



PLANTATION PRIMARY SCHOOL

PUPIL PREMIUM ALLOCATION 2020 - 2021

The Government launched Pupil Premium funding in April 2011.

The Pupil Premium was at first allocated to children from low income families who were known to be eligible for free school meals and children who had been looked after continuously for more than six months.

Eligibility for the Pupil Premium for 2012-13 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals Measure).

From 2014 the Pupil Premium was also allocated to children who have been in care for 1 day or more and those who are adopted.

The PPG per-pupil rate for 2020 to 2021 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)	£1,345
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)	£2,345

Service children

Service premium per pupil

Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence

£310

taken from [GOV.UK Website](https://www.gov.uk)

“The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school*
- for the benefit of pupils registered at other maintained schools or academies*
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated*

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2020; some or all of it may be carried forward to future financial years.”

taken from [GOV.UK Website](https://www.gov.uk)

At Plantation Mr Hanley, Headteacher, has overall strategic responsibility for this area. He is supported by the Deputy Headteacher, Mr Boulton; Learning Mentor, Mrs Fallows; School Business Manager, Ms Bennett; and, Pupil Premium Governor, Mr Parsons .

Mr Hanley is the school’s Pupil Premium Lead, monitoring the progress of all children entitled to the funding.

The Governors meet at least twice a year to plan, monitor and review the Pupil Premium strategy.

2020-21 Allocation Plan

Number of pupils	484
Total number of pupils eligible for PP grant*	164
Percentage of pupils eligible for PP grant*	33.9%
Pupil Premium Grant Allocation*	£209,715 (this does not include LAC funding as this is held by the LA)
	Budget
Enriching the Curriculum / learning resources	
Educational Visits	£500
Learning Resources	£1,500
Targeted support	
Intervention groups with 2x L3 Teaching Assistant	£38,000
SENCO, targeting PP children	£6,000
Learning Mentor	£24,357
Teaching Assistant support throughout KS1 & KS2	£126,908
Extended school support	
Out of Hours Assistant to support pupils in Holiday Club	£1,500
Out of Hours Assistant to support pupils in Breakfast and After School Clubs	£2,000
Holiday Club Subsidy	£1,000
Breakfast and After School Clubs subsidy	£1,000
Other support	
Attendance Service Level Agreement	£1,950
Educational Psychologist Service Level Agreement	£5,000

** this figure excludes EYPP and will be reviewed following Jan 2021 census*

1. Summary Information					
School	Plantation Primary School & Nursery				
Academic Year	2020/21	Total PP budget	£209,715	Date of most recent PP review	09/20
Total number of pupils	484	Number of pupils eligible for PP	164	Date for next internal review of this strategy	03/21

2. Current attainment as at July 2019 (2020 information with regards PP children is not available due to emergency school closure re. covid-19 pandemic and cancellation of national assessments)		
	<i>Disadvantaged</i>	<i>Other (non PP)</i>
% achieving expected or above in reading, writing & maths	48% (National 71%)	69% (National 71%)
Progress score for Reading	1.25	2.09
Progress score for Writing	0.65	0.53
Progress score for Maths	0.24	2.13

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A	Regular attendance and punctuality.
B	Poorer communication and social skills including self-confidence and resilience in some PP children.
C	The need to raise expectation of achieving higher scores for those PP children who are more able.
D	Lower baseline in reading, writing and phonics for some PP children.
External barriers	
E	FINANCIAL: difficulty paying for visits, extended hours activities etc.
F	Parental engagement and aspirations for their children.

4. Desired outcomes		Success criteria
A	To ensure exceptionally high achievement for all PP learners through enhanced curriculum opportunities and support.	<p>Disadvantaged pupils in EYFS will be supported to achieve at least in line with children of their own chronological age.</p> <p>Disadvantaged pupils in KS1 will be close to or in line with the national average for other pupils in all subjects including Phonics (expected levels of attainment) i.e. difference</p>

		<p>from national will be no more than -1 as evidenced in Ofsted Inspection dashboard data.</p> <p>Disadvantaged KS2 pupils' progress will not be significantly below national other overall or for any prior attainment group in any subject i.e. progress will be expressed as a positive value in the Ofsted inspection dashboard data.</p> <p>More able disadvantaged children will achieve the higher scores in the same proportion as non- disadvantaged children.</p>
B	To develop learning opportunities for pupil premium pupils through the use of social and cultural experiences.	% uptake for visits, clubs etc. will be proportionately equal to the % uptake for non-disadvantaged children.
C	To ensure the quality of provision for personal development and welfare continues to be outstanding for all pupils, including PP pupils.	<p>Records (e.g. behaviour logs) demonstrate that appropriate actions have been planned, undertaken and evaluated with the result that PP pupils develop resilience, social skills, behaviour for learning skills and that the children are safe and happy.</p> <p>Where necessary, parents are supported by workshops, individual support and referral to external agencies.</p> <p>Where appropriate, PP pupils are targeted for additional social and emotional support through the school's nurturing provision.</p>
D	To ensure PP learners attendance and punctuality is improving over time.	PP children's attendance is improving over to come in line with whole school attendance figures and continues to diminish the difference.

		<p>Lateness for PP children is at least in line with whole school figures.</p> <p>Regular attendance and punctuality improves educational outcomes through regular access to specific intervention work and other support in school.</p> <p>Attendance meetings with families are better attended on a termly basis and lead to improvements for specific children. Better engagement as a result of SAS home visits leading to improvements in attendance e and punctuality.</p>
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5. Planned expenditure				
Academic Year		2020/21		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure exceptionally high achievement for all PP learners through enhanced curriculum opportunities and support.	All classes supported with Learning Assistant support for targeted interventions.	Half termly work scrutiny. Lesson observations at least twice a year with a focus on wave 1 and wave 2 support for PP children. Termly subject leader monitoring. Link Governors for specific subjects and departments, where PP are a priority element of	Maths and English Leaders Department leaders	At end of each term

		discussion and feedback. Termly summative assessments and PPMs. Ongoing formative assessment.		
<p>To ensure exceptionally high achievement for all PP learners through enhanced curriculum opportunities and support.</p> <p>To develop learning opportunities for pupil premium pupils through the use of social and cultural experiences.</p> <p>To ensure the quality of provision for personal development and welfare continues to be outstanding for all pupils, including PP pupils.</p> <p>To ensure PP learners attendance and punctuality is improving over time.</p>	<p>Employment of 2x L3 Learning Assistants, coordinated by SENCO to provide alternative provisions and therapies on a timetabled and ad hoc basis.</p> <p>Alternative provisions to include use of outdoor provision, sensory room, Relax Kids, Sensory Circuits, peer massage and lunchtime clubs.</p>	<p>Half termly review with SENCO. Pupil feedback. Termly reports to governors and SLT.</p>	SENCO	July 2021
ii. Targeted support				
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To ensure exceptionally high achievement for all PP learners through enhanced curriculum opportunities and support.</p>	<p>Additional Learning Assistant non-class based to provide additional pastoral and academic support.</p> <p>After school tutoring sessions provided by CTs for specific PP children.</p>	<p>Half termly work scrutiny. Lesson observations at least twice a year. Termly subject leader monitoring. Link Governors for specific subjects and departments. Termly summative assessments and PPMs. Ongoing formative assessment.</p>	<p>Maths and English Leaders</p> <p>Department leaders</p>	<p>At end of each term</p>
<p>To develop learning opportunities for PP children through the use of social and cultural experiences.</p>	<p>Ensuring PP children are not excluded from clubs, trips and visits due to financial constraints by either supplementing costs or provided these whole.</p>	<p>Register checks for activities and clubs to ensure PP children are being supported. Target PP children for particular activities/clubs that will benefit the needs of the child. Discussion at SLT level with Learning Mentor to agree on specific support.</p>	<p>JF / ED / BP / KS</p>	<p>In advance of each term to plan and at end of term to review.</p>
<p>To ensure the quality of provision for personal development and welfare continues to be outstanding for all pupils, including PP pupils.</p>	<p>Flexible and scheduled access to Learning Mentor and other school based services, e.g. Relax Kids. Access to external agencies support, e.g. counselling services through Oak Leaf. Organisation of and attendance at meetings such as TAF.</p>	<p>Termly reports and meetings with PP Governor</p>	<p>JF Link Gov.</p>	<p>At end of each term</p>

To ensure PP learners attendance and punctuality is improving over time.	Weekly monitoring of punctuality and attendance. Half termly key action meeting with School Attendance. Termly Late Gate days. Attendance panel letters and meetings with children and parents. Inclusion in whole school attendance rewards system and additional attendance rewards activities for PP children.	Weekly reporting of attendance performance for groups to SLT. Termly reports to SLT and Governors.	SH & JF	Weekly and at the end of each term.
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iii. Other approaches

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To develop learning opportunities for pupil premium pupils through the use of social and cultural experiences.	Planned allocation of funding for known trips and visits – communicate to parents. Actively encourage PP children to take up places on trips and visits / clubs where these are optional.	Monitor records of PP spending. Monitor uptake of PP children in optional events and clubs etc.	SBM	At end of each term
To ensure the quality of provision for personal development and welfare continues to be outstanding for all pupils, including PP pupils.	Employ Learning Mentor to work alongside SENCO and SLT. Plan and deliver structured activities to enhance social and emotional development. Work with parents / carers and outside agencies when necessary to enhance child's well-being and development.	Learning Mentor records of activity and outcomes. Case reviews held regularly with class teacher and SLT.	Class Teacher / SENCO / Learning Mentor.	Termly at least

6. Review of expenditure 2019 - 2020

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>To ensure exceptionally high achievement for all PP learners through enhanced curriculum opportunities and support.</p>	<p>All classes supported with Learning Assistant support for targeted interventions.</p>	<p>Analysis of the assessment information up to March 2020 (school closure due to national pandemic) indicated that the difference between the attainment of PP compared to non-PP children was diminishing over the year in most year groups in Reading and Maths. In those year groups where this did not occur, this was due to other factors.</p>	<p>This approach will be developed further through a more forensic approach to interventions which rigorously analyse strands of learning that are leading to any underperformance and subsequent strategic interventions. PP children will continue to be a priority for intervention where underperformance is identified. In addition to academic interventions, social and emotional support will be used to support learning and engagement, particularly with PP children to raise their self-esteem and aspirations.</p>	<p>£130,000</p>
<p>To ensure exceptionally high achievement for all PP learners through enhanced curriculum opportunities and support.</p> <p>To develop learning opportunities for pupil premium pupils through the use of social and cultural experiences.</p> <p>To ensure the quality of provision for personal</p>	<p>Employment of 2x L3 Learning Assistants, coordinated by SENCO to provide alternative provisions and therapies on a timetabled and ad hoc basis.</p> <p>Alternative provisions to include use of outdoor provision, sensory room, Relax Kids, Sensory Circuits, peer massage and lunchtime clubs.</p>	<p>Analysis of the assessment information up to March 2020 (school closure due to national pandemic) indicated that the difference between the attainment of PP compared to non-PP children has diminished over the year in most year groups in Reading and Maths. In those year groups where this did not occur, this was due to other factors.</p>	<p>Continue to develop the nurturing provision, prioritising PP children, and reviewing activities and their impact.</p> <p>Continue the sharp focus on the attendance and punctuality of PP children. Look at the impact of additional provision access to see if this supports better attendance.</p>	<p>£18,667</p>

<p>development and welfare continues to be outstanding for all pupils, including PP pupils.</p> <p>To ensure PP learners attendance and punctuality is improving over time.</p>		<p>Behaviour records indicate a positive impact on the children involved in this work.</p> <p>Scrutiny of attendance information shows that attendance, while still slightly below national, has improved slightly, including the attendance of PP children. Punctuality has seen much improvement, including PP children.</p>	<p>Improve quality of teaching through a school wide focus on awareness raising of PP children and targeted questioning in Wave 1 and Wave 2 teaching.</p>	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To ensure exceptionally high achievement for all PP learners through enhanced curriculum opportunities and support.</p>	<p>Additional Learning Assistant non-class based to provide additional pastoral and academic support.</p> <p>After school tutoring sessions provided by CTs for specific PP children.</p>	<p>Analysis of the assessment information up to March 2020 (school closure due to national pandemic) indicated that the difference between the attainment of PP compared to non-PP children has diminished over the year in most year groups in Reading and Maths. In those year groups where this did not occur, this was due to other factors.</p> <p>One to one specific tutoring was once again successful in supporting learning and learner engagement.</p>	<p>Look into the feasibility of further one to one sessions, particularly with LAC children where the dedicated level of contact supports engagement.</p>	<p>£12,666</p>

<p>To develop learning opportunities for PP children through the use of social and cultural experiences.</p>	<p>Ensuring PP children are not excluded from clubs, trips and visits due to financial constraints by either supplementing costs or provided these whole.</p>	<p>Nurturing provision continued across school with all children and with a focus on PP children. Plans to develop further were halted by school closure March 2020 and pastoral support switched to online sessions. Pupil feedback is very positive and the provision will be reviewed once more and developed further in 2020/21. A dedicated team comprising of Learning Mentor and two Level +SEN LSAs will be led by the SENCO.</p>	<p>To be developed in the new nurturing provision lead by the school SENCO.</p>	<p>£19,500</p>
<p>To ensure the quality of provision for personal development and welfare continues to be outstanding for all pupils, including PP pupils.</p>	<p>Flexible and scheduled access to Learning Mentor and other school based services, e.g. Relax Kids. Access to external agencies support, e.g. counselling services through Oak Leaf. Organisation of and attendance at meetings such as TAF.</p>	<p>This has been very successful in supporting pupil engagement and behaviour. The Learning Mentor has successfully supported a number of children, very often LAC, where social and emotional issues are a barrier to learning</p>	<p>To be developed as an element of the new nurturing provision lead by the school SENCO.</p>	<p>£8,119</p>
<p>To ensure PP learners attendance and punctuality is improving over time.</p>	<p>Weekly monitoring of punctuality and attendance. Half termly key action meeting with School Attendance. Termly Late Gate days. Attendance panel letters and meetings with children and parents.</p>	<p>Attendance up to school closures nationally March 2020 has risen for this group and punctuality is much improved.</p>	<p>CPD from attendance conference held 2019-20 will be used to further develop this good practice.</p>	<p>£11,294</p>

	Inclusion in whole school attendance rewards system and additional attendance rewards activities for PP children.			
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To develop learning opportunities for pupil premium pupils through the use of social and cultural experiences.	Planned allocation of funding for known trips and visits – communicate to parents. Actively encourage PP children to take up places on trips and visits / clubs where these are optional.	PP children have been supported as planned with access to trips and clubs. Uptake on clubs for PP children remains a priority and where time after school is a barrier – due to parents wanting to collect child at home time – is tackled through lunch time clubs.	Continue to offer a wide range of activities and the Learning Mentor and SENCO to liaise closely with other school leaders, e.g. the PE & Sports Leader, to highlight particular children who could be offered a free place.	£1,500
To ensure the quality of provision for personal development and welfare continues to be outstanding for all pupils, including PP pupils.	Employ Learning Mentor to work alongside SENCO and SLT. Plan and deliver structured activities to enhance social and emotional development. Work with parents / carers and outside agencies when necessary to enhance child's well-being and development.	New nurturing provision has been trialled across school with all children and with a focus on PP children. Pupil feedback is very positive and the provision will continue in 2020/21. A dedicated team comprising of Learning Mentor and two Level +SEN LSAs will be led by the SENCO.	To be developed in the new nurturing provision lead by the school SENCO. SENCO to liaise with school EP to develop a programme of staff training on aspects of learning such as ADHD, ASC and social communication needs to raise awareness and profile and support staff in better understanding the needs of such children.	£27,786