



## PUPIL PREMIUM ACTION PLAN – 2018/19

<b>Person Responsible:</b>	Claire Tunnicliffe / Emma Cooper	<b>Overall aim:</b>	At least 50% of pupil premium children without SEN to achieve age related expectations in reading, writing and maths, in line with national expectations.
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Aims	Success Criteria	Actions	Timescale	Resources / Cost	Impact
To develop staff engagement and understanding of pupil premium funding to further develop a consistent, effective approach	<ul style="list-style-type: none"> <li>All staff aware of who pupil premium children are and can articulate their individual disadvantage</li> <li>Staff able to articulate what the school is doing for pupil premium children and how this is effective</li> </ul>	<ul style="list-style-type: none"> <li>Identify the books of pupil premium children using coloured stickers</li> <li>Focused monitoring of pupil premium children</li> <li>Share regularly the key priorities and school strategy for supporting pupil premium children</li> <li>External support from Achievement for All coach to further inspire teachers</li> </ul>	INSET Day 2018 Ongoing throughout year SM 7.11.18	Achievement for All programme Book stickers	Teachers know who their PP children are and have engaged with the AfA programme identifying positive behaviours we needed to focus on. Those which have improved greatly this year as a result are attendance and managing anger.



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<p>To engage further with pupil premium children to further explore and remove barriers to learning</p>	<ul style="list-style-type: none"> <li>All staff knowledgeable about pupil premium children and able to personalise learning in the classroom to ensure maximum progress</li> <li>Book monitoring of pupil premium children shows tight, effective learning journeys with appropriate challenge and high expectations</li> <li>Data analysis of overall attainment and attainment within domains exposes strengths and weaknesses in core subjects and action is taken to tackle appropriate areas</li> <li>Pupil surveys and pupil conferencing across the year offer an insight into the opinions and experiences of pupil premium children and this is used to inform curriculum development and school improvement priorities</li> </ul>	<ul style="list-style-type: none"> <li>Collaboratively develop pupil surveys which explore children’s experience of school and barriers to learning</li> <li>Conduct domain analysis within core subjects after each milestone and use analysis to inform teaching and learning, curriculum development and interventions</li> <li>Formulate monitoring schedules which monitor books of pupil premium children at regular intervals across the curriculum, across the year</li> <li>Both teachers and pupil premium champion to conduct pupil conferencing of targeted pupil premium children across the year, relating to school improvement priorities</li> </ul>	<p>Surveys in Aut 1, Spr 1, Sum 1</p> <p>Domain analysis after each milestone</p> <p>Monitoring schedules for each term</p> <p>Pupil conferencing each term</p>	<p>2 x pm LSA intervention role</p> <p>Pupil premium champion (DHT) to conduct data analysis and feed information into school improvement priorities</p>	<p>All staff knowledgeable on the barriers for the PP children within their class. Regular pupil Progress meeting and SEND meetings ensured strategies and impact was regularly reviewed and shared. LSA Intervention during the PM further supported development of reading and maths with PP across years 4,5 and 6 and Phonics support in Year 3 ensured those children on Phase 5 of the phonics programme, were able to access the Year 3 Spelling curriculum by the Summer Term.</p>



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<p>To further engage with the parents of pupil premium children in order to further develop the home/school relationship and promote progress</p>	<ul style="list-style-type: none"> <li>School leaders and teachers are knowledgeable about the school community and how to reduce barriers to learning</li> <li>Relationships with parents are developed and this is reflected in parent surveys and general feedback from parents</li> <li>Out-of-school learning is developed and evidenced by various data sources which impacts on end of year outcomes</li> <li>Structured conversations have taken place throughout the year and impact is evident following these conversations</li> </ul>	<ul style="list-style-type: none"> <li>Increase parent participation in school events and monitor the number of parents, particularly of pupil premium children, who are attending the events</li> <li>Develop a regular schedule of parent events including workshops, open mornings, celebration events and other events which increase parent participation in school</li> <li>Collaboratively develop a parent survey to collect opinions each term and use findings to inform future events and curriculum development</li> <li>To schedule training and subsequent programme for structured conversations with Achievement for All coach</li> </ul>	<p>Maths Open morning: 11.10.18</p> <p>English Open morning: 27.11.18</p> <p>Parent survey: March parents evening</p> <p>07.11.18 A4A training</p>	<p>Family support worker Pupil premium champion (DHT) to create and conduct surveys</p>	<p>AfA Structured Conversation largely positive. Relationships with school and teacher developed as a result. progress for this cohort of children was good. FSA continues to build effective working and supporting relationships with families.</p>
<p>To further increase pupil premium participation in after school clubs and enrichment activities</p>	<ul style="list-style-type: none"> <li>Growing number of pupil premium children attending after school clubs and enrichment activities</li> <li>Financial support available for pupil premium children to attend school trips and residential visits to further encourage participation</li> </ul>	<ul style="list-style-type: none"> <li>Conduct analysis of children attending after school clubs and enrichment activities and further target pupil premium children throughout the year to increase participation</li> <li>Encourage pupil premium children and their parents to attend enrichment activities (including school trips and residential visits) and provide financial support for pupil premium children</li> <li>Survey the interests of pupil premium children to further motivate children to attend after school clubs and enrichment activities</li> </ul>	<p>Analysis on 09.01.18</p> <p>Ongoing</p> <p>Pupil surveys each term</p>	<p>School activities co-ordinator role</p> <p>Residential visit subsidy</p> <p>School trip subsidy</p>	<p>PP children attending extra-curricular sporting activities has improved. Monies allocated for school trip and residential subsidy spent correctly.</p>



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To close the gap in attendance between pupil premium and non-pupil premium children	<ul style="list-style-type: none"> <li>Attendance data shows a closing gap between pupil premium children and the rest of the school</li> <li>Number of persistent absentees is reduced year on year</li> </ul>	<ul style="list-style-type: none"> <li>Conduct analysis of pupil premium attendance data (include persistent absentees) to identify trends and patterns which can inform support work with parents and families</li> <li>Continue to promote attendance in whole school celebrations assemblies and build into school reward systems</li> <li>Seek opinions of young governors to further motivate children to attend school</li> </ul>	Attendance data analysis at the end of each term Ongoing  Ongoing	Attendance officer role Family support worker role	Attendance tracked fortnightly and appropriate actions taken. Attendance data shows an extremely small gap between PP and non PP.
To further develop the behaviour, welfare and wellbeing of pupil premium children	<ul style="list-style-type: none"> <li>Behaviour and exclusion data shows reductions in school sanctions and exclusions for pupil premium children</li> <li>Behaviour in lessons is good as evidenced in external visit reports and in-school monitoring</li> <li>Pupil surveys show that children feel safe and feel a sense of belonging in school</li> <li>Education psychologist time is used effectively to support children and this is evidenced in case studies and other relevant data sources</li> <li>Individual behaviour management plans (IBMPs) are used effectively to consistently support children's behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Monitor in school sanctions and exclusions and create opportunities for early identification and support of key children and analysis of behaviours across the school day/week</li> <li>IBMPs drawn up and reviewed for key children and disseminated amongst staff to ensure consistency</li> <li>Collaboratively develop pupil surveys which explore children's attitudes towards school, learning, wellbeing and behaviour</li> <li>Develop ELSA role to further support pupil premium children's emotional and physical wellbeing</li> </ul>	SLT to analyse behaviour each week As required  As required  One survey per term  As required	Family support worker role ELSA role Milk for FSM children Educational Psychologist School uniform supplies	Reduction in Lost Lunches as the year progressed. IBMPs regularly reviewed and consistency ensured through effective communication between staff involved.



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<p>To improve the quality of teaching and learning across the school to further develop the provision for pupil premium children</p>	<ul style="list-style-type: none"> <li>Support from HIAS advisors is used effectively to develop teaching and learning across the school, particularly in core subject areas</li> <li>External validation and in-school monitoring shows that teaching and learning is generally good and provision for pupil premium children in good</li> <li>End of phase and end of year outcomes show a closing gap between the attainment of pupil premium and non-pupil premium children</li> <li>Data analysis at the end of each milestone is used to inform teaching, learning and curriculum development and this can be articulated by all teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>Schedule support and monitoring from HIAS advisors and feed advice into school improvement priorities</li> <li>Draw up a rigorous monitoring schedule which involves book monitoring, lesson observations, learning walks and monitoring is recorded</li> <li>Findings from monitoring is fed into in-school coaching support and CPD opportunities</li> <li>Draw up a schedule of staff meetings and INSET which offer effective and appropriate CPD opportunities which support and feed into school improvement priorities</li> <li>Following end of phase data analysis, interventions are put in place to target pupil premium children in particular domains</li> </ul>	<p>Ongoing</p> <p>Monitoring schedule each term As required</p> <p>Ongoing</p> <p>Pupil progress meetings each term</p>	<p>HIAS advisor visits</p> <p>Deputy headteacher role (teaching and learning lead)</p>	<p>Regular monitoring of lessons, books, planning. Evidence of independent learning in Maths. Best examples make it clear when lessons are taught by teacher or when working independently on known tasks.</p>



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<p>To further support pupil premium with SEND</p>	<ul style="list-style-type: none"> <li>SEND trackers demonstrate progress for pupil premium children with SEND inline with non-pupil premium children</li> <li>In lesson observations and book monitoring, pitch and expectations for children with SEND is appropriate and promotes progress</li> <li>Where particular domains or needs have been identified, effective interventions are in place to target areas of need</li> <li>Access 2 Learning plans are in place and are proving effective for children with SEND</li> </ul>	<ul style="list-style-type: none"> <li>Roll out Lexia programme on iPads and monitor effectiveness and impact on overall outcomes</li> <li>Evaluate phonics programmes and resources and adopt and purchase appropriate resources to support in-class phonics teaching and phonics interventions</li> <li>SEND tracker training and updates throughout the year</li> <li>Monitoring of SEND trackers and appropriate support put in place</li> </ul>	<p>Roll out in Sep 18 To be completed by Nov 18 Ongoing From M2 onwards</p>	<p>SENCo role 2 x pm LSA intervention role Phonics resources and training (if appropriate) Lexia resources and subscription</p>	<p>LSA Intervention during the PM further supported development of reading and maths with PP across years 4,5 and 6 and Phonics support in Year 3 ensured those children on Phase 5 of the phonics programme, were able to access the Year 3 Spelling curriculum by the Summer Term.</p> <p>LSA intervention time before registration for PP SEND children to complete Lexia.</p>
<p>To explore developments in the curriculum which encourage outdoor learning, geographical enquiry and practical learning to further engage children</p>	<ul style="list-style-type: none"> <li>Curriculum updated for 2019/20 to capitalise on outdoor learning both in the school grounds and the wider local area</li> <li>Outdoor learning days and outdoor learning opportunities have been sought to develop the curriculum using the school grounds</li> <li>Pupil surveys and staff surveys show positive attitudes towards the school grounds, geography and the use of the local environment</li> </ul>	<ul style="list-style-type: none"> <li>Schedule outdoor learning days for the 2018/19 academic year</li> <li>Encourage year groups to use the school grounds for learning and share experiences when they do</li> <li>Review the curriculum with middle leaders with a view to increase outdoor learning and an exploration of the local area in 2019/20</li> <li>Purchase further geographical resources to support outdoor learning and develop geographical enquiry</li> </ul>	<p>Outdoor learning day June 2019 Ongoing Review of curriculum in Spring 18 Ongoing (Geography lead to lead)</p>	<p>Geographical resources (Cost TBC)</p>	<p>Over the last two years, the school has fully embedded a clear progression of Key Ideas within Science and is strengthening the progression in PE. With the success of the development of both of these subject progressions, we are now in a position to move forward using the same/similar models for the other foundation subjects.</p>