

Pupil Premium Action Plan

School:

2018/ 2019

School Context								
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children	Pupil premium Grant 2018/19	Date of next PP review
49	27	22	47	3	5	2	£70,480 tbc	April 2019

Previous Year six end of KS2 results		
	Pupils eligible for PP	Pupils not eligible for PP (School / national)
% achieving expected standard or above in reading, writing and maths	67%	(School / national)
Progress in reading (school calculation)	3.1	2.9
Progress in writing (school calculation)	3.1	1.8
Progress in mathematics (school calculation)	1.9	2.1
Attendance %	95%/ 95%	97%/ 97%
Persistent absence %	94%/ 88%	97%/97%

Barriers to Learning for disadvantaged pupils in our school

Academic barriers:

Low academic starting point on entry to school
SEN
Low speech and language levels
A wide range of specific needs within each cohort

Additional barriers:

Parental support
Lack of opportunities to learn away from school
Emotional instability and well-being
Low self-esteem and resilience

Review of the [previous] academic year		Total pupil premium allocation [previous academic year]:	
Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments
<p>Pupil Premium Pupil progress is accelerated in writing, reading and maths.</p> <p>Pupil Premium pupils make at least expected progress by the end of KS 2</p> <p>Access to extra-curricular activities to promote self-esteem, health and enjoyment</p>	<p>} £81, 040</p> <p>£3,000</p>	<p>100% of all Pupil premium children made good or very good progress</p> <p>100% achieved the expected level in Reading with 18% achieving Greater Depth</p> <p>88% achieved the expected level in Writing with 29% achieving Greater Depth</p> <p>88% achieved the expected level in Reading with 18% achieving Greater Depth</p> <p>100% of all children attending extra-curricular activities made very good progress</p> <p>100% of these children achieved the expected level in Reading, Writing and Maths</p>	

Pupil premium objectives for 2018/19		Success criteria
1. For every pupil to have access to high quality teaching tailored to their individual needs.		For every pupil to make strong progress relative to their individual starting points
2. Target wave 3 individualised interventions to appropriate pupils		Accelerated progress for wave 3 children
3. Support pupils' learning by developing their emotional well-being and improving their self-esteem		Accelerated progress
4. Engage parents in all aspects of school life so they feel confident in supporting their child's education		High take up at parents' evenings and events

Objective 1:					
Actions	Intended Outcome	Evidence and rationale	Person responsible / timescale	Cost/resource implications	Review date
<i>Employ high quality TAs to enable teachers to tailor their teaching to individual's needs</i>	<i>Teachers use TAs effectively</i>	<i>From previous good practice and use of previous PP funding</i>	<i>Head Teacher/ By the end of the Summer Term</i>	<i>£245,000</i>	<i>April 2019</i>
<i>Half termly checks on PP pupils' progress through our Pupil Progress meetings</i>	<i>Planned individual work and good progress for every pupil</i>	<i>Strong progress from previous cohorts by using this approach</i>	<i>Head Teacher and Classroom Teachers</i>	<i>£3600 (supply costs)</i>	<i>April 2019</i>
<i>Case studies – 1 pupil per class</i>	<i>Head Teacher closely monitor and support each teacher with the learning and development of the</i>	<i>From previous good practice and outcomes of individuals</i>	<i>Head Teacher and Classroom Teachers</i>	<i>£3600 (supply costs)</i>	<i>April 2019</i>

	<i>pupil with most complex needs</i>				
<i>Targeted CPD based on identified needs</i>	<i>Teaching is effective and high quality</i>	<i>From previous good practice, research, and outcomes of individuals, it can be seen that quality first teaching is effective</i>	<i>Head Teacher and Classroom Teachers. By the end of September 2018 and ongoing thereafter to the end of the Summer term 2019</i>	<i>£7000</i>	<i>April 2019</i>
<i>Targeted CPD based on identified needs</i>	<i>Teaching assistant support is effective and high quality</i>	<i>From previous good practice, research, and outcomes of individuals, it can be seen that quality first teaching is effective</i>	<i>Head Teacher and Teaching Assistants</i>	<i>£3000</i>	<i>April 2019</i>

Objective 2:

Actions	Intended Outcome	Evidence and rationale	Person responsible / timescale	Cost/resource implications	Review date
<i>Robust identification of children's specific needs, using a range of assessment strategies</i>	<i>Pupils' individual needs are identified so that Teachers can plan effective intervention</i>	<i>OFSTED say holes in learning should be filled so that barriers to learning are removed.</i>	<i>Head Teacher and Classroom Teachers. By the end of September 2018</i>	<i>£10000 (tracking system and tests)</i>	<i>October/December 2018 February/April 2019</i>
<i>Use a range of specific planned activities to meet the identified needs of individuals</i>	<i>Staff are able to use the range of activities effectively</i>	<i>Barriers to learning will be removed and progress accelerated</i>	<i>Classroom Teachers</i>	<i>Included above</i>	<i>October/December 2018 February/April 2019</i>
<i>Purchase a range of specific resources to meet the identified needs of individuals</i>	<i>Staff have the tools necessary to meet the needs of individuals</i>	<i>Barriers to learning will be removed and progress accelerated</i>	<i>Classroom Teachers/SENDCO. By the end of September 2018</i>	<i>£2000</i>	<i>April 2019</i>
<i>Commissioning of professional agencies to support the</i>	<i>Staff have extra tools necessary to meet the needs of those pupils</i>	<i>Barriers to learning will be removed and progress accelerated</i>	<i>External Professionals e.g Ed Psych; Woodlands; SALT.</i>	<i>£15000</i>	<i>April 2019</i>

<i>identification of pupils' complex needs</i>	<i>with complex needs</i>		<i>Classroom Teachers By the end of September 2018 and ongoing thereafter to the end of the Summer term 2019</i>		
<i>Review intervention and outcomes</i>	<i>Successful interventions will have produced accelerated progress for each pupil. Where the intervention has not been successful Staff will understand why and can then refine the strategy.</i>	<i>Successful interventions will ensure that barriers to learning will be removed and progress accelerated. Unsuccessful interventions will be refined</i>	<i>Classroom Teachers – half termly</i>	<i>£3600</i>	<i>October/December 2018 February/April 2019</i>

Objective 3:

Actions	Intended Outcome	Evidence and rationale	Person responsible / timescale	Cost/resource implications	Review date
<i>Employ high quality TAs to enable teachers to tailor their teaching to individual's needs</i>	<i>Teachers use TAs effectively</i>	<i>From previous good practice and use of previous PP funding</i>	<i>Head Teacher/ By the end of the Summer Term</i>	<i>£245,000</i>	<i>April 2019</i>
<i>Purchase a range of specific resources to meet the identified needs of individuals</i>	<i>Staff have the tools necessary to meet the needs of individuals</i>	<i>Barriers to learning will be removed and progress accelerated</i>	<i>Classroom Teachers/SENDCO By the end of September 2018</i>	<i>£2000</i>	<i>April 2019</i>
<i>Commissioning of professional agencies to support the</i>	<i>Staff have extra tools necessary to meet the needs of those pupils</i>	<i>Barriers to learning will be removed and progress accelerated</i>	<i>External Professionals e.g Ed Psych; Woodlands; SALT.</i>	<i>£15000</i>	<i>April 2019</i>

<i>identification of pupils' complex needs</i>	<i>with complex needs</i>		<i>Classroom Teachers By the end of September 2018 and ongoing thereafter to the end of the Summer term 2019</i>		
<i>Targeted CPD based on identified needs</i>	<i>Teaching assistant support is effective and high quality</i>	<i>From previous good practice, research, and outcomes of individuals, it can be seen that quality first teaching is effective</i>	<i>Head Teacher and Teaching Assistants By the end of September 2018 and ongoing thereafter to the end of the Summer term 2019</i>	<i>£3000</i>	<i>April 2019</i>

Objective 4:

Actions	Intended Outcome	Evidence and rationale	Person responsible / timescale	Cost/resource implications	Review date
<i>Gather feedback from Parents via our Autumn term Survey</i>	<i>Staff will understand what barriers there may be to engagement</i>	<i>Feedback from Survey</i>	<i>Head Teacher. By the end of the Autumn term 2018</i>		<i>December 2018</i>
<i>Craft afternoons, for parents to work with their children, in the Autumn term and Spring term</i>	<i>A high proportion of our Parents come into school to work with their children</i>	<i>Positive feedback from the Parent/Carer survey. Increased numbers of Parents attending events.</i>	<i>Head Teacher By the end of September 2018</i>	<i>£500</i>	<i>April 2019</i>
<i>PTA events where Parents can socialize in school</i>	<i>High numbers of parents bringing children to PTA events e.g. Bonfire</i>	<i>Previous positive feedback from Survey as well as attendance at these events</i>	<i>Head Teacher/ Staff and PTA</i>		<i>April 2019</i>

	<i>night and Summer Fair</i>				
<i>Fundraising events, that allow Parents to watch or participate in school</i>	<i>High numbers of parents attend or get involved</i>	<i>Previous positive feedback from Survey as well as attendance/involvement at these events.</i>	<i>Head Teacher/ Staff</i>		<i>April 2019</i>
<i>Christmas Productions; Class assemblies; Eucharists; Music recitals - where parents can attend</i>	<i>High numbers of parents attend</i>	<i>Previous positive feedback from Survey as well as attendance at these events.</i>	<i>Head Teacher/ Staff</i>		<i>April 2019</i>