

1. Summary information					
School	Bluecoat Meres Primary Academy				
Academic Year	2019/20	Total PP budget	£233,640.00	Date of most recent external PP Review	10.12.19
Total number of pupils	308	Number of pupils eligible for PP	196 (64%)	Date for next internal review of this strategy	10.06.20

2. Current attainment		
Year 6 students 2019 25 PP and 15 non-PP	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>
% achieving expected standard or above in reading, writing & maths (National average 64.8%)	28%	27%
% making at least expected standard in reading	36%	40%
% making at least expected standard in writing	60%	67%
% making at least expected standard in mathematics	60%	73%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	High proportion of SEND needs
B.	Low aspiration and engagement
C.	Low attainment and progress in Reading in KS1 and KS2
D.	Poor previous cohort attainment with large gaps between PP and non PP children
E.	Opportunities to develop social and emotional skills which inhibit being ready for learning; Low self-esteem and resilience in pupils
F.	Teaching and learning needs greater stretch and challenge

Additional barriers		
G.	Low attendance and persistent absence of some disadvantaged pupils (PA PP 20.09% 28.02.20)	
Monitoring of Plan		
H	Monitoring of actions and outcomes by Pupil Premium Governor	
4. Intended outcomes (and how they will be measured)		Success criteria
A, C, D, F, H	<p>To reduce the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths at the end of KS1 and KS2.</p> <p>Measured in end of KS SATs.</p>	<p>The attainment gap between disadvantaged pupils and non-disadvantaged pupils for academic year 19/20 is less than the attainment gap for academic year 18/19 in reading, writing and maths as measured by end of key stage assessments. Gap to be reduced from an average of 17% to 10% or lower.</p>
A, C, D, F, H	<p>To increase the percentage of disadvantaged pupils attaining the expected standard in reading, writing and maths.</p> <p>Measured in end of KS SATs.</p>	<p>Attainment for disadvantaged pupils meeting the expected standard in reading, writing and maths is above the attainment level for these pupils at the end of the previous academic year.</p> <p>Reading 60%; Writing 65%; Maths 65%</p>
E, F, H	<p>To develop emotional resilience in pupils to enable them to engage more fully in learning experiences in the school environment.</p> <p>Measured by pupil engagement observed in lesson observations, and through pupil questionnaires.</p>	<p>A key group of disadvantaged pupils is identified becoming the focus for the re-established Pastoral Team.</p> <p>Child-centred individual support plans to demonstrate effectiveness of support and intervention for emotional difficulties for the core group of children</p> <p>Progress and attainment measures, using teacher judgement, NFER test and end of Key Stage assessments reflect positive impact on pupils' learning experiences in school.</p>

G H	<p>To reduce the absence rate, including persistent absence for disadvantaged pupils.</p> <p>Measured half termly, as outlined in attendance policy.</p>	<p>The absence rate for disadvantaged pupils in 19/20 (target of 5%) is below the rate for disadvantaged pupils in 18/19 (7.14%).</p> <p>The persistent absence rate for disadvantaged pupils in 19/20 (target of 15%) is below the persistent absence rate for disadvantaged pupils in 18/19 (21%).</p>
E, F	<p>To remove barriers to the broad and balanced curriculum.</p> <p>Measured by pupil attendance at extra-curricular clubs, and through pupil questionnaires.</p>	<p>Disadvantaged pupils have access to a full range of curriculum and extra-curricular activities and enrichments.</p> <p>Ensure these are varied from term to term to give wider breadth of opportunity.</p>
A, F	<p>To ensure that PP SEND children make at least good progress from their relative starting points.</p> <p>To ensure tracking and evaluations of the impact of targeted support.</p> <p>Measured through pupil progress meetings.</p>	<p>Close tracking of SEN PP groups demonstrates that pupils are making good or better progress.</p> <p>Evaluations demonstrate that targeted support is driving progress.</p>
E, B, H	<p>To develop children's social and emotional skills to enable them to be ready for learning. To build resilience and a challenge seeking attitude in pupils.</p> <p>Measured by pupil engagement observed in lesson observations and pupil interviews.</p>	<p>Children will attain their progress and attainment targets.</p> <p>Pupil Voice shows that pupils are becoming more resilient and engaged in learning.</p>

H	<p>To ensure actions and outcomes align with school vision and strategy.</p> <p>Measured through Governor visits to school and meetings with SLT and pupils.</p>	<p>Actions within the Pupil Premium Strategy reduce attainment gaps.</p> <p>Children display resilience in learning.</p>
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5. Planned expenditure					
Academic year	2019-2020				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

To improve the quality first teaching of reading across all key stages.	Attainment in reading is increased at end of KS1, KS2 and Early years.	Attainment in reading for disadvantaged pupils is below attainment for non-disadvantaged pupils at all key stages.	<ul style="list-style-type: none"> • Support teachers and TAs to make differentiated provision for identified pupils • Investigate whole class reading approaches through visits to other schools. • Whole class reading training for all teaching staff with Catherine Caldwell. • Investigate accelerated reader as a resource for KS2 to support differentiation • Timetable changes to make best use of teaching time and have daily, taught reading session in all year groups • Quality texts linked to curriculum themes in all year groups • Teacher release time for visits to other settings. • Pupil progress meetings identify priority children for targeted intervention. 	LENS	Term 3,4,5 2020
				Project	
				KB / CG	Term 1 2019
				KH	Term 1 2019
				MH / NS	Term 3 2020
				NW / KB	Term 3 2020
MH / NW	Term 5 2020				
MH / NW	Terms 2, 4 & 6				

<p>To improve the quality first teaching of writing across all key stages.</p>	<p>Attainment in writing is increased at end of KS1, KS2 and Early Years.</p>	<p>Attainment in writing for disadvantaged pupils is below attainment for non-disadvantaged pupils at all key stages.</p>	<ul style="list-style-type: none"> • Support teachers and TAs to make differentiated provision for identified pupils • Writing across the curriculum linked to quality reading texts • CPD Focus on writing process and ongoing skills assessment in presentation books • Teacher release time for visits to other settings. • Pupil progress meetings identify priority children for targeted intervention. • Lesson observations, book and planning scrutinies provide evidence that approaches are having the desired impact. <ul style="list-style-type: none"> ○ HT will provide challenge and CPD where necessary to improve practise. 	<p>LENS</p> <p>Project</p> <p>KB / NW</p> <p>MH / NW</p> <p>NW</p> <p>MH / NW</p>	<p>Term 3,4,5 2020</p> <p>Term 5 2020</p> <p>Term 2, 4 & 6</p> <p>Term 4 2020</p>
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<p>To improve Quality First teaching of maths across all key stages.</p>	<p>Attainment in writing is increased at end of KS1, KS2 and Early Years.</p>	<p>Attainment in writing for disadvantaged pupils is below attainment for non-disadvantaged pupils at all key stages.</p>	<p>Support teachers and TAs to make differentiated provision for identified pupils</p> <p>Attend funded maths mastery HUB training (maths projects and activities to develop T&L), resources funded 50/50 between project and school.</p> <p>✓</p> <p>Introduce Times Tables Rock stars for pupils in Year 2 and above.</p> <p>Introduce NUMBOTS for pupils in EYFS and Y1.</p> <p>Introduce daily fluency in five to ensure solid foundations for all learners.</p> <p>Termly staff CPD for all teachers provided by school maths lead, based on findings from SLT drop ins. Lesson observations, book and planning scrutinies provide evidence that approaches are having the desired impact. HT will provide challenge and CPD where necessary to improve practise.</p>	<p>MH / NW</p> <p>AC/R</p> <p>B SS</p> <p>SS</p> <p>MH / NW</p>	<p>Term 3,4,5 2020</p> <p>Term 2 2019</p> <p>Term 2 2019</p> <p>Term 2 2019</p> <p>Term 4 2020</p>
			<p>Total budgeted cost</p> <p>£32,095.00</p>	<p>LENS Project £5,600</p> <p>AR - £2,900.00</p> <p>SLE costs - £8,000.00</p> <p>NLE costs - £5,000</p> <p>Cover for teachers - £5,000.00</p> <p>English courses - £1990.00</p> <p>TT rock stars - £500.00</p>	

	INSET costs - £1,000.00
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	Reading fluency project - £615.00
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	Reading books - £1,490.00
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ii. Targeted support					
Action	Intended outcome	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To use targeted intervention to raise pupil attainment in reading, writing and maths for disadvantaged pupils.	Pupil progress and attainment in reading and writing is raised for disadvantaged pupils.	Some disadvantaged pupils are behind or significantly behind the ARE for reading and writing. Targeted interventions can address the gaps in learning and accelerate progress to close the gaps between current attainment and ARE.	<ul style="list-style-type: none"> ✓ Pupil progress meetings will identify pupils non on track for expected progress or capable of making accelerated progress. ✓ Intervention groups will be co-ordinated by DHT and SENDco. ✓ Pupils in intervention groups will be accurately baseline and progress reports will be generated at the end of the intervention period. ✓ Class teachers will be aware of the intervention focus in order to further consolidate the learning in the classroom. 	NW NW / ED NW All teaching staff	Terms 2, 4 & 6 Every term Every term July 2020
			Total budgeted cost £29,000.00	Intervention TAs - £25,000.00 Intervention resources - £4,000.00	
iii. Other approaches					

Action	Intended outcome	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review
To further improve attendance for disadvantaged pupils.	Absence and persistent absence is reduced for disadvantaged pupils.	Learning opportunities will be increased for pupils who attend school regularly. Prevention of further gaps in pupil learning through missed lessons.	<ul style="list-style-type: none"> ✓ Attendance figures will be collated by the attendance administrator and reported to the SLT. ✓ Attendance administrator will track persistent absentees and report these to SLT. ✓ School will use letters, attendance panels, fines and EWO to tackle persistent absence across school. <p>Celebration of Class Attendance with Attendance Bear</p> <p>Additional prizes and incentives</p> <p>Nurture / settling in group to support children who are reluctant attenders</p> <p>Free Breakfast Club to support families and encourage a positive start to the day</p>	<p>CE</p> <p>CE</p> <p>CE/MH (weekly)</p> <p>ED/EJ</p> <p>MH / NW</p>	<p>July 2020</p> <p>July 2020</p> <p>July 2020</p> <p>Terms 2 – 6</p> <p>Term 4</p> <p>Terms 3 - 6</p>

To develop emotional resilience in a group of disadvantaged pupils.	A core group of pupils have increased skills to enable them to engage in learning opportunities in school.	A core group of disadvantaged pupils are regularly missing lesson through time spent out of the classroom, or out of school. This leads to gaps in learning through inconstant access to teaching.	<ul style="list-style-type: none"> ✓ Use pupil data, CPOMS and FTE data to identify target group of children. 	MH	Term 3 2020
			<ul style="list-style-type: none"> ✓ Regular meetings to ensure children can be moved in and out of intervention groups as required. 	ED	Term 5 2020
			<ul style="list-style-type: none"> ✓ Pupil voice interviews to identify needs/challenges 	ED	Every term
			<ul style="list-style-type: none"> ✓ Lunchtime lounge provides support to vulnerable children at lunchtimes ✓ CASY counselling to provide support to children. 	EJ	
			<ul style="list-style-type: none"> ✓ Case studies produced to evidence range of strategies used and their outcomes 	ED	Term 4 2020

<p>To remove social barriers to a full educational experience.</p>	<p>All pupils have access to a broad and balanced curriculum including extra-curricular activities and curriculum enhancements.</p>	<p>No pupils miss out on activities and enhancements to the curriculum.</p>	<ul style="list-style-type: none"> ✓ Inclusive Curriculum Intention statements for all subjects <p>Cultural Capital – review of inclusivity of essential knowledge and life learning in Foundation Curriculum</p> <p>Disadvantaged pupils can be supported with the provision of school uniform</p> <ul style="list-style-type: none"> ✓ Disadvantaged pupils can be supported to attend school trips and visits ✓ Disadvantaged pupils receive FSM packed lunches in lunch boxes like their peers. 	<p>NW</p> <p>MH</p> <p>MH</p> <p>MH</p>	<p>Term 4 2020</p> <p>Term 4 – 6 2020</p> <p>July 2020</p> <p>July 2020</p> <p>July 2020</p>
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Total budgeted cost

£172,545.00

- Attendance administration - £25,000.00
- Attendance rewards - £1,500.00
- EWO - £2,000.00
- Pastoral Teaching Assistants - £69,200.00
- Additional temporary TA to support behaviour - £7,000
- Resources - £10,000.00
- Uniform - £3,000.00
- Visits / trips - £2,000.00
- CASY counselling - £2,625.00
- ELSA training - £500.00
- Breakfast club - £8,000.00 (staffing, resources, food, drink)
- PSHE resources - £1,720.00
- Additional teacher to maintain year group classes - £40,000.00

6. Additional detail