

Pupil premium action plan 2016 – 2017 (Abbreviations used in this document: DP – disadvantaged pupils which refers to those children in receipt of the pupil premium, KS1 – Key Stage 1 (pupils in Y1 & Y2), KS2 – Key Stage 2 (pupils in Y3-6), FS – Foundation Stage ARE age related expectations for that year group)			
Key objective 1: Developing the involvement of families of disadvantaged pupils in their child's learning	Barriers to learning Lack of confidence to support learning at home or attend school events. Limited knowledge, as to how to help their children at home. Desired outcomes Parents supporting reading at home and home learning tasks. Attending information events at school and parent/teacher consultations. Methods for maths shared with parents. Maths workshops for parents to build confidence and support maths at home.	Success Criteria 80% of targeted families demonstrate evidence of increased involvement either by reading with children at home, supporting home learning tasks or attending an information event. Parents come into school to gain information about supporting learning at home during the day if unable to attend evening events. All parents attend parent/teacher consultations. In KS1 it is evident that targeted parents are engaging with their child's reading at least 3 times each week and supporting maths homework. In Year 5/6 parents comment in feedback questionnaire an increased confidence.	
Chosen Strategies	Evaluation of impact	Ongoing record of impact on pupil progress.	
TCC Family Support Adviser targeting families identified by school. If parents are unable to attend after school information events invite them into school during the day and provide bespoke information this way. Homework club for Birch class. Maths Club for KS2. Maths Workshops for parents. Financial support for maths club. Resources for homework-pens/pencils/dictionaries etc. Rich experiences to encourage language development – vouchers for families. Reading bags for FS.	Parent questionnaire. Teacher feedback re homework. Reading logs. Attendance at parenting course, attendance of parents at parent's eve or other information events. Engagement with outside agencies.		

<p>Key objective 2: Improving conversion rates of L2a and L3 pupils at KS1 to ensure they are achieving at least ARE as they move through KS 2 and that some pupils will be working at greater depth or achieve a scaled score greater than 110 at the end of KS2.</p>	<p>Barriers to learning Limited confidence on the part of parents to support at home. Rates of progress in KS2 sometimes slow down. Pupil engagement with target setting progress needs to be strengthened in some cases. Attendance may be below 95%</p> <p>Desired outcomes Progress of DP is the same as NDP and is not less than expected progress nationally</p>	<p>Success Criteria 100% of pupils achieving at L2 end KS1 progress to age expected levels and above at the end of KS2 in Reading, Writing and Maths. Tracking and interventions during KS2 ensure that these pupils are continuing to make good progress</p>
<p>Chosen Strategies</p>	<p>Evaluation of impact</p>	<p>Ongoing record of impact on pupil progress.</p>
<p>Targeted interventions where this is necessary to close any gaps, quickly achieved by considering which intervention is most likely to have impact. Catch Up Numeracy training for TA's and focused intervention. Jolly phonics training and grammar training for TA's, to support interventions and classroom support. Clear identification of the needs by Senco and Class teachers. Lego play therapy by Senco. Pupil Premium profiles and Individualised plans.</p>	<p>Rigorous tracking. Analysis of assessments. Pupil progress meetings. Senco meetings with parents.</p>	

<p>Key objective 3 : Improve KS1-2 progress in Maths, SPaG and in Reading so that all DP pupils make expected progress.</p>	<p>Barriers to learning DP just below or just at expected level in phonics check at Y1 and re check in Y2 may get missed when going into KS2. Access to quality reading materials Insecure recall of number bonds and multiplication facts. Social issues, Economic issues, Emotional issues</p> <p>Desired outcomes Rates of progress demonstrating an increase so that there is not an attainment gap between DP and NDP</p>	<p>Success Criteria 90% of DP make at least expected progress throughout KS2</p>
Chosen Strategies	Evaluation of impact	Ongoing record of impact on pupil progress.
<p>Rigorous tracking and analysis of assessments. Tracking of DPs who were below phonics check level in previous years. Teaching at the beginning of Y3 to immediately address gaps for those children who do not achieve ARE at Y2 – use of booster groups, 1:1 tuition. Senco and Head teacher delivering. Jolly Phonics training for TA's and teachers in KS2. Grammar training through TCC. Small schools project. Additional reading in school with adults. Speech & Language assessments. Educational Psychologist assessment - SpLD Cognition and learning</p> <p>Develop and implement a phonics progression document to lay out a clear progression so that all staff can use to track back and fill in gaps where needed.</p> <p>End of term assessment grid produced to coincide with new progression document. Develop more pupil engagement with new phonic learning by introducing personal sound and tricky word mats.</p>	<p>SPaG results will be much closer to the national attainment of 72% (bear in mind small cohort, so each child is 20% - result could be either 60% or 80% attainment)</p> <p>KS1 Spelling results will be improved in SATs test 2017 (no- statutory, but will be used to compare achievement from 2016)</p>	

<p>Key objective 4: Improve outcomes for pupils who do not reach a GLD at the end of FS when they move into Y1 & Y2</p>	<p>Barriers to learning Communication needs. Slower development of phonic awareness Social skills – behaviour for learning Parental confidence and understanding of how to support at home Social factors Medical factors</p> <p>Desired outcomes For this group to be achieving within 6 months of their peers at the end of Y2</p>	<p>Success Criteria 80% of these children to achieve within 6 months of ARE These children should achieve 95% attendance. Pupils reach the expected outcome in the phonics screening check</p>
<p>Chosen Strategies</p>	<p>Evaluation of impact</p>	<p>Ongoing record of impact on pupil progress.</p>
<p>Provision of resources to support learning Play therapy Liaison with Catey Nursery Referral to school nurse to support health issues CAF Rich experiences to develop language – vouchers Elklan training for staff</p>	<p>Attendance monitoring Tracking and assessment. On entry data.</p>	

<p>Key objective 5: Monitor attendance, and work with all parents of children with below 90% attendance to improve attendance to over 90%</p>	<p>Barriers to learning Social issues, economic issues, emotional issues</p> <p>Desired outcomes DP attendance is 95% +</p>	<p>Success criteria: Attendance of all pupils is above 90% unless relevant reason. Attendance of DP is at least as good as national average.</p>
<p>Specific actions</p>	<p>Evaluation of impact</p>	<p>Ongoing record of impact on pupil progress.</p>
<p>Weekly monitoring of attendance by Admin staff, and letter to parents of pupils if drops below 90%. Mtg with HT HT mtg with parents when attendance drops below 90%.</p>	<p>DP improved attendance impacts on attainment and progress as evidenced in data.</p>	

<p>Key objective 6: Ensure that more able DPs continue to achieve above age expected levels as they move through KS2.</p>	<p>Barriers to learning Children not having the same range of experiences as others, eg. Attending clubs, learning musical instruments. Limited resources to support learning at home</p> <p>Desired outcomes Remain on track</p>	<p>Success criteria: 100% of higher prior attainment children continue to achieve at above expected levels as they move through KS2 Enrichment activities: out of school clubs, bespoke programmes, resources for example books.</p>
<p>Specific actions</p>	<p>Evaluation of impact</p>	<p>Ongoing record of impact on pupil progress.</p>
<p>Enrichment activities: out of school clubs, bespoke programmes, resources for example dictionaries and thesaurus at home, sets of fiction books, times table resources to be made available for DP.</p>	<p>Masterclasses being attended. Attendance at clubs including Yoga club, Guitar tuition, Sports Clubs. Resources purchased School trips/residential</p>	

Summary of pupil premium for website:

The use of the pupil premium is allocated based on the principles of the Pupil Premium Policy. Assessment information and other data are used to identify groups of pupils that require support and to plan areas for development. In 2016 – 17 the total pupil premium allocation is £22440. The allocation of this money is partially planned but not all costs are finalised and needs may change. Information will be gathered at the start and end of each programme to evaluate its effectiveness.

Area for development	Allocation	Annual Spend
Key objective 1: Developing the involvement of families of disadvantaged pupils in their child's learning	<ul style="list-style-type: none"> • Maths workshop resources • Homework resources – pens etc • Reading homework bags • Phonic resources • Vouchers for enrichment 	<p>£300</p> <p>£150</p>
Key objective 2: Improving conversion rates of L2a and L3 pupils at KS1 to ensure they are achieving at least ARE as they move through KS 2 and that some pupils will be working at greater depth or achieve a scaled score greater than 110 at the end of KS2.	<ul style="list-style-type: none"> • Use of interventions such as Catch up Numeracy, one to one reading, phonics boosters daily. • Training for maths leader and 2 TA's to attend training on Catch Up Numeracy • Short sessions daily for identified children. Boosters • Half termly review of progress of pupils in target group • Pre tutoring of new topics – additional resources, TA interventions • Small focus groups • Supervision and monitoring by SENCO • Identify groups of pupils from pupil progress meetings. Use the assessment tracking system to identify areas to focus on. • Homework club for Y5/6 for one term to focus on identified groups of skills. • Maths club • Maths hub training for Senco & HT • Identify groups of pupils from pupil progress meetings. Use the assessment tracking system to identify areas to focus on. • Homework club for Y5/6 for one term to focus on identified groups of skills. • Use mathematics with identified children. 	<p>2x TA's £2660</p> <p>£1200</p> <p>£4600</p> <p>£450</p> <p>£4700</p> <p>£1440</p> <p>£400</p> <p>£1500</p> <p>£1000</p>

<p>Key objective 3 : Improve KS1-2 progress in Maths, SPaG and in Reading so that all DP pupils make expected progress.</p>	<ul style="list-style-type: none"> • Teacher and TA training – Grammar training x 2 , Jolly phonics • SPaG resources for year 6's • Release time for observations/tracking • Travel costs to London 	£600
<p>Key objective 4. Improve outcomes for pupils who do not reach a GLD at the end of FS when they move into Y1 & Y2</p>	<ul style="list-style-type: none"> • Home resources 	£100
<p>Key objective 5: Monitor attendance, and work with all parents of children with below 90% attendance to improve attendance to over 90%</p>	<ul style="list-style-type: none"> • Weekly monitoring of attendance by Admin staff, and letter to parents of pupils if drops below 90%. Mtg with HT • HT mtg with parents when attendance drops below 90%. Half termly mtg until attendance improves over 90% • Rewards to promote good Attendance –certificates and medals 	£150
<p>Key objective 6 : Ensure that more able DPs continue to achieve above age expected levels as they move through KS2.</p>	<ul style="list-style-type: none"> • Identify more able pupils from all vulnerable gps and year groups and set challenging targets • Meet with child and parent to identify appropriate ways to support those pupils e.g. equipment, attendance at clubs, coaching. 	£600 inclusive £300
	Total spend	£22810