



ALDERMAN BOLTON PRIMARY SCHOOL

Pupil Premium Three Year Strategy Plan 2020 - 2023

At Alderman Bolton Primary School, we have high aspirations and ambitions for all our children and we believe that no child should be left behind. We are determined that every child should be given the chance to realise their full potential, whatever their background. The pupil premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. The premium is provided to enable schools to 'close the gap' in attainment. Overcoming barriers to learning is fundamental towards our use of pupil premium grants (PPG.) Barriers to learning are identified to inform what strategies or interventions are required. This is based on research and evidence of best practice using the EEF guidelines.

SUMMARY INFORMATION

Pupil Premium Strategy Plan **ALDERMAN BOLTON PRIMARY SCHOOL**

Current Pupil Information 2020 - 2021

Total Number of Pupils	296	Total Pupil Premium Budget	£185,610
Number of pupils eligible for pupil premium	138 (46.6%)	Amount of Pupil Premium received per child	£1345

COHORT INFORMATION AUTUMN TERM 2020

CHARACTERISTIC	NUMBER IN GROUP		PERCENTAGE IN GROUP	
	ALL	ELIGIBLE FOR PP	ALL	ELIGIBLE FOR PP
BOYS	158	62	53.4%	21%
GIRLS	138	76	46.6%	26%
SEN BOYS	35	22	11.8%	7%
SEN GIRLS	12	6	4%	2%
EHC	6	3	2%	1%
EAL BOYS	40	5	13.5%	2%
EAL GIRLS	21	5	7%	2%

Assessment Data

EYFS OUTCOMES						
2019 – 2020 DATA	Data from previous 3 years			Teacher Assessment Data 2019		
	2016-2017	2017-2018	2018-2019	Pupils Eligible for PP (16/36)	All pupils (36 Pupils)	National Average
Good level of development (GLD)	63.4%	68.2%	70.4%	10/16 63%	72%	71.8%
Reading	65%	70%	75%	10/16 63%	77%	76.9%
Writing	63%	68%	72%	9/16 56.3%	72%	73.7%
Maths	70%	70%	77%	10/16 63%	75%	79.8%

KS1 OUTCOMES						
	Data from Previous Years			Teacher Assessment Data from 2019-2020		
	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>PP</u>	<u>National</u>
% achieving expected standard or above in reading, writing and maths	59.5%	65.8%	74%	82.1%	42% 10/24	65%
Phonics Screening Check	53%	82%	81.4%	74%	13/20 Passed 65%	82%

KS2 OUTCOMES**DATA FROM PREVIOUS YEARS**

	2016-2017	2017-2018	2018-2019	Teacher Assessment Data 2019-2020
% achieving expected standard or above in reading, writing and maths	42%	72%	74%	72%
Progress in reading	55.6%	71.9%	79%	83.3%
Progress in writing	72.2%	81.3%	81%	81%
Progress in maths	75%	81.3%	83%	81%

BARRIERS TO FUTURE ATTAINMENT (For pupils eligible for PP, including high ability)

- A. Low level of basic skills on entry – phonics, early reading, writing, maths. This is holding pupils back from attaining and making progress as expected. Also, preventing them engaging fully within the wider curriculum.
- B. Speech and language skills for our children entering nursery and reception are significantly lower for pupils with pupil premium that for other pupils.
- C. Pupils with specific emotional need. Mental health challenges or who are facing difficult circumstances in their life which affect their learning behaviour, attitudes and attendance in school.
- D. Attendance rates for pupil premium are lower than non-pupil premium pupils

External Barriers

- E. Lack of opportunities to access extra-curricular opportunities.
- F. Overall attendance of pupil premium is lower than non-pupil premium pupils.
- G. Children and families do not always seek help and support from other agencies to aid the development of their children, for example speech and language, keeping appointments etc.

Priorities

- Increase the % of KS1 pupil premium girls achieving ARE or above in reading and maths.
- Increase the % of pupil premium girls achieving GD by the end of KS1
- Increase the % of pupil premium pupils achieving GLD at the end of EYFS
- Increase the % of pupil premium pupils achieving greater depth in reading, writing and maths by the end of KS2.

	Desired Outcomes	Success Criteria
A	Pupils entering Reception and KS1 have developed basic skills and have made accelerated progress to ensure attainment is in line with PP pupils in phonics, reading, writing and maths.	Number of PP pupils passing the phonics screening test is in line with Non PP. Progress at the end of KS2 is +
B	Improved quality of teaching and learning of reading in KS1 and KS2 (including phonics). Consistency in approach of teaching reading through steps to read units. Improvements in attainment and progress for all, including PP pupils.	-To maintain improvements in phonics, achieving in line with national averages -Improvements in reading approach using steps to read units. Consistency in KS2, evidenced through monitoring/observations. Improved PP attainment in KS2.
C	Pupils make accelerated progress to ensure attainment in phonics, KS1 is in line with Non PP pupils.	Improved communication and an increase in the number of pupils achieving ARE in communication and language at the end of EYFS.
D	Pupils social and emotional needs are being met to enable them to achieve their full potential.	Pupil voice surveys are positive. Case studies identify impact from actions. Boxall profiles and SDQs show positive impact.
E	Maintaining above 96% average attendance percentage. A further reduction in the number of PP pupils classified as persistently absent and an overall improvement in attendance for PP pupils.	The overall school attendance figure will be at or above 96%, with the same expectation of PP children. Improved attendance rates for PP pupils which allows access to quality first teaching.
F	Increased parental engagement with school (i.e. Parents' Evening; SATS meetings; Phonics meetings).	Increased parental engagement, through use of pastoral manager. All parents of PP children to receive information from school events missed.
H	Increasing the number of PP pupils attending extra-curricular opportunities.	An increase in sports / club participation by 10%, whilst ensuring that all children are offered funding towards educational visits were required.

Priority 1: To ensure that all teaching and learning is consistently good or outstanding across all phases. This will lead to improved pupil outcomes.

Objectives	Actions	Resources	Staff	Progress Indicators	Success Criteria
<p>High quality provision for all in EYFS by ensuring adult/ child ratios are low to maximise interactions and enable all pupils to achieve well immediately.</p> <p>Ensure high quality teaching and learning of early reading and phonics</p> <p>To further develop mastery for maths</p>	<p>Class organisation in EYFS to have 2 reception classes.</p> <p>To implement Monster phonics across EYFS and KS1.</p> <p>Additional subject leader time to support and coach staff to ensure high quality teaching and learning in all phases</p> <p>Maths No Problem Implementation Additional subject leader time to support and coach staff to ensure high quality teaching and learning in all phases</p> <p>Develop maths curriculum and teaching and learning across EYFS. Develop/revise whole school approach to intervention.</p>	<p>Monster Phonics resources /subscription</p> <p>Teaching Staff</p> <p>Maths No Problem subscription – White Rose Materials.</p>	<p>C.Ralphson J.Fox. H. Nicholson C.Kinsey K.McCormack</p> <p>H.Simmons All Teaching Staff</p>	<p>EYFS outcomes Year on Year attainment and progress.</p> <p>Y1 Phonic screening outcomes</p> <p>T&Lreviews/learning walks/ monitoring procedures indicate high quality provision and improvements when provision is weaker.</p> <p>EYFS, EOKS1, EOKS2 outcomes Year on Year attainment and progress across KS2</p> <p>Teaching and learning review/ learning walks and monitoring procedures indicate high quality provision and improvements when provision is weaker.</p> <p>Pupil outcomes</p> <p>Pupil voice</p> <p>Subject leader monitoring and evaluation</p> <p>Teaching and learning review findings</p>	<p>Differences in attainment at all phases are diminished both in school gaps and when compared to others nationally. Term by term data outcomes indicate good and better outcomes and progress from starting points.</p> <p>All teaching and learning is of high quality as evidenced through SLT monitoring activities.</p> <p>Ongoing and summative assessments indicate good progress for all in relation to expectations within Monster phonics program. Y1 phonics screen outcomes are at a minimum in line with national and the proportion of pupils achieving 37+ increases.</p> <p>Assessment to show narrowing the gap for PP pupils and Non PP.</p> <p>All subject areas are evaluated as providing good quality education as a minimum by subject leads and SLT</p>

<p>To improve attainment and accelerate progress of pupils in all phases through targeted intervention being delivered.</p> <p>Improve the quality of curriculum and teaching and learning in wider curriculum areas to enable all pupils achieve well in all subjects- developing a range of knowledge and skills for future education/life.</p> <p>Engage all pupils in reading for pleasure whilst developing reading skills and understanding.</p>	<p>Timetable support staff consistently to offer high quality support and intervention in key priority areas</p> <p>Monitor interventions in relation to pupil's outcomes- IMPACT</p> <p>Review of wider curriculum provision</p> <p>Subject Leaders to adapt and amend as required to meet curriculum INTENT.</p> <p>Monitoring to ensure high quality teaching and learning in all subject areas</p> <p>Repeat subscription for AR.</p> <p>Daily reading for KS1 disadvantaged pupils.</p> <p>1 TA allocated specifically to AR implementation within LKS2</p>	<p>Rapid Reading – High quality texts to inspire lower ability to read books suited to their age bracket.</p> <p>Paired Reading – C. Wadsworth using high quality texts to plan for paired reading strategies.</p> <p>Online access to Accelerated Reader programme.</p> <p>Library resources</p> <p>Staff time allocated- subject leader for monitoring and CPD for welfare staff. TA within weekly timetable</p>	<p>C. Wadsworth-Tutor G.Sharp – Inference groups</p> <p>All Teaching Staff</p> <p>K. McCormack</p> <p>C.Wadsworth-Tutor G. Sharp – Inference groups</p> <p>All Teaching Staff</p> <p>K. McCormack</p>	<p>Pupil outcomes Pupil voice</p> <p>Subject leader monitoring and evaluation</p> <p>Teaching and learning review findings.</p> <p>QR Code accelerated Reader quizzes in every class. Pupils will take a quiz after reading a book at home to check their understanding of the text.</p>	<p>Differences in attainment at all phases are diminished both in school gaps and when compared to others nationally.</p> <p>Term by term data outcomes indicate good and better outcomes and progress from starting points.</p> <p>EYFS/EOKS1/EOKS2 outcomes are at a minimum in line with national at ARE and GDS.</p> <p>Diagnostic reports from AR to identify target groups – reports to show accelerated progress of PP pupils.</p>
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Priority 2: Increase the percentage of PP pupils achieving greater depth in reading, writing and mathematics across KS1 and KS2.

Objectives	Actions	Resources	Staff	Progress Indicators	Success Criteria
<p>Improving the quality of planning to ensure PP pupils are targeted and challenged to make accelerated progress and GD across reading, writing and mathematics.</p>	<p>Implement read to write planning units and steps to read from Literacy Counts. Teachers to adapt planning to ensure that the needs of all pupils are met and high expectations for PP pupils.</p>	<p>Literacy Counts program. Consultant training days Sept 2020, Nov 2020, Jan 2021.</p>	<p>K. McCormack Claire Belisari Literacy Counts. All teachers</p>	<p>NFER Reading assessment data</p> <p>Accelerated Reader Data</p> <p>APW – Every year group once per year – detailed report to show gaps for specific target groups.</p> <p>Learning Walks</p> <p>Pupil Progress meetings</p> <p>Staff CPD</p>	<p>Narrowing the gap for PP pupils and Non PP.</p> <p>Half Termly data analysis – showing accelerated progress of PP pupils across reading, writing and mathematics.</p>
<p>Improve the accuracy of moderating writing. Ensure staff that are new to year groups are secure in their judgements.</p>	<p>Implement APW –No more marking assessments for writing. £600</p>	<p>Subscription to assessing primary writing (APW) -No More Marking.</p>	<p>K. McCormack All teaching staff.</p>	<p>A writing report from APW provides analysis of the writing papers and will assess gaps in learning. This will highlight how pupil premium pupils are progressing in comparison to Non PP. This will also identify greater depth pupils and areas that need to be focused on for pupils to make accelerated progress.</p>	<p>The analysis from APW reflects the teacher’s judgements. Half termly assessments show accelerated progress in writing for PP pupils.</p>

Priority 3: Improve provision for PP pupils with interventions and SEND support.

Objectives	Actions	Resources	Staff	Progress Indicators	Success Criteria
<p>To use effectively an additional member of staff with selected pupils.</p>	<p>Monitor assessments half termly and through lesson observations. Children will be offered regular interventions in school.</p> <p>Interventions to be changed to subject specific, graduated approach to support in class and prescription interventions.</p> <p>Staff to be trained in these elements. Impact to be monitored. PP meetings to address pupils not making progress or low attainment. To have additional staff for EYFS PP.</p>	<p>Interventions to purchase. Training of staff to be paid. Recoding and planning systems in place for interventions.</p> <p>PP meetings each half term and parent IPR meetings following.</p>	<p>K.McCormack to set up interventions.</p> <p>HT to monitor progress with K.McCormack.</p>	<p>Monitoring of books</p> <p>Learning Walks</p> <p>Observations</p> <p>Pupil Progress meetings</p> <p>Assessments half termly</p>	<p>SMART targets in PP meetings/ IPR targets being achieved.</p> <p>6 weekly checks on subject specific interventions for impact.</p>
<p>Pupil progress meetings have Disadvantaged pupil's SMART targets in place for those not achieving expected progress.</p>	<p>During pupil progress meetings, there are SMART targets and they are being achieved.</p>	<p>Pupil progress meetings every half term.</p>	<p>HT / K.McCormack</p> <p>Teaching Staff</p> <p>SENDCO – C.Kinsey</p>	<p>Pupil progress meetings</p> <p>Assessments half termly</p> <p>Daily writing and maths targets set by the class teacher.</p>	<p>Individualised instruction on the Teaching and learning toolkit. Moderate impact for moderate cost and a potential gain of 3 months</p> <p>PP pupils achieving their targets. Evidence of PP pupils making accelerated progress.</p>

Planned Expenditure

Academic Year

2019 - 2020

The three headings below allow school to demonstrate how we are using the sports premium funding, improve classroom pedagogy, provide targeted support and whole school strategies.

Quality of teaching for all

Desired Outcome	Action	Evidence	Staff	Cost
Raise attainment in reading across the school.	<p>Accelerated Reader – Computer based approach – develops independent reading, assess ongoing reading through QR Code – quizzes. Diagnostic reports to identify pupils in urgent need. Literacy Counts consultants to model shared and guided reading.</p> <p>FFT Wave 3 Intervention Boost reading Project X Early Reading Intervention</p> <p>Rapid Reading strategies in Y4/5</p>	<p>EEF Research shows positive impact of this approach.</p> <p>Previous years' data from chosen interventions is positive.</p> <p>Interventions reviewed half termly</p>	<p>K. McCormack</p> <p>Literacy Counts Consultants</p> <p>TA's</p> <p>V. Snape</p> <p>G. Sharp</p> <p>G. Brennan</p>	<p>£2664</p> <p>£9 per pupil per year.</p> <p>Accelerated reader £</p> <p>Project X £</p> <p>£26,000</p>
<p>Increase the number of pupil premium children achieving the phonics screening check.</p> <p>Increase in the % of PP pupils achieving ARE and GD in reading, writing and maths</p>	<p>Small group targeted intervention work based on phonics.</p> <p>Paired Reading with a tutor PP pupils.</p> <p>Small groups – Tutors Y6 Maths and English groups. PP pupils identified.</p> <p>1:1 Maths support to ensure pupils make accelerated progress.</p>	<p>Last year 76% pp children achieved the phonics screening check in comparison to 86% of non pupil premium children. Review intervention comparing entry and exit data. Half termly review of phonic trackers to ensure the gap is closing</p> <p>Evidence to show pupils making accelerated progress in the paired reading groups after three weeks.</p>	<p>C. Kinsey</p> <p>K. McCormack</p> <p>C. Wadsworth</p> <p>L. Everett</p>	<p>£4000</p> <p>Tutor Cost £</p>

		<p>NFER tests</p> <p>Accelerated Reader – diagnostic assessments.</p> <p>Entry and exit data for the sessions is closely monitored by teachers and Senior Leaders.</p> <p>Work in demonstrates progress Pupil Meetings</p>	<p>J. Rylance</p> <p>K. McCormack</p> <p>A. McNeill</p>	
Pupils who have experienced trauma are supported.	Play Therapy	Proven strategy to support pupils who have experienced trauma.	<p>D. Lamb</p> <p>C. Kinsey (SENDCO)</p>	£9000
Improved social and emotional well-being of pupil premium pupils with challenging behaviour issues.	1:1 behaviour support TA's specially trained to deal with challenging behaviours.	Pupils who struggle to access lessons are more settled and there is less disruption to the learning of others.	<p>1:1 behaviour support TAs</p> <p>D. Lamb</p> <p>C. Kinsey</p> <p>K. McCormack</p>	1:1 TA cost

Targeted Academic Support

Intervention:	Individual, Paired and small group tuition by qualified teachers in English and Maths in years 4, 5 and 6 which targets specifically able pupils where appropriate.
Staff:	Clare Wadsworth
Intended outcomes:	Pupils targeted to make accelerated progress in reading, writing and maths improving fluency and understanding.
Implementation	Paired Reading: Aim to improve reading comprehension and fluency.
	<p>Following on from using assessment information, individual pupils will be identified and targeted for support.</p> <p>Paired Reading: Y4 & 5 PP Pupils</p> <p>Rapid reading and inference questions.</p> <p>14 Pupils in pairs 2 x 30mins sessions weekly.</p>
Review	<p>Accelerated Reader Diagnostic assessments Sept 2020</p> <p>NFER reading assessments every half term. Nov 2020 – review and adapt where necessary.</p> <p>Annual review</p>
Evidence Based Research	EEF Research shows that paired reading enables the pupils to take responsibility for aspects of teaching and evaluating their own success. EEF states that pupils can make up to +5months progress using this strategy.

Targeted Academic Support

Intervention:	Individual, Paired and small group tuition by qualified teachers in English and Maths in years 4, 5 and 6 which targets specifically able pupils where appropriate.
Staff:	Andrew McNeill
Intended outcomes:	Pupils targeted to make accelerated progress in reading, writing and maths improving fluency and understanding.
Implementation	One to One Tuition
	<p>Four days per week</p> <p>9 pupils for 30minutes each</p> <p>1:1 Mr McNeill (Trained teacher/Ex Deputy Head teacher) Intensive bespoke support in Maths and English. In addition to maths and English lessons and learning is explicitly linked to lessons in class.</p>
Review	NFER Maths Assessments in September 2020. To be reviewed every half term
Evidence based research	EEF Research shows that short, regular sessions of 30minutes, 3-5 times per week, over a set period of time, result in optimum impact. Evidence shows that tuition should be additional to and explicitly linked with normal teaching. Progress expected +5months. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective especially for older students. (Y6)

Targeted Academic Support

Intervention:	Individual, Paired and small group tuition by qualified teachers in English and Maths in years 4, 5 and 6 which targets specifically able pupils where appropriate.
Staff:	Lynne Everett & Jennie Rylance
Intended outcomes:	Pupils targeted to make accelerated progress in reading, writing and maths improving fluency and understanding.
Implementation	Within class attainment group & small group tuition
	Five days a week Groups of up to 6 pupils for Maths and English. Intensive tuition approach with targeted pupils to ensure effective progress. Pre and post teach strategies are used alongside meta cognitive and self-regulation approaches.
Review	NFER Maths & reading Assessments in September 2020 Writing assessments every half term alongside assessing primary writing (APW) a national marking program using comparative judgements to assess writing. To be reviewed every half term
Evidence based research	EEF Research shows that small group intensive support can enable pupils to make up to +4months progress. Small group intervention with highly qualified staff have been shown to be effective as evidence as discussed in reliable evidence sources such as visible learning by John Hattie and the EEF toolkit.

Focus	Phonics		
Intervention	Implement Monster Phonics across EYFS and KS1.		
Intended outcomes	Continue to enhance quality of teaching of phonics	Success criteria	The quality of teaching of phonics is strong across the school providing additional support for pupil premium pupils Fluency in reading has improved with pupil premium pupils in KS2 secure and fluent in reading a range of text.
Staff lead	Phonics lead (Cath Kinsey) K. McCormack		
Implementation	Year 1	Year 2	Year 3
	<p>Training in Monster Phonics EYFS /KS1 staff.</p> <p>Monitoring of planning, delivery of lessons, applying phonic knowledge to writing.</p> <p>Teachers to use strategies as a whole class strategy, target groups and individuals. The focus on raising pupil premium pupils reading decoding through segmenting and blending continues to be a priority. Applying this knowledge to spelling strategies</p>	<p>Monster phonics to be used in KS2 for pupils who still require support. Teachers to use strategies as a whole class strategy, target groups and individuals. The focus on raising pupil premium pupils reading decoding through segmenting and blending continues to be a priority. Applying this knowledge to spelling strategies</p> <p>The strategy will also be used to target groups and individuals.</p>	<p>The strategy will be used as a whole class to support spelling and fluency in reading. Teachers to use strategies as a whole class strategy, target groups and individuals. The focus on raising pupil premium pupils reading decoding through segmenting and blending continues to be a priority. Applying this knowledge to spelling strategies</p> <p>The strategy will also be used to target groups and individuals.</p>

Focus	Quality of teaching		
Intervention	All teachers will access high quality training through WPAT and in house experts including consultants from Literacy Counts. Training for teachers new to their year group. Training focused on shared and guided reading, improving writing at GD and memory, fluency and retention of mathematics. (See EEF report on the impact of whole class shared reading)		
Intended outcomes:	All teaching must be strong in reading, writing and mathematics. As a result of high quality teaching, pupil premium pupils make better than expected progress.	Success criteria:	The quality of teaching is at least good with most teaching outstanding. Pupil premium pupils make better than expected progress in reading, writing and mathematics. Progress at the end of KS2 is above the national average.
Staff lead:	Kate McCormack (English Lead) & Hayley Simmons (Mathematics Lead)		
Implementation	Year 1	Year 2	Year 3
	Sept 2020 - Training from Literacy Counts on guided reading – support for staff who are new to year groups. Ongoing support for shared reading in Nov 2020/Jan 2021. Ongoing monitoring from K. McCormack. Gaps in maths identified from baseline in Sept. (H. Simmons)	Review previous year. Leaders to assess the current training needs of staff members through monitoring and performance management.	Review previous year. Leaders to assess the current training needs of staff members through monitoring and performance management.

Focus	Pastoral Strategies		
Intervention	Pastoral lead to target pupil premium children and work closely with parents to improve their attendance and punctuality.		
Intended outcomes	Attendance of the group of pupil premium children improves and the difference diminishes between this group and others. Punctuality also improves so that the children are not missing learning.	Success criteria:	Attendance of pupil premium pupils improves year on year.
Staff lead	Debbie Lamb, K.McCormack, J Egan		
Implementation	Year 1	Year 2	Year 3
	Implement the school's toolkit for attendance Work closely with the LA engaging with the enforcement team	Implement the school's toolkit for attendance Work closely with the LA engaging with the enforcement team	Implement the school's toolkit for attendance Work closely with the LA engaging with the enforcement team
	Learning mentor to monitor the attendance of individuals Learning mentor to work closely with parents to support them to improve the attendance of their child	Learning mentor to monitor the attendance of individuals Learning mentor to work closely with parents to support them to improve the attendance of their child	Learning mentor to monitor the attendance of individuals Learning mentor to work closely with parents to support them to improve the attendance of their child
	Implement an Early Help for pupils with persistent attendance	Implement an Early Help for pupils with persistent attendance	Implement an Early Help for pupils with persistent attendance

