

Pupil Premium allocation for 2019/20

and initial thoughts for 2020-2021

Financial year April 2018 to March 2019		The wider aims of Pupil Premium include the following:	
Total Pupil Premium allocated to the school	£200K	<ul style="list-style-type: none"> • Raise the attainment of disadvantaged pupils of all abilities to reach their potential, and; • to increase social mobility. 	
Number of pupils in receipt of Free School Meals (fsm)	Girls		The main aim of Pupil Premium at Bigland Green is:
	Boys		
	TOTAL		
Number of looked after children (LAC)	0	<ul style="list-style-type: none"> • to ensure that pupils from and/or affected by disadvantaged backgrounds are provided with effective support that allows them all to make good or better progress when compared with those affected by similar circumstances nationally, and; • to raise the attainment of all pupils ensuring rapid and consistent progress across school, particularly in writing while maintaining the standards in reading. 	
Notes: The figures mentioned above are all provisional and awaiting to be confirmed			

Summary of main barriers to educational achievement faced by eligible pupils at Bigland Green	A synopsis of the school's strategy for addressing these barriers head-on
<ol style="list-style-type: none"> 1. Pupils' early language development/skills are well below average at entry to the school. 2. Most pupils do not have the required language skills to express their thoughts and ideas clearly, or use language to develop their critical thinking skills. 3. Pupils have very limited life experiences, particularly in terms of participation in the arts or having an opinion about matters around them. 4. The vast majority of pupils live in severely overcrowded accommodation with no personal space to develop, grow or to carry-out the necessary home-learning. 	<ol style="list-style-type: none"> 1. To provide targeted support for early language development/skills with the aim to ensure GLD is broadly in-line with national average. 2. To effectively establish the 'Big Thinking' initiative (philosophy for children) to support the development of pupils' voice and critical thinking, and address the issue of cultural capital. 3. To provide opportunities for participation in the arts within and beyond the school curriculum. 4. To embed the 'Bright Mind' initiative so that pupils in Years 5 and 6 are provided with the necessary skills to complete their learning, and prepare them for the next stages in their education.

Approach and key actions to be taken	SIP link	Organisation of the planned work	Potential gains/ outcomes	Target group	Cost	Evaluation (to be completed in March 2020)
<p>Targeted intervention to broaden the reading and writing experiences of pupils across the school</p> <ul style="list-style-type: none"> • Update the library stock with the involvement of CLT • PiXL interventions with a focus on QFT • Book corners around the school 	1.2 4.1	<ul style="list-style-type: none"> • Pupils to have access to quality literature which helps them to be inspired. • Pupils read/write in class and in the school library that provides inspiring environments. • Adult support is carefully structured to ensure that individual needs are catered effectively. 	<ul style="list-style-type: none"> ▪ Improvement in the outcome for reading/ writing. ▪ Sustained attainment in the phonics screening in Year 1 and 2. ▪ Increase in the proportion of pupils with GD in writing. 	All pupils in the school	£12,500	<ul style="list-style-type: none"> ▪ There are book shelves outside all classrooms. These are being used to support learning. The library stock is being updated and used regularly. ▪ An element of this will need to be continued next year.
<p>Early intervention and targeted support, with a focus on reading and writing</p> <ul style="list-style-type: none"> • Life skills classes – linked to learning in the class (Tuesday to Friday 8:00 to 8:45 AM) during term time 	4.1	<ul style="list-style-type: none"> • Individual and small group support in English language (functional) for targeted pupils who are new to the country or whose lack of English language is a barrier to their learning. • The support will be provided by the Learning Mentor and at least 2 Teaching Assistants (TAs). 	<ul style="list-style-type: none"> ▪ Pupils making accelerated progress who are new to the country but have potential, particularly in reading. ▪ Pupils have the necessary skills to fulfil their full potential. 	R to Y6 New to the country +	£9,000	<ul style="list-style-type: none"> ▪ This is one of the most effective and give very good value-for-money. ▪ This will continue next year.
<p>Early intervention</p> <ul style="list-style-type: none"> • FFT Wave 3 reading support in Reception and KS1 	4.1	<ul style="list-style-type: none"> • A specialist TA to work with R-1 to provide support to pupils who do not meet the requirements for RR but are at risk of not attaining their full potential, particularly in reading and writing. • 6-8 pupils per day for 10/12 wks. • The specialist TA to be supported and guided by the RR teachers. 	<ul style="list-style-type: none"> ▪ Support vulnerable pupils in reading and writing to minimise gap. ▪ Fill any gaps in the understanding and application of phonics, targeting specific pupils in R-1. 	Reception Year 1	£23,000	<ul style="list-style-type: none"> ▪ This is very effective and has potential to be developed further. ▪ It is recommended that we explore extending this to two FTE next year.
<p>Preparing for the next stage of education</p> <ul style="list-style-type: none"> • Bright Minds (early morning intervention support for Years 5 and 6 pupils) 	2.2 4.1	<ul style="list-style-type: none"> • 12 TAs to provide early morning (8:00 to 8:45 AM – Tuesday to Friday, term time only) support to Years 5 and 6 pupils to: <ul style="list-style-type: none"> - Ready for secondary school - Raise aspiration for academic excellence - Improved standards/outcomes 	<ul style="list-style-type: none"> ▪ Provide targeted support to pupils who have fallen behind due to absence or disruptive education ▪ Raise attainment level through pre-teaching strategies. 	Y5 – Y6	£36,500	<ul style="list-style-type: none"> ▪ Bright Minds is working and as well as improving the quality of education it is also helping to reduce teacher workload.

Approach and key actions to be taken	SIP link	Organisation of the planned work	Potential gains/ outcomes	Target group	Cost	Evaluation (to be completed in March 2019)
<p>Social and emotional learning linked to meta cognition and self-regulation</p> <ul style="list-style-type: none"> Embed 'Big Thinking' across the school and apply for bronze award. Arrange for ELSA training for 1/2 TAs. 	2.1	<ul style="list-style-type: none"> Develop all staff so that 'Big Thinking' initiative is established as a natural way – not in a formulaic manner. Emotional literacy TA to provide support to pupils alongside the Learning Mentor. Workshops for parents on 'Big Thinking' and 'Big Values' (fundamental British values) addressing issues head-on. 	<ul style="list-style-type: none"> Pupils are more pro-active and engaged in their learning. Staff have better understanding of engaging pupils. Parents play an effective role in the education of their children. 	N – Y6	<p>£9,000</p> <p>£18,500</p>	<ul style="list-style-type: none"> The impact of this has not been as great due to staffing issues. We need to continue and develop this over the next two years.
<p>Arts participation</p> <ul style="list-style-type: none"> Arts awards Enrichment clubs 	2.3 4.1	<ul style="list-style-type: none"> Arts ward as part of ArtsMark Gold – to be provided to a Year group, preferably in the Autumn term. After-school enrichment clubs for selected pupils. 	<ul style="list-style-type: none"> Promote awareness of global issue Encourage social mobility in school community. 	Y3 – Y6	£5,500	<ul style="list-style-type: none"> The Arts Awards and enrichment clubs have had a good impact across the school.
<p>Targeted intervention support to small groups of identified (key marginal) pupils to diminish gaps in learning</p> <ul style="list-style-type: none"> PiXL therapy Y1-Y6 	4.1	<ul style="list-style-type: none"> Develop staff across KS1/2 in the effective delivery of PiXL therapy to support key-marginal pupils. Implement PiXL1 effectively in Key Stage 1. 	<ul style="list-style-type: none"> Pupil premium pupils' attainment in-line with others. Pupils enjoy the learning in all subjects. 		£25,000	<ul style="list-style-type: none"> This has been very effective and has helped improve the quality of education.
<p>Language support</p> <ul style="list-style-type: none"> Speech and language support for pupils who are vulnerable to underachievement due to language skills. 	4.2	<ul style="list-style-type: none"> 1 day of a professional therapist complemented by two full-time school based assistant therapists. Targeted support to pupils and advice and guidance to their parents. 	<ul style="list-style-type: none"> Pupils make accelerated progress and improved attainment across the curriculum. 	Y1 – Y6	£15,000	<ul style="list-style-type: none"> Very effective and very good-value-for-money. We most certainly need to continue next year.
<p>Targeted individual support to the most vulnerable in Year 6</p> <ul style="list-style-type: none"> 1:1 support for KM pupils who are not making the expected progress. 	4.3	<ul style="list-style-type: none"> Daily 1:1 support for 3-4 targeted pupils in Year 6 who are not making the expected progress and are vulnerable to underachieving. 	<ul style="list-style-type: none"> Pupils are given the necessary care and attention to fully achieve their potential. 	Y6	£3,500	<ul style="list-style-type: none"> This has been extremely useful and has helped reduce teacher workload.

Approach and key actions to be taken	SIP link	Organisation of the planned work	Potential gains/ outcomes	Target group	Cost	Evaluation (to be completed in March 2019)
<p>Early intervention</p> <ul style="list-style-type: none"> • Reading recovery (RR) • Daily supported reading (DSR) in Year 1, and in Reception (from during summer term) 	1.3 4.1	<ul style="list-style-type: none"> • RR daily session for selected pupils in Year 1 by 2 highly trained teachers for up to 20 weeks. • DSR small group daily reading support in Year 1 (10 to 12 groups). The same in Reception during the summer term. 	<ul style="list-style-type: none"> ▪ Support pupils at serious danger of falling behind in reading and writing ▪ Fill any gaps in the understanding and application of phonics, targeting specific pupils in Year 2 so that they can access the full curriculum 	Reception Year 1 Year 2	£22,000	<ul style="list-style-type: none"> ▪ The reading recovery element of the initiative needs rethinking. It will be best and better value-for-money to focus on further developing the DSR from September 2020.
<p>After school and enrichment activities</p> <ul style="list-style-type: none"> • Enrichment clubs • Cooking clubs • Quality assurance of the after school provision 	1.2 4.2	<ul style="list-style-type: none"> • After-school clubs will have subsidised places. • Celebration of the after-school achievements on a regular basis. • The activities outlined will be offered to targeted pupils. 	<ul style="list-style-type: none"> ▪ Reinforce knowledge/understanding learnt and embed basic skills. ▪ Encourage cooperation and better teamwork to achieve goals. 	R to Y6	£9,500	<ul style="list-style-type: none"> ▪ The after-school clubs have not improved as planned due to staffing issues. They are now resolved and it will be good to continue with the initiative.
<p>Outdoor adventure learning, and Easter/summer schools</p> <ul style="list-style-type: none"> • Half-term and Easter support classes • Summer classes • Residential for Years 5 and 6 	4.2	<ul style="list-style-type: none"> • Half-term/Easter classes for selected Year 4, 5 and 6 pupils to narrow the gap in achievement. • 2 weeks summer programme for vulnerable pupils on PP or danger of underachievement. • Residential to Gorsefield linked to the topic being studied. 	<ul style="list-style-type: none"> ▪ Narrowing the gaps in attainment and achievement ▪ Embedding the key skills that help access the full curriculum 	Years 3 to 6	£6,500 £6,500 £12,000	<ul style="list-style-type: none"> ▪ This is extremely important although the cost is quite high. It supports the curriculum delivery as well as provide an enriched experience for Years 5 and 6.