

Pupil Premium Action Plan 2018-2019

<p>Priority</p> <p>To ensure the needs of all pupil premium children are met.</p> <p>To improve the outcomes of all pupil premium children.</p> <p>To ensure any differences between pupils receiving pupil premium funding in the school and those who are not [nationally] have significantly diminished.</p>	<p>Rationale – In order to meet the wide range of needs of our children who receive funding through pupil premium, we have employed a number of different approaches. The key barriers for children receiving pupil premium funding is low literacy skills. In particular this relates to the children’s acquisition of basic reading and writing skills. Our disadvantaged pupils also have less opportunities to participate in extended services and wrap around care. This is often due to the costs involved in accessing these services. Two of our actions relate to interventions, to target children who require specific support with elements of their maths or literacy work. A further action relates to targeting children with additional reading support through Beanstalk reading volunteers. This project is also designed to develop the children’s self-esteem. Another action focuses on providing feedback for targeted children by setting aside additional assessment time for staff to give that personalised feedback. This follows on from findings in The Sutton Trust’s Toolkit, which highlights feedback as a cost effective and high impact way of securing a positive impact on pupil learning. This approach enables us to target children who require support with their next steps for learning, but also to challenge children who are working at or above national expectations. We are also using some of the money to employ a learning mentor to support the children’s social and emotional development and to help them overcome any barriers to learning. In addition, the school is supporting pupil premium families with resources to support their child’s integration and access to learning inside and outside of the classroom.</p> <p>The intended impact of the strategies, outlined below, is identified in the final column. This work is monitored on a regular basis by senior leaders and the school governors. Our strategy is reviewed formally at the end of the academic year in September 2019.</p>	<p>Finance Plan</p> <p>How much will the plan cost – £30.4K</p> <p>The school receives the following funding</p> <p>FSM 21 pupils x £1320 = £27.72K</p> <p>Service children 8 pupils x £300 = £2.4K</p> <p>Total Received - £30.12K – the difference will be paid from the school budget.</p>
--	--	---

Pupil Premium Action Plan

Success criteria:		<p>Focus on outcomes. Specific, measurable impact on pupils.</p> <ul style="list-style-type: none"> ✓ 100% of children receiving pupil premium funding are on track to achieve their end of Key Stage targets ✓ Closing the gap - 100% of pupils attain in line or above national expectations in reading, writing and maths. [this may not include children on the SEN register and new arrivals]
--------------------------	--	---

Implementation process (Actions)	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time	Expected Impact
<p>1. Literacy interventions to narrow the gap in writing attainment</p> <ul style="list-style-type: none"> - TA to work 5 x afternoons for literacy interventions -identification of children requiring support with writing -assessment of pupil needs - intervention timetable established -engagement of parents through written and verbal feedback -targeted involvement of key parents to support pupils at home -on going monitoring of pupil progress with cohort 	<p>Kate Roberts/Liz Nicholls</p>	<p>September 2018</p> <ul style="list-style-type: none"> -children identified for targeted intervention -assessments completed - interventions begin -parents identified for targeted support -half termly assessments -half termly feedback to parents October, February, April, May, July. -feedback to parents/celebration 	<ul style="list-style-type: none"> -FFT Wave 3 -benchmarking -Better Reading Partners 	<p>£3.5K TA</p> <p>£0.5K resources</p> <p>£0.5K training</p>	<ul style="list-style-type: none"> -100% of pupil premium children on track to meet their end of key stage writing targets. -100% of pupil premium children working at national expectations or above. [excluding SEN/NA] -100% of pupil premium children on track to meet their

<p>changes as required</p> <ul style="list-style-type: none"> -targeted reading intervention – Better Reading Partners. -children identified -ten week programme -evaluation and impact -repeat programme as appropriate 		<p>of pupil achievements/next steps established</p> <ul style="list-style-type: none"> -Half termly monitoring of progress. October, February, April, May, July. Feedback from TA to HT DHT and SENCo. 			<p>end of key stage reading targets.</p> <ul style="list-style-type: none"> -100% of pupil premium children working at national expectations or above. [excluding SEN/NA]
<p>2. Maths interventions to support pupil progress</p> <ul style="list-style-type: none"> -identification of children requiring support with maths -Assessment of pupil needs -maths intervention timetable established -engagement of parents through written and verbal feedback -targeted involvement of key parents to support pupils at home -on going monitoring of pupil progress with cohort changes as required 	Kate Roberts/Sal Campton	<p>September 2018</p> <ul style="list-style-type: none"> -children identified for targeted intervention -assessments completed -intervention room established -maths interventions begin <p>October, February, April, May, July.</p> <ul style="list-style-type: none"> -feedback to parents/celebration of pupil achievements/next steps established <ul style="list-style-type: none"> -Half termly monitoring of progress. October, February, April, May, July. Feedback from TA to HT maths leader and SENCo. 		<p>£3.5K TA Resources £0.5K Training £0.5K</p>	<p>-100% of pupil premium children on track to meet their end of key stage maths targets.</p> <ul style="list-style-type: none"> -100% of pupil premium children working at national expectations or above. [excluding SEN/NA]
<p>3. Beanstalk Reading Partners</p> <ul style="list-style-type: none"> -set up Beanstalk volunteers with three children each -produce timetable for 2 reading slots each week per child x 30minutes -carry out weekly reading with identified children 	Kate Roberts	<p>September 2018</p> <ul style="list-style-type: none"> -volunteer readers in place -timetable established <p>December, February, April, may, July</p> <p>Half termly monitoring of impact</p>	Beanstalk induction training	£2.4K	<ul style="list-style-type: none"> -identified pupils enjoying reading for pleasure -identified pupils making good progress in their reading
<p>4. Effective Feedback Project - Assessment for learning time</p> <ul style="list-style-type: none"> - training for staff on the principles of effective feedback -establish timetable for relevant classes -tracking proforma in place -staff to carry out weekly feedback sessions with identified pupils -on going monitoring of pupil progress 	Mike Dixon	<p>September 2018</p> <ul style="list-style-type: none"> -timetable set up for effective feedback time -Children identified for feedback time -SLT to monitor impact on pupil achievement half termly Dec, Feb, April, May, July, Oct. 	MD to provide initially	£4K [TA to cover teachers]	<ul style="list-style-type: none"> -all pupils clear as to their next steps for learning -All pupils on track to meet their end of key stage targets

5. Learning Mentor -learning mentor targeting key children -ongoing liaison with parents -training completed to support carrying out of role	Beth Conroy	September 2018 – learning mentor timetable established. Children identified for support. Liaison with class teacher re: needs On-going sessions Feedback to parents	As required	£3K x 3 afternoons £0.5K staff training	-Identified children accessing the curriculum successfully -Identified children with raised self-esteem -identified children meeting their end of year targets
6. Resource support for families	Jacky Blaikie	September 2018 -letter home to parents reminding them of pupil premium benefits -spreadsheet set up outlining expenditure -ongoing support for families		£8K	-families supported financially to enable their children to access a full and varied curriculum to include learning opportunities beyond the classroom and outside of normal school hours.
7. Additional adult in reception to support new service children	Leanne Lamb	September 2018 – TA in place x 0.6 TA supporting assessment of needs and targeted intervention	From class teacher	£6K	-new arrivals settled into school -new arrivals supported with their basic skills in reading, writing and maths

Monitoring

Who	What	When	How	External Validation
1 and 2. HT/SENCo/maths /lit leaders	Pupil progress	Half termly progress	Assessment data, Book look TA evaluations Pupil progress meetings Pupil books, data	SIP Link Governor responsible for pupil premium
3. MD/Volunteer reader/Beanstalk coordinator	Pupil attitudes/enjoyment of reading/progress	Half termly	Discussion with volunteer and discussion with pupils	Link Governor responsible for pupil premium
4. HT and class teachers	Impact on pupils – progress/confidence	Half termly	Discussion with teacher/discussion with pupil/data analysis	Link Governor responsible for pupil premium
5. HT	Pupil access to curriculum/pupil self-esteem and general well-being. Pupil progress	Half termly	Discussion with mentor. class teacher/pupil	Link Governor responsible for pupil premium
6. HT	Expenditure and uptake from families	Termly	Analysis of expenditure	Link Governor responsible for pupil premium
7. HT	Impact of provision	At least half termly	Monitoring activities and	

			feedback from class teacher	
<p>Evaluation:</p> <p><i>What questions would you ask about the outcomes?</i></p> <p>Are identified children making at least expected progress?</p> <p>Are identified pupils attaining at least in line with national expectations?</p> <p>Have any differences been narrowed for relevant children with their peers?</p> <p>Are the targeted pupils on track to meet their end of year targets?</p> <p>Are barriers to learning being addressed to promote access to the curriculum for identified children?</p>			<p>Review:</p>	