

Pupil Premium 2017-18

Our aim is to enable our pupil premium children to be progressing at least in line with their peers, closing the gap so that their attainment is in line with non-pupil premium pupils.

Context The Compelling Reason for action	Behaviour The Action Plan – What do we need to do?					Impact The Vision - the real and measurable difference as a result of these actions
	Baseline/ Barriers to Learning	Measurable Milestones	Who	Cost	When	Specific Measurable Impact/ RAG rating
<p style="text-align: center;">Closing attainment</p> <p style="text-align: center;">End of year targets for PP</p> <p style="text-align: center;">F2 at least 57% GLD</p> <p style="text-align: center;">Y2 Reading 67%, Writing 64%, Maths 80% (These scores are combined OT2, NS and A at end of Y1)</p> <p style="text-align: center;">Y6 Reading 65%, Writing 63%, Maths 63% (These scores are combined OT2, NS and A at end of Y5)</p>						
Ensuring all children have at least good quality first teaching Large group of children are -1 ARE in reading	Lack of handover time between teachers and support staff Gaps in learning are preventing children being ARE Lack of knowledge on inference	LSAs support children successfully in lessons and demonstrate quality feedback. Targeted children to achieve B at Christmas with children working towards OT1. From 2016/17 data focus to start F2/Y2/4/6. (Non SEN/PP targeted) • Y2 phonics intervention programme to increase	ALL HL/SO MP/LW	£29,000 extension to contract Additional LSAs to support SEN PP children £30,000		Targeted children to achieve B at Christmas with children working towards OT1. F2 children to make at least 1 point in reading and writing Autumn term Children in programmes to show at least good progress from baseline.



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	Gaps in phonic knowledge slowing progress in reading and writing Lack of parental knowledge affecting engagement at home	reading and writing ARE – parent training first half term and intervention second. • Y4/6 reading intervention on inference –parent training workshops first half term and intervention second. • Y6 Bug club inference and comprehension focus • F2 PP list updated September, phonics intervention programme – parent workshops first half term and intervention second • Y1/3/5 workshops second half term • Any children not accessing programmes as a result of lack of parental engagement to have LSA support to complete in school time.	GH/CW FW CP Class teachers	6 sessions per year group of teacher time for workshops - £42,000	Split over 2 half terms with parent training first and then the programme Baseline Y2 phonics in September, parent questionnaire and repeat at end. Y4 and Y6 comprehension test and parent questionnaire and repeat at end F2 phonics baseline, checked half term and Christmas	Quality feedback is evident in books and lessons – book scrutiny and lesson observations.
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To improve PP achievement in reading using Bug Club	Lack of engagement in reading Adults at home not reading with children	<ul style="list-style-type: none"> Each year group to identify a group of PP children to carry out Bug Club. Baseline reading age/ comprehension. Complete half term block and repeat test. 	SS FS and KS1 FW 5,6 NS 3,4	£8,000	Children identified week 1, baseline week 2 and the programme to start. One group, once a week per term for each adult.	From baseline to end of programme children make accelerated progress in at least one of reading book bands, reading age score, comprehension score, Otrack F2 to score at least 64% in reading for non-SEN PP.
Early intervention Increase % of non SEN PP in F2 achieving GLD	Below appropriate levels of attainment in CLD/ English language understanding	<ul style="list-style-type: none"> Black sheep press nursery/reception used following baseline SALT referrals made, articulation practice in school EALip programme for EAL learners plus language focus work 	AG/DA CP YD	£2000 £9000	Daily language session 30 minute session 3 times a week following baseline	At least good progress for all PP excluding SEN in CLD – data looked at termly with those not making progress half termly. EALip children - evidence on NASSEA steps shows progress At least 57% PP overall achieving GLD at end of year or at least 57% making accelerated progress, SEN making 4 points in CLD.
Increase percentage from 62.5% of children passing phonics screening in Y1 and that all non	Incorrect pronunciation and speech sounds	<ul style="list-style-type: none"> Phonics intervention in Y1 and 2 alongside whole class teaching 	KS1 staff		Daily phonics plus intervention	57% achieved GLD 2016-17 so increase to at least 62.5% passing phonics. HL to check half termly re progress made and identify



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SEN PP pass phonics screening in Y2.	Difficulty hearing and processing sounds					children for further intervention with staff.
More able PP in Y3 need to close gap with non-PP	Parental aspirations Staff awareness of specific needs of these children	<ul style="list-style-type: none"> Children identified at pupil progress meetings and to be the focus at pupil premium meetings Targeted support in class 	CP/ class teachers		Ongoing support with staff awareness of accelerated progress needed	Y3 more able achieving A or GD at end of year
Y5 pupil premium boys identified as group not making enough progress or attainment	Parental aspirations Staff awareness of specific needs of these children SEN needs of learners	<ul style="list-style-type: none"> Children identified at pupil progress meetings and to be the focus at pupil premium meetings. Targeted in class support. Sports club plus maths focus –new groups or further actions reviewed termly. 	CP/class teachers FW/AM afterschool maths club	£450	Weekly afterschool club sessions after baseline	Baseline – midterm review – full review evidence
Behaviour, emotional health and well being						
Concern PP children showing as SEN/CP/PP/ behaviour/ attendance	Lack of parental engagement/ expectation Lack of parental understanding	Wrap around package to include all stakeholders – children identified at inclusion meetings - inclusion team meetings half	Inclusion team CP Class teacher		Children identified week 1 CP to collate information	Concern children identified Support meetings to ensure that all plans are being followed - SEN targets being met



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	Missing school/start of the school day Exclusion from activities due to behaviour Lack of consistency in behaviour routine at home and school SEN targeted support needed for effective and sustained progress to be made. Inability to communicate effectively 93 incidents for PP last year affecting engagement in lessons	termly to put plans in place and monitor - Behaviour plan, CP plans, SEN plans, attendance plans			Review targets at SEN meeting and engagement. CP to collate attendance at half term and behaviour. Parent meetings re attendance if required	<ul style="list-style-type: none"> - Improved attendance/punctuality - Reduced behaviour incidents for the child from previous year
93 incidents for PP last year affecting engagement in	As above	<ul style="list-style-type: none"> • Roots of Empathy in F2 and Y4 	PS and F2 LW and Y4	£1800	Weekly sessions	All non-SEN PP scoring GLD in PSED.



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lessons and the care of others						CPOMs shows reduced behaviour incidents in Y4 compared to non PP.
Children's emotional health and well-being suffering due to behaviour, lack of understanding or care by others	Parents not taking an interest or unable to support due to lack of knowledge Behaviour at home and school Difficulty in making or retaining friendships Not feeling safe Difficulty in communicating with others	<ul style="list-style-type: none"> Children for LW support to be categorised into 4 sections 1. Intensive support. 2. Targetted support for short term issues 3. Incidental support 4. Those beyond school support eg CAMHS All programmes to have baseline, interim review and final review. Children identified by inclusion team plus teachers and LW. 	LW	£25000 (includes inclusion team work)	Sessions identified by LW	Reduced number of behaviour incidents for PP from 93. Children carry out next steps as identified by LW. Notes made show progress or further actions needed
Attendance and punctuality						
PP attendance to be 96% or better with reduced number of persistent absentees compared to non PP	Non-attendance at school Lack of opportunities to learn new skills Lack of parental engagement/	<ul style="list-style-type: none"> DF work with EWO on targeted group for improvement, especially persistent absentees – reward charts, sticker books 	DF LB CP EWO	£20000	DF daily interaction with reward children DF meet EWO on regular basis	Decrease in number of persistent absentees from 27 PP attendance to reach 96%



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	knowledge/ training Adult/child mental health Inappropriate behaviour	<ul style="list-style-type: none"> • LB continue attendance meetings • CP to monitor attendance of PP individuals half termly – liaise with LB re attendance meetings and meet parents 1 to 1 if improvement not made. 			LB attendance meetings when needed CP attendance data check half termly	
Large amount of lates (647) nearly double non-PP needs to be reduced	Children not accessing learning in the first session Parents not always aware that this is important	<ul style="list-style-type: none"> • Sam and Sammie half termly late gate • SLT to do a weekly late gate and question parents re lateness – staff to rotate • CP to monitor half termly lates and LB/SLT speak to parents once 5 or more lates. 	EWO LB SLT	Included on above	Sam and Sammie half termly late gate SLT weekly late gate	Parents questioned on why late by senior staff Reduction in number of lates from 647 to be in line with non-PP – evidence from attendance data
Parental support including safe guarding						
Majority of child protection meetings relate to PP children	Parents not taking an interest in learning or the welfare of their children	<ul style="list-style-type: none"> • LB/AW to attend all CP meetings • LB liaise with social services and implement plans • Discussed at fortnightly safeguarding meetings – 	LB/AW Safeguarding team Inclusion team	£30000 – this also includes attendance meetings, general	CP meetings when they occur Fortnightly safeguarding team meetings	By end of year aiming for maximum of 10 children on plan apart from new children added throughout the year. Safeguarding team minutes (kept secure)



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	Behaviour concerns at home and school Parents not able to support with learning Relationship/friendship breakdown	information when necessary to be fed into inclusion meetings <ul style="list-style-type: none"> Emergency funding for family support as identified by LB – breakfast and afterschool club – attendance, punctuality, friendship support 		family support £1500 emergency funding		Parental comments from support provided Improvement in accessing school for children using emergency funding- breakfast club
Next Steps:						

Extra-curricular clubs will also be added throughout the year depending on gaps in learning and interests of children.