically to match need. Quality CPD and Learning Walks to observe practice.	Katie Witham Nicola Sherwood	Ingles pathway £799 Lego therapy £312.93 Happy in my skin £799.90 Tummy full £1999.75	Analyse Thrive profiles for improvement. Analyse FIVE STAR data.

	<p>Develop language and communication skills for disadvantaged pupils with SEND</p> <p>Implement :</p> <ul style="list-style-type: none"> • Social communication Program for PP pupils • 1-1 Speech & language sessions focused on SALT advice 	<p>Quality Interventions with a successful track record</p> <p>Advised by Speech and Language therapists</p>	<p>S&L reviews</p>	<p>Nicola Sherwood</p>	<p>Social comm programme £1598</p> <p>Provision of adult to provide SALT sessions ½ hour x 3 times week £3116</p>	<p>At the end of each intervention cycle</p> <p>Half termly data analysis</p>
Total						£27,438.08
Total budgeted costs						£124,754.33