

## Pupil Premium allocation for 2020/21

Financial year <b>April 2020 to March 2021</b>			
Total Pupil Premium allocated to the school	£245,520		
Number of pupils in receipt of Free School Meals (FSM)	Girls		
	Boys		
	<b>TOTAL</b>	<b>£245,520</b>	
Number of looked after children (LAC)	0		
Notes:			
The figures mentioned above are all provisional and awaiting to be confirmed			

The wider aims of Pupil Premium include the following:

- Raise the attainment of disadvantaged pupils of all abilities to reach their potential, and;
- to increase social mobility.

The main aim of Pupil Premium at Bigland Green is:

- 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.

Summary of <b>main barriers</b> to educational achievement faced by eligible pupils at Bigland Green	A synopsis of the school's <b>strategy for addressing these barriers head-on</b>
<ol style="list-style-type: none"> <li>1. Pupils' early language development/skills are well below average at entry to the school.</li> <li>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.</li> <li>3. Pupils have very limited life experiences, particularly in terms of participation in the arts or having an opinion about matters around them.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. To provide targeted support for early language development/skills with the aim to ensure GLD is broadly in-line with national average.</li> <li>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.</li> <li>3. To provide opportunities for participation in the arts within and beyond the school curriculum.</li> <li>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.</li> </ol>

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 2021)
<p>Targeted intervention to broaden the reading and writing experiences of pupils across the school</p> <ul style="list-style-type: none"> <li>• Update the library stock with the involvement of CLT</li> <li>• PiXL interventions with a focus on QFT</li> <li>• Book corners around the school</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils to have access to quality literature which helps them to be inspired.</li> <li>• Pupils read/write in class and in the school library that provides inspiring environments.</li> <li>• Adult support is carefully structured to ensure that individual needs are catered effectively.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improvement in the outcome for reading/ writing.</li> <li>▪ Sustained attainment in the phonics screening in Year 1 and 2.</li> <li>▪ Increase in the proportion of pupils with GD in writing.</li> </ul>	All pupils in the school	£24,000	▪
<p>Early intervention and targeted support, with a focus on reading and writing</p> <ul style="list-style-type: none"> <li>• Life skills classes – linked to learning in the class (Tuesday to Friday 8:00 to 8:45 AM) during term time</li> </ul>		<ul style="list-style-type: none"> <li>• 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.</li> <li>• The support will be provided by the Learning Mentor and at least 2 Teaching Assistants (TAs).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils making accelerated progress who are new to the country but have potential, particularly in reading.</li> <li>▪ Pupils have the necessary skills to fulfil their full potential.</li> </ul>	R to Y6  New to the country +	£10,000	▪
<p>Early intervention</p> <ul style="list-style-type: none"> <li>• FFT Wave 3 reading support in Reception and KS1</li> <li>• Recruit and train a suitable person to provide targeted support in KS2</li> </ul>		<ul style="list-style-type: none"> <li>• 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.</li> <li>• 6-8 pupils per day for 10/12 wks.</li> <li>• The specialist TA to be supported and guided by the RR teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Support vulnerable pupils in reading and writing to minimise gap.</li> <li>▪ Fill any gaps in the understanding and application of phonics, targeting specific pupils in R-1.</li> </ul>	Reception Year 1	£58,000	▪
<p>Preparing for the next stage of education</p> <ul style="list-style-type: none"> <li>• Bright Minds (early morning intervention support for Years 4, 5 and 6 pupils)</li> </ul>		<ul style="list-style-type: none"> <li>• 15 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"> <li>- Ready for secondary school</li> <li>- Raise aspiration for academic excellence</li> <li>- Improved standards/outcomes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide targeted support to pupils who have fallen behind due to absence or disruptive education</li> <li>▪ Raise attainment level through pre-teaching strategies.</li> </ul>	Y5 – Y6	£36,500	▪

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"> <li>• Embed 'Big Thinking' across the school and apply for bronze award.</li> <li>• Arrange for ELSA training for 1/2 TAs.</li> </ul>		<ul style="list-style-type: none"> <li>• Develop all staff so that 'Big Thinking' initiative is established as a natural way – not in a formulaic manner.</li> <li>• Emotional literacy TA to provide support to pupils alongside the Learning Mentor.</li> <li>• Workshops for parents on 'Big Thinking' and 'Big Values' (fundamental British values) addressing issues head-on.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils are more pro-active and engaged in their learning.</li> <li>▪ Staff have better understanding of engaging pupils.</li> <li>▪ Parents play an effective role in the education of their children.</li> </ul>	N – Y6	<p>£9,000</p> <p>£18,500</p>	▪
<p>Arts participation</p> <ul style="list-style-type: none"> <li>• Arts awards</li> <li>• Enrichment clubs</li> </ul>		<ul style="list-style-type: none"> <li>• Arts ward as part of ArtsMark Gold – to be provided to a Year group, preferably in the Autumn term.</li> <li>• After-school enrichment clubs for selected pupils.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Promote awareness of global issue</li> <li>▪ Encourage social mobility in school community.</li> </ul>	Y3 – Y6	£5,500	▪
<p>Targeted intervention support to small groups of identified (key marginal) pupils to diminish gaps in learning</p> <ul style="list-style-type: none"> <li>• PiXL therapy Y1-Y6</li> </ul>		<ul style="list-style-type: none"> <li>• Develop staff across KS1/2 in the effective delivery of PiXL therapy to support key-marginal pupils.</li> <li>• Implement PiXL1 effectively in Key Stage 1.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupil premium pupils' attainment in-line with others.</li> <li>▪ Pupils enjoy the learning in all subjects.</li> </ul>		£23,000	▪
<p>Language support</p> <ul style="list-style-type: none"> <li>• Speech and language support for pupils who are vulnerable to underachievement due to language skills.</li> </ul>		<ul style="list-style-type: none"> <li>• 1 day of a professional therapist complemented by two full-time school based assistant therapists.</li> <li>• Targeted support to pupils and advice and guidance to their parents.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils make accelerated progress and improved attainment across the curriculum.</li> </ul>	Y1 – Y6	£15,000	▪
<p>Targeted individual support to the most vulnerable in Year 6</p> <ul style="list-style-type: none"> <li>• 1:1 support for KM pupils who are not making the expected progress.</li> </ul>		<ul style="list-style-type: none"> <li>• Daily 1:1 support for 3-4 targeted pupils in Year 6 who are not making the expected progress and are vulnerable to underachieving.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils are given the necessary care and attention to fully achieve their potential.</li> </ul>	Y6	£10,000	▪

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"> <li>Daily supported reading (DSR) in Year 1, and in Reception (from during summer term)</li> </ul>		<ul style="list-style-type: none"> <li>RR daily session for selected pupils in Year 1 by 2 highly trained teachers for up to 20 weeks.</li> <li>DSR small group daily reading support in Year 1 (10 to 12 groups). The same in Reception during the summer term.</li> </ul>	<ul style="list-style-type: none"> <li>Support pupils at serious danger of falling behind in reading and writing</li> <li>Fill any gaps in the understanding and application of phonics, targeting specific pupils in Year 2 so that they can access the full curriculum</li> </ul>	Reception Year 1 Year 2	£15,000	▪
<p>After school and enrichment activities</p> <ul style="list-style-type: none"> <li>Enrichment clubs</li> <li>Cooking clubs</li> <li>Quality assurance of the after school provision</li> </ul>		<ul style="list-style-type: none"> <li>After-school clubs will have subsidised places.</li> <li>Celebration of the after-school achievements on a regular basis.</li> <li>The activities outlined will be offered to targeted pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce knowledge/understanding learnt and embed basic skills.</li> <li>Encourage cooperation and better teamwork to achieve goals.</li> </ul>	R to Y6	£9,000	▪
<p>Outdoor adventure learning, and Easter/summer schools</p> <ul style="list-style-type: none"> <li>Half-term and Easter support classes</li> <li>Summer classes</li> </ul>		<ul style="list-style-type: none"> <li>Half-term/Easter classes for selected Year 4, 5 and 6 pupils to narrow the gap in achievement.</li> <li>2 weeks summer programme for vulnerable pupils on PP or danger of underachievement.</li> </ul>	<ul style="list-style-type: none"> <li>Narrowing the gaps in attainment and achievement</li> <li>Embedding the key skills that help access the full curriculum</li> </ul>	Years 3 to 6	£6,000  £6,000	▪