

Benwick Primary School
Pupil Premium Funding Allocation 2020/21



Pupil Premium funding: April 2020-March 2021 Allocated Funding: £51,730		Review due: April 2021			
Total number of pupils: 103		Number of pupils eligible for PP: 30			
Overarching in school barriers to learning: Spelling, sentence structure and handwriting skills Early reading (phonics), reading speed and intonation skill Low levels of resilience in writing Language skills due to poor vocabulary knowledge – this can slow comprehension and writing progress Social, emotional and mental health issues which have potential to impact behaviour - poor confidence level & self-esteem External barriers: Attendance rate (Average 88%) Low aspirations from home					
Specific barriers to learning	Actions to be taken	Activities and interventions	Monitoring & evaluation	Costing	Impact
Some children demonstrate learning behaviours which are detrimental to learning.	Embed the school values through displays and assemblies. Embed the language of Growth Mindset across the school.	Staff training in GMS (Summer 21) British value and PSHE assemblies. Pupil voice Learning walks	Head DT/SENDCO Observations and learning walks. Reduction in behaviour incidents.		Autumn GMS trained postponed due to Covid – re-arranged
					Summer 21
					Spring
					Summer

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<p>Some pupils cannot meet academic and/or emotional targets without additional in class support and/or targeted intervention. These children need accelerated progress in reading, writing and maths.</p>	<p>Ensure all classes have TAs to support the teaching and learning in classes.</p> <p>Differentiation across all levels evident through planning and resourcing and outcomes.</p>	<p>TAs to target vulnerable children. TAs carry out specific targeted work with PP children to address individual barriers to learning as directed by class teachers – these tasks should provide stretch and encouragement. Some TAs will work with specific named children. Staff CPD</p>	<p>Head DT/SENDCO</p> <p>Half termly book looks. Data analysis termly</p>	<p>Autumn Specific targeted interventions to support PP children and address gaps caused through Covid 19</p> <hr/> <p>Spring Lockdown 3 caused postponement of Specific targeted interventions. PP children offered laptops/differentiated tasks/offered places in school Weekly phone calls to those at home, support via class dojo</p> <hr/> <p>Summer</p>
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Some children have knowledge gaps in: Spelling Phonic/reading Vocabulary bank (oracy) handwriting	An experienced teacher to specifically target PP needs and close gaps through planning. Monitoring by SENDCO.	Plan (CT) for and deliver 1:1 or small group intervention. Train TAs/CT in planning and delivery of such interventions. Conferencing with children (particularly in writing) to upskill learning including editing skills. Daily handwriting. Teaching of spelling rules. Vocabulary rich environment.	CTs Head DT/SENDCO Half termly book looks. Data analysis termly. Weekly spelling test data record. Intervention record check and observations.		Autumn Interventions took place to support gaps.
					Spring Lockdown 3 prevented further intervention work.
					Summer
Some children will not successfully complete the phonics programme to enable them to	Additional phonics lessons with SENDCO and/or TAs	Three quick fire phonics sessions each week to practice purely phonic recognition and blending.	SENDCO Yr1 CT Half termly phonic checks.		Autumn Phonics screening check results demonstrate rapid catch up of missed learning from Spring/Summer 2020 14/18 = 78% (one child was absent)

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<p>pass the phonic screening test.</p>		<p>RW Inc catch up programme for upper school.</p>	<p>RWI assessment</p>		<p>Spring Remote learning for KS1 supports phonic learning at home and advice for parents given via video. Summer</p>
<p>Some children lack life experience which has a detrimental effect on their imagination and vocabulary. This can stop them from applying understanding beyond their own experiences.</p>	<p>Ensure that PP children gain wider real life experiences which will have a positive impact on their view of the world enabling them to develop vocabulary, social skills and lead to higher self-confidence. SENDCO to work each week with small groups using GMS as a tool to grow self-esteem.</p>	<p>Plan and deliver regular out of class experiences with TA, SENDCO or whole class. These experiences should be linked to their interests and tailored to provide rich discussion. Such experiences could be linked to craft, cookery and local area visits. Train school staff in use of GMS. Deliver GMS nurture lessons to enhance self-esteem.</p>	<p>CTs Head DT/SENDCO</p> <p>Pupil voice. Improvement in attainment. Observations. Termly data analysis.</p>		<p>Autumn Covid 19 has prevented many visit/visitors. Children express their enjoyment of bikeability/Indoor Kurling & robotics talk/visitor Spring Summer</p>

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<p>Some children may have mental health or well-being difficulties</p>	<p>Utilise Blue Smile as a tool to support MH.</p> <p>Class worry jars</p> <p>Mental health week</p> <p>Nominated key adult</p> <p>PSHCE curriculum</p>	<p>Introduction to mental health training for all staff.</p> <p>Worry jar in each room which is regularly checked by CT and addressed whole class or individually</p>	<p>Head DT/SEND/CO</p> <p>CTs</p>		<p>Autumn</p> <p>Worry jars in class – KH to monitor use. Relaunch & set aside time each week for circle time including use jars</p> <p>Spring</p> <p>Personal safety week postponed due to Lockdown 3 and inability to have visitors in school.</p> <p>Mental health week launched via assembly</p> <p>PSCH curriculum is embedded & a focus during lockdown</p> <p>Regular contact with chrn/parents during lockdown (welfare calls/visits/chrn offered places)</p> <p>Summer</p>
<p>Some children will lack wider life experiences.</p>	<p>All children to be able to attend class trips and out of school clubs.</p>	<p>Subsidise class trips and visits for PP children</p>	<p>Head DT/SEND/CO</p>		<p>Autumn</p> <p>No trips due to Covid 19</p>

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			Enable to vocalise experiences and use as hooks for curriculum work.		Spring
					Summer
					Autumn