

PUPIL PREMIUM ACTION PLAN 2015-2016 - Reviewed

YEAR GROUP	FOCUS AREA	COST	OBJECTIVE (including strategies)	OUTCOME / SUCCESS CRITERIA	EVALUATION OF IMPACT
Whole school	Class sizes and year group organisation Extra teachers:	£60,050	Maintain small class sizes and discrete year groups to ensure teaching is well targeted at identified pupils. Assessment is accurate and data is used effectively to identify target groups. Targeted TA support in each class supporting identified interventions in reading, writing and maths.	Gap is narrowed between PP pupils and non PP pupils when compared to national average, both in terms of progress and attainment. Increased confidence and accelerated progress of target pupils. PP pupils made at least expected progress.	EYFS – GLD 53% (2016) decrease from 67% (2015) low levels on entrance Girls out performing boys 74% (National 77%) KS1 – Y1 phonics pass rate 86% (2016) from 88% (2015), with 82% PP pass rate (National 81%) KS1 SATs – NS in combined RWM PP at NS 59% (National 64%) 62% of cohort PP – attainment & progress of PP at end of KS1 judged as good KS2 SATS – NS in: <ul style="list-style-type: none"> • Maths 91% PP at NS (National 75%) • Writing 91% PP at NS (National 79%) • GPS 91% PP at NS (National 78%) 75% of cohort PP – attainment in Maths, writing & GPS judged as good, with attainment in reading equal to other PP pupils nationally. Across the school Pupil Premium Pupils have surpassed National attainment.
Y5/6	Teaching LA / AEN / SEND pupils in English and mathematics	£33,074	Small class teaching for lower achieving / AEN / SEND pupils in English and mathematics	Gap is narrowed between PP pupils and non PP pupils, when compared to national average, both in terms of progress and attainment	PP pupils in writing, maths & GPS achieved higher than the National average of non-PP pupils, however it was significantly below in reading.

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Whole school	Employing Pastoral Support Worker	£23,804 £600 Resources	<p>Provide effective pastoral support for pupils exhibiting behavioural, social or emotional difficulties through: Before school, break time and lunch time drop-in sessions Direct work with individual pupils including LAC and CP children</p> <ul style="list-style-type: none"> • Implementing structured intervention programmes to support targeted pupils • Supporting parents/carers • Liaising with EWO, Social Services, School Health including mental health services for adults and children, Drugs Services, Housing and police • Supporting staff with vulnerable pupils • Working with HT/safeguarding lead to support children on Child protection plans, Children In need and LAC • Undertake EHA with families • Represent school at TAF meetings • Support newly admitted pupils and their families • To support Y6 transition to secondary schools • To ensure training is provided to support role 	<p>Vulnerable PP pupils receive support and therefore are able to effectively focus on their learning</p> <p>The school effectively supports the high number of pupils on CP plans (11 pupils all PP 12/ 2015) LAC (1 pupil 12/2015) and CiN (16 pupils 12/2015). Social Care review meetings identify how interventions have effectively supported vulnerable pupils Safeguarding procedures are effective and staff CPD ensures secure understanding of policy and procedures</p>	<p>This is a highly effective intervention programme. Vulnerable PP pupils are identified and access an individualised weekly timetabled programme of activities, e.g. calming/anger management, arts & crafts etc.</p> <p>Positive observations of work with vulnerable children by PP co-ord & PP governor</p> <p>W.E.F. September 2016 the impact of these will be monitored and evaluated via observations and improvements on the Emotional & Behavioural Scale.</p> <p>Positive parental feedback received</p>
Whole school	Attendance – Pastoral Support Worker & SBM	£800	<p>Continue to improve whole school attendance, with a focus on reducing absences, persistent absences and lateness through:</p> <ul style="list-style-type: none"> • SBM weekly monitoring of whole school attendance and target pupils • Contacting parents/carers through meetings, phone calls and text messaging • Coordinate parent/carer interviews with EWO • Implement whole school attendance 	<p>Attendance continues to improve Gap for PP persistent absences is narrowed against National average.</p>	<p>Attendance continues to improve and is currently 95.2% (National 95.4%) Professional involvement occurs at the following levels of attendance: <90% EWO = 94% Pastoral Worker speaks to parents/carers <95% Pastoral Worker phones All absent Ch Pastoral Worker phones daily.</p>

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			reward system		Pastoral worker continues to telephone on first day of absence & has regular interactions with parents/carers of persistent low attenders.
Y6	Higher achieving boosters in reading and mathematics	£7,933	Y6 booster provision for higher achieving pupils in reading and mathematics led by outstanding teacher	Increase in the percentage of PP pupils achieving above National Standard in reading and mathematics: Reading target = 37% Mathematics target = 47%	High % of PP pupils (75%) in Y6. PP achieving NS in RWM 1% below overall National average – PP pupils achieve well above National. PP achieve higher than similar pupils nationally in Maths. <ul style="list-style-type: none"> • Maths 91% PP at NS (National 75%) • Reading 52% PP at NS (National 72%) With the introduction of new KS2 SATs assessments, no pupils achieved a scaled score of 115 or above (the score needed for GDS) in Maths or Reading; although the average scaled score in Reading 100 (National 103) & Maths 104.6% which was above National (National 103). In light of lower than expected KS2 Reading results, the services of an English Consultant have been employed.
Y6	Booster provision for PP pupils in reading	£2,527	Y6 booster provision for PP pupils to achieve National Standard in reading	Increase in the percentage of PP pupils achieving National Standard in reading: Reading target = 90%	52% PP achieved NS in Reading (National 72%) – see above PP girls to be targeted via after school Tuesday weekly booster group w.e.f. Aut 2 2016

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Y5	Booster provision for PP pupils in mathematics	£2,975	Y5 booster provision for PP pupils to achieve end of year expected standards in mathematics	Increase in the percentage of PP pupils achieving expected standard in mathematics: Mathematics target = 95%	This was not achieved as % PP achieving NS in Maths was below NPP: E+ PP 70% (NPP 100%) D+ PP 60% (NPP 88%) S+ PP 15% (NPP 50%) PP to be targeted via after school Tuesday weekly booster group w.e.f. Aut 2 2016
EYFS, including Nursery	Continue to develop the learning environment (outdoor area / garden area) of the EYFS Nursery	£25,000	To consult designer and redesign outdoor area in FS1. Changes to outdoor area enhances learning opportunities for children providing wider range of experiences	New learning zones (outdoor area / garden area) enable staff to plan a more varied and engaging, child-centred curriculum Nursery baseline shows improvements from starting points and improvements in percentage of children at expected outcomes	Outdoor area / garden area completed during Autumn 1 2016; this will be fully utilised, now it has been completed, as staff will develop and adapt planning to utilise the area
EYFS, including Nursery	Care Assistant in EYFS Nursery	£3,075	To employ an Additional Needs Classroom Support Assistant to support a disabled SEND/PP pupil to integrate into the Nursery setting. To liaise closely with parents on child's progress	Pupil to access all areas of learning and to be supported on a one to one basis with Speech & Language programmes, physiotherapy and specialist programmes.	Pupil able to access the school environment
EYFS & KS1	Communication and language (CL)	£2,922	Further develop the quality of communication and language (CL). Strategies to be implemented include: <ul style="list-style-type: none"> • Employ an experienced language practitioner to assess and work with identified children on language programmes and liaise with S&L • working with parents/carers to raise aspirations and develop their skills to support pupils at home • use language focused assessments to support planning • developing quality language through enriching the environment • professional development to enhance staff skills 	Improved expressive language and communication during activities – evident through profiles and assessment data. S&L services effectively support identified pupils and language skills improve End of year data shows improved GLD and improved CLL end of year outcomes.	Overall GLD improvements maintained from 2015 at 53%. In terms of CL there was a slight drop of 4% from previous year (60% 2015 – 56% 2016). PP GLD 33% (National 69%) % of pupils achieving GLD & CL is lower than National - English Consultant (with extensive EY knowledge & experience) to be utilised to support & develop EY staff

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EYFS	Family Fridays (Friday am)	£ 843	Parents/carers gain the knowledge to support pupils at home with a focus on English and maths skills. To model how phonics and maths activities are taught and offer resources including online to support at home	Increase in pupils achieving GLD in maths, reading and writing by end of Summer term 2016. Increase in the numbers of parents/carers listening to pupils read at home and confidence to support children with phonics evident in parent/carers survey	Overall GLD improvements maintained from 2015 at 53%. PP GLD 33% (National 69%) % of pupils achieving GLD & CL is lower than National (see above) Family Fridays continued to be promoted but attendance varied
EYFS & KS1	Phonics and writing	£10,900	Maintain / improve standards in phonics and writing for PP pupils in EYFS and KS1 – achieved through: <ul style="list-style-type: none"> Targeted teaching and support led by teachers and trained TAs Hub training – support networking, moderation, sharing good practice, enhancing/developing practice, half-termly progress reviews 	Increase of 17% in pupils achieving GLD in maths, reading and writing by end of Summer term 2016 Maintain KS1 levels of attainment at above national average for PP pupils. Further narrow the gap between PP pupils and non-PP national average	Jan16 Phonic learning walk-by 2 x AHTs (KS1 AHT Phonics lead) Overall GLD improvements maintained from 2015 at 53%. PP GLD 33% (National 69%) % of pupils achieving GLD & CL is lower than National (see above) KS1 Phonics test pass rate 86% (National 81%), with PP 82% (National 69%) School's PP GAP continues to be narrow
Whole school	Writing intervention	£NIL	Improve standards of writing for targeted PP pupils working below ARE in writing through writing conferences as agreed school policy	Increase levels of attainment and percentage of PP pupils achieving National Standard in writing.	Regular termly whole teaching staff attendance at Cluster Writing Moderation events. 2 x DCC Moderators in school (1 x KS2& 1 x KS1) <ul style="list-style-type: none"> KS1 – 62% PP at NS (National 70%) KS2 – 91% PP at NS (National 79%) Data suggests Y3 (current Y4) & Y4 (current Y5) attained lower expected standards, with Y3 PP (current Y4) 59% & Y4 PP (current Y5) 67%

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KS1 & KS2	Golden Time for reading	£400	KS1 & KS2 reward system for motivating pupils to read and to provide additional staff to target PP pupils who do not regularly read at home. Motivate and engage reluctant readers in reading activities through a range of activities including newspapers, non-fiction texts, ICT resources and film/book clubs	<p>Increase in the number of pupils reading at home – evident in reading records and the Golden time charts</p> <p>Attainment in reading across school shows improvement with an increase in the percentage achieving ARE and above.</p>	<p>Following the whole school introduction of Golden Time, evidence from reading records and teachers' records shows an increase in the number of pupils reading at home.</p> <p>New monitoring system introduced w.e.f. Sept 2016.</p>
Whole school	Leadership / coordination of Pupil Premium HT/DHT/AHT	£2,000	<p>Provide management time for HT/DHT and AHT to coordinate and evaluate impact of interventions through:</p> <ul style="list-style-type: none"> ensuring intervention for PP pupils is targeted effectively ensuring a current provision map is in place ensuring consistent implementation of agreed policy monitoring group interventions through work sampling and observations supporting the effective use of data and gap analysis reporting to Governors on the progress of the action plan keeping up to date with current research and good practice reports 	<p>Pupil premium funding is used effectively to support pupils and gaps continue to narrow between school PP and national</p> <p>Increase in % of PP pupils working at or above National Standards/age related expectations</p> <p>The school provides effective school to school support through acting as a pupil premium champion school</p>	<p>External assessment results demonstrate that PP perform well when compared to NPP and when compared at National level:</p> <ul style="list-style-type: none"> Y1 Phonics test PP 82% (National 81%) KS1 SATs: <ul style="list-style-type: none"> Reading PP 66% (National 77%) Writing PP 62% (National 70%) Maths PP 72% (National 76%) Significant impact in the attainment of PP pupils as they made accelerated progress from their starting points KS2 SATS: <ul style="list-style-type: none"> Reading PP 52% (National 72%) Writing PP 91% (National 79%) Maths PP 91% (National 75%) All PP achieve better than National Regular monitoring meetings with PP governor – Governor report received Access to current research & practice Support to other LA school as PP Champion
KS1	Intervention small group support for reading led by outstanding teacher	£5,700	<p>Improve standards in reading at KS1 through targeted intervention including:</p> <ul style="list-style-type: none"> weekly intervention by outstanding teacher 	<p>Gap is narrowed between PP pupils and non PP pupils, when compared to national average, both in terms of progress and attainment</p>	<p>% PP achieving National Standard in reading 66% (National 77%)</p> <p>Significant impact in the</p>

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			<ul style="list-style-type: none"> • TA supporting targeted groups • Additional opportunities for reading activities 	% of PP pupils achieving National Standard in reading at the end of July 2016 increased to 64%	<p>attainment of PP pupils as they made accelerated progress from their starting points.</p> <p>PP pupils also performed better at a greater depth within National Standard</p>
KS2	Reading intervention	£2,784	<p>Target pupils identified as just below ARE in reading</p> <ul style="list-style-type: none"> • Y3 – EH Thursday weekly 9:05-9:30 Focussed reading activities for Y3 PP children • Y5/6 – HH/RS/KS Tuesday weekly 9:05-9:30 Focussed reading activities for Y5/Y6 and LA Y5 pupils not accessing other intervention groups 	<p>Improved confidence in reading for PP targeted pupils which is evident from reading assessments and AWL files .</p> <p>Increase in the percentage of PP pupils achieving National Standard in reading.</p> <p>Reading Target end of KS2 to 90% NS</p>	<p>In addition:</p> <ul style="list-style-type: none"> • Y3/4 weekly intervention from Feb – Easter hols LH • Y5 weekly from Feb – Easter hols HH <p>Reading PP 52% (National 72%) Targeted reading intervention did not produce the desired impact. Whole school data collated and analysed by AHTs – data indicates whole school areas for development:</p> <ul style="list-style-type: none"> • Increase reading speed, fluency & comprehension • Explain the meaning of words in context (2a)/ draw on knowledge of vocabulary to understand texts(1a) <p>English Consultant employed</p>
Whole school	Subject leadership	£2000	<p>Continue to raise quality of teaching and curriculum leadership, including cluster training and cluster moderation activities. Subject leaders observe teaching of their subjects:</p> <ul style="list-style-type: none"> • Ensuring quality delivery of subject • Sharing best practice • Monitoring provision for targeted pupils 	<p>Increase in the % of good/outstanding lesson observed evidenced through learning walks, book and planning scrutinies, talking to pupils.</p>	<p>Subject Leadership staff meeting 13.1.16 – all leaders discussed their subject/s, detailing current position in subjects & next steps. All subject leaders have conducted a self-review their subject, introduced assessment procedures and produced action plans.</p> <p>33% of lessons judged as outstanding, with all others at</p>

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					least good.
Whole school	Pupil progress meetings	£1800	Monitoring the progress of PP pupils through pupil progress meetings	Staff review the progress of PP pupils in their class/groups and identify areas for intervention and targeted work	PPMs highly successful. Targets and AWL files established. Good review of pupil progress. Good professional dialogue. Interventions looked at to ensure PP pupils are stretched and appropriate provision is provided and modified as outcome of review meetings
Whole school	Whole school tracking system	£850	O-Track modified tracking system for assessing without levels (AWL) in place and used to track PP pupils	Staff using O-Track effectively to produce detailed and accurate reports on PP pupils' progress – identifying key areas for development for the following term	O-Track being used by staff DHT ensuring it meets school requirements DHT/AHT access reports on PP pupils & identify development areas
Whole school	Additional resources	£5,069	Purchase additional resources to enrich the curriculum (digital and reading materials) with a particular emphasis on PP pupils boys reading	Reading materials, computing hardware and software updated focus on raising attainment and develop key skills in reading for target group	Wide range of reading materials purchased and used to widen opportunities to engage pupils in range of reading activities
Y5/6	Breakfast/ homework club	£1,146	Improving attendance and punctuality of PP pupils Provide an opportunity for pupils to be given support with homework and reading. To allow pupils to work independently on homework tasks	Pupils have a positive start to the day and are provided with a healthy breakfast snack Improved punctuality/attendance Homework and reading is completed and improvement in the number of pupils returning homework	Regular attendees (at least 20 children per session). Positive impact on the number of pupils reading out of normal school hours & completing homework
Whole school	Enrichment activities to support social and emotional well-being	£8,557	To support pupils' social and emotional well-being through a range of staff led groups at playtimes and lunchtimes: FS2 – A & BP KS1 – PG & MO KS2 – KC & JB (PW)	Pupils are well supported and have strategies to deal with a range of friendship issues and cooperative play situations Pupil and parent/carer surveys identify positive views of school in terms of feeling safe and supported at school	These are well attended Pupil conferences provide positive pupil feedback Monitored by PP Governor attending session
Whole school	Enrichment activities	£8,026	Offer a range of enrichment activities through employing specialist staff and school staff for additional hours.	Positive uptake in number of pupils accessing activities. Improved confidence to participate in activities	Pupils comments on website – all comments positive Comments obtained via pupil conferences

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			<p>Activities after school:</p> <ul style="list-style-type: none"> • Y5/6 – Pop corn club (after school) • Y5/6 – IT club (after school) • Y5/6 – Cookery club (before school) • Y1 – Reading club (KF & HD after school) <p>Activities at lunchtime:</p> <ul style="list-style-type: none"> • Y5/6 – School newspaper (TF) • Y5/6 – Range of sports activities • Y5/6 – Fitness Friday (KS & RS) • Y5/6 Cookery Club 12:30-1:00 • Y3/4 – Pop corn club KC & JB 12:30-1:00 • Y3/4 – Reading and computing activities 12:30-1:00 • Y2 – reading activities 12:30-1:00 	Skills improve and pupils enjoy participating in a range of activities	
KS1 – KS2	Enhancing musical opportunities	£2,950	<p>Enhancing musical opportunities through:</p> <p>KS1 hand-bell training Y5 brass instrument tuition Y5/6 djembe drumming tuition Y5/6 samba drumming tuition Whole school music week to include outside musicians, digital technology sessions</p>	<p>PP pupils have confidence to play an instrument and perform to an audience. Pupil feedback via surveys indicates positive views of engagement in music Widen experience of pupils to music</p>	<p>Y5/6 pupils comments on website about brass tuition & drumming - all comments positive MP3s on school website End of program concerts in djembe & samba were well attended by parents/carers and governors 12/19 (63%) Y5 pupils receiving Brass tuition are PP – now completing exams in music – positive engagement</p>
Y5/6	Enhancing musical opportunities via computer / technological equipment	£1,300	<p>Enhancing musical opportunities through music technology workshops to engage PP pupils. To purchase related resources</p>	<p>PP pupils music technology, acquiring confidence and developing skills. Pupil feedback is positive</p>	<p>Music week booked for w/c Mon 13th June Y5/6 music tech & Y5 Halle Orchestra Y3/4 Samba drumming Y1/2 recp & nursery singing Also da Vinci music assembly Govs invited to Friday assembly Music pupil questionnaires</p>

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					demonstrate that Music week was a success and well received by all pupils / parents & carers
KS2	Extra-curricular outdoor pursuits	£2,000	Provide a range of outdoor pursuits activities to focus on team building and social skills	Pupils show increased self-confidence, improved social skills and team working. Pupil feedback is positive	After school Girls Netball established for 10 weeks – most pupils enjoyed it & positive pupil comments were received
Whole school	School trip subsidies	£3,550	Extend cultural experiences and build confidence. Build on the knowledge gained within school and find out first-hand through 'hands-on' learning/experiences	Increased wider experiences, self-confidence and positive attitudes to learning Pupil feedback is positive	4x Y6 pupils comments on cinema trip put on website - all comments positive PP are subsidised
Whole school	Uniform provision	£100	Support for PP pupils families' who have difficulties in purchasing school uniform, PE kit and swimming kit	Positive pupil attitudes towards school, where PP pupils feel a sense of belonging to the school and are able to fully engage in all activities	More pupils attending school in uniform
Whole school	Further development of website	£250	Engaging PP parents in pupils' learning, improve home learning and share news about the school.	Website is updated regularly and used effectively to share news about the school and offer links to useful website to support learning including e safety and childline	Website updated & reviewed – monitored regularly . Governor review half termly and feedback to HT and SBM
Whole school	Text messaging	£400	Using text messaging to engage hard to reach PP parents to update them on school news and support attendance policy	Hard to reach parents receive text messages and more readily respond than through school letters	Greater number of parents / carers reached. Higher level of engagement in activities. Increased numbers attending parent/carers meetings
Y5/6	Bikeability	£NIL	Pupils acquire cycling knowledge/ skills, awareness of safety issues and build confidence	Pupils attend all sessions and pass the cycling practical and written assessment	w/c 1.2.16 & 8.1.16 Mon-Thurs Y6 Level 2 (up to 12 pupils) Fri Y5 Level 1 (up to 15 pupils) Positive pupil feedback / comments received from pupils & Bikeability trainers
Total Pupil Premium Expenditure £220,785 (+ extra for Y3/4/5 Friday boosters up to Easter)					
Actual Pupil Premium Budget £216,297					