**2019 – 2020 Pupil Premium Plan**

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| **Summary information 2019-20** | | | | | | | |
| **School** | | Bishopton | | | | | |
| **Academic Year** | | 2019 – 20 | | **Total PP budget** | | | £45,100 |
| **Total number of pupils** | | 94 | **Number of pupils eligible for PP** | | Total 47   |  |  | | --- | --- | | Primary | 3 | | KS3/4 | 44 | | | |
| * Due to the nature of Bishopton, the number of pupils on roll fluctuates throughout the year and we are provide with PP based on the January Census. | | | | | | | |
| **In school Barriers** | | | | | | | |
|  | Some PP pupils struggle more with their mental, emotional health and well-being, some demonstrate lack of resilience. | | | | | | |
|  | PP pupil are referred to us having been either permanently excluded or are risk of being permanently excluded for issues relating to their challenging behaviour. This has a detrimental impact on progress. | | | | | | |
|  | Emotional, Social and wellbeing of pupils, including behaviour for learning. | | | | | | |
| **External Barriers** | | | | | | | |
|  | * Some PP pupils have lower attendance than non-PP pupils * Pupils missing a proportion of their education due to FTE and PEx * Social pressures | | | | | | |
| **Desired outcomes for 2019/2020** | | | | | | *Success criteria* | |
| **A** | All children will learn and use life skills which support positive emotional and mental health; all children will have access, if needed, to intervention which will be delivered by trained staff in school. | | | | | Pupils resilience will improve due to strategies taught which will be demonstrated in their positive behaviour throughout the school. | |
| **B** | Behaviour issues addressed. Pupils will be monitored and BRAG rated on their behaviour. | | | | | Pupil’s behaviour improves. Fewer incidents recorded and improvements in behaviour points. This will be evidenced through behaviour points data, CPOMs and records of incident. | |
| **C** | Increased attendance rates for pupils eligible for PP. | | | | | Further reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance among pupils eligible for PP to improve. | |

**Review of expenditure to date**

Review is based from September to March due to COVID-19.

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| **Provision** | **Description** | **Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.** | **Cost** |
| **Leadership and Management** | | | |
| Re-modelled appraisal system  ***[+1 Impact ref. EEF: Performance pay]*** | Staff appraisals remodelled for classroom teachers which links with career stage expectations. | In school data indicates that disadvantaged pupils are achieving as well as other pupils in some subjects.  Adults are aware of the PP pupils within classes and are directed to work with them during lesson times | NA |
| Quality assurance that assesses response to individual needs  ***[+8 Impact. Ref EEF: Feedback]*** | DHT and Data lead to lead timely quality assurance activities that involve subject leaders to identify whether or not the individual needs of disadvantaged pupils are being met. | Systematic and effective approaches to assessment for learning are improving and continue to improve supporting pupils throughout COVID.  The quality of presentation in exercise books has improved and pupils take pride in their work.  Teachers’ instructions are clear and understood well by pupils. Teacher’s expectations are set for pupils and pupils engage well in their work and lessons. | £500 |
| **Behaviour and Attitudes** | | | |
| **Attendance** | | | |
| Behaviour interventions - teaching student accountability for attendance and behaviour  ***[+3 Impact ref. EEF: Behaviour intervention]*** | PSA and Behaviour Manager to monitor pupils who are PP and have been identified with below 90% attendance last academic year. These pupils to be monitored and will meet regularly with the PSA/Behaviour Manager.  Behaviour – weekly team meetings to be held to target and plan for a cohesive and consistent approach throughout lessons and social times to tackle and track behaviour issues. | Attendance was improving prior to COVID and the PSA was monitoring pupils and having daily/weekly contact with parents/pupils whose attendance was below expectation.  Prior to COVID in the Autumn term we had an increase of permanently excluded pupils which had an impact on behaviour across the school. Therefore meetings took place regularly and support was put in place. We did see a decrease in behaviour in the Spring term compared to the Autumn term. | £800  NA |
| Day by day tracking of attendance  ***[+3 Impact ref. EEF: Parental Engagement]*** | PSA to implement attendance policy and enable swift daily interventions to improve attendance and behaviour alongside providing support for families who experience difficulties in the home. | Attendance monitoring has focussed on PP pupils and strategies and support have been put in place. Attendance officer has worked closely with parents to support families and help improve attendance.  Attending multi-agency meetings and completing referral forms to relevant agencies.  Attendance has been a focus and information has been provided each week on individual pupils to SLT and a whole school approach to inform each tutor group of their attendance. | £700 |
| **Behaviour for Learning** | | | |
| Whole school behaviour system  ***[+3 Impact ref. EEF: Behaviour interventions]*** | Whole school behaviour system with clear procedures put in place. Clear escalation and stages which will improve consistency of expectations of behaviour. Continue to promote positive attitudes, commitment to learning and resilience to setbacks. Routinely celebrate these achievements. | Weekly team meetings showed that disadvantaged pupils are displaying behaviour issues in line with those who are not PP. Plans have been put in place to support pupils where needed.  Behaviour is covered weekly in SLT and discussions around pupils/groupings etc are discussed. | NA |
| Weekly actions for concern pupils  ***[+3 Impact ref. EEF: Behaviour interventions]*** | SLT to assess behaviour points and instigate immediate actions for concern pupils, such as immediate meetings/home visits for major concern pupils. | BRAG reward system and tracking systems shows weekly pupils behaviour which is shared with parents and if needed meetings with parents are arranged to help improve engagement. | NA |
| **Quality of Provision** | | | |
| **Progress** | | | |
| English and Maths intervention  ***[+5 Impact ref. EEF one to one tuition]*** | English and Maths intervention aimed at targeted pupils in response to the most recent assessments. | PP pupils were making progress and gaps were been plugged which was reflected in the termly data. Pupils became more confident in lessons and asking for support when needed. | £3,000 |
| Accelerated reader  ***[+6 Impact. Ref EEF: reading comprehension strategies]*** | Computer-adaptive tests that incorporate learning progressions to bridge assessment and instruction. A guided independent reading programme that motivates pupils to read for pleasure. | Termly data showed that some PP pupils had made progress and others were closing the gaps. | £1,000 |
| Booster classes- Spring term  ***[+2 Impact. Ref EEF: extending the school day]*** | Booster classes targeted at PP pupils in the last few weeks leading up to the exam | Due to COVID this was unable to take place in school. However pupils were provided with exam resources to support with revision. | £2,500 |
| **Personal Development** | | | |
| **Emotional Health and Well-being** | | | |
| Mentor meetings  ***[+4 Impact. Ref EEF: social and emotional learning]*** | Mentors appointed to pupils who are struggling with emotional health and well-being. Strategies are put in place to help pupils improve.  Regular consultation with staff to ensure the pupils who need to access support receive it. Ongoing monitoring of interventions to ensure progress is made. | PP pupils had a key worker who was trained in emotion coaching to help support pupils and provide support and guidance.  Pupils had access to trained staff offering a range of therapeutic interventions including attachment and trauma, draw and talk and emotion coaching. PP engaged well and enjoyed their sessions. | £5,000 |
| **Other Support** | | | |
| Internal Alternative Provision  ***[+3 Impact: Ref EEF individualised instruction]*** | Provision for identified pupils with specific behaviour, progress or social and emotional wellbeing reasons. Modified timetable.  Provision for pupils who have progressed through the behaviour system. Bespoke curriculum to help modify poor behaviours. | Pupil engagement improved whilst maintaining high aspirations. Individual pupils had a range of curriculum offers in order to support their needs. These were reviewed regularly to ensure the individual pupils needs were been met. | £5,800 |
| Alternative Provision  ***[+3 Impact: Ref EEF individualised instruction]*** | For identified pupils who have behavioural needs or have struggled to access the curriculum alternative education will be offered. This includes a number of days at a vocational placement where vocational qualifications will be gained. Bespoke package to help modify behaviours and engagement. | Individual needs of pupils were met and an improvement in engagement was seen in individual pupils. Pupils were working towards individual qualifications based on their chosen pathway. | £24,550 |