

PUPIL PREMIUM ACTION PLAN: 2016/2017

Key area for Improvement/Focus:

1. Close the gap between PP and Non PP children in all year groups to ensure that PP children reach at least National Expectations by the end of Key Stage 2
2. Investigate early intervention strategies for KS1 children and ensure progress is at least good
3. Embed Well Being Activities to provide an enriched curriculum and build SMSC skills
4. Investigate ways of engaging PP parents further – workshops and improving the number of registered PP children

Objectives:

1. Develop robust tracking of PP children and target setting to ensure that children are on track to reach National Expectations
2. Use EFF research to ensure that early intervention strategies are in place for PP children in Y1 and Y2. Particular focus on phonics and oracy
3. Sustain opportunities offered for PP children as a specific target group
3. Embed Learning mentor into school system – make further links between Learning Mentor and EWO to look at attendance of PP children
4. Transparency statement made for website, clear PP policy introduced and workshop for Parents to explain how PP funding

Developing Standards:

Task	Details of Action	Timescale by end of	Who	Success Criteria Target	Monitoring & Evaluation	Resources Personnel & £££
Embed Learning mentor into school	Set up timetable for mentoring – ensuring ability for LG to get to know children and families and continued development of professional working relationships with them.	Sept (contious review throughout year to ensure effectiveness)	LG/LH/M P/DS	<ul style="list-style-type: none"> ▪ Timetable in place ▪ LG developing knowledge of children and families 	LG PMR meetings CPOMs reports Parental/child/age ncy feedback Pupil progress data for these children. Boxhall profiles for these children	LG CPOMs £9000
Close the gap between PP and Non PP children in all year groups to ensure that PP children reach	TA/LSA to work with pupils to provide support and intervention in 1:1 or small group situations.	Timetables set up by September and continuously reviewed	MP/DS/LH/Class Teachers	<ul style="list-style-type: none"> ▪ Targeted and purposeful intervention taking place ▪ Diminishing differences for disadvantaged pupils 	TA PMR Pupil Progress meetings Pupil interviews Pupil Data	£39,762

Task	Details of Action	Timescale by end of	Who	Success Criteria Target	Monitoring & Evaluation	Resources Personnel & £££
at least National Expectations by the end of Key Stage 2						
Invest in additional Speech and Language support to support PP children with SLCN needs	<ul style="list-style-type: none"> Private Speech and Language therapist employed to support and advise specific PP children with SLCN need SLCN action plans develop to ensure PP children's needs are met in the classroom 	Continuous	MP LH DS	<ul style="list-style-type: none"> PP children have regular access to SALT support to ensure that needs are met and catered for in class. 	<ul style="list-style-type: none"> LH to monitor the impact of additional SALT on standards 	£90 per hour (assessments) £65/£75 per hour for follow-up support
Ensure attendance of disadvantaged children is high	<ul style="list-style-type: none"> Secure services of EWO as needed to provide legal advice/services 	Continuous		<ul style="list-style-type: none"> Increased attendance of disadvantaged pupils 	SB/LN to provide attendance figures for MP/DS	£5000
Develop robust tracking system for disadvantaged pupils and interventions taking place	Use of Pupil Progress meetings and staff meetings to discuss progress/successes of disadvantaged pupils and next steps for interventions to ensure they are purposeful and targeted.	Continuous	DS	<ul style="list-style-type: none"> Interventions for disadvantaged pupils is documented and impact evaluated Teachers have a good understanding of pupil needs Case studies of pupils carried out 	Pupil progress meetings Pupil Data Intervention timetables	Pupil Progress meetings Staff Meetings

Wellbeing:

Task	Details of Action	Timescale by end of	Who	Success Criteria Target	Monitoring & Evaluation	Resources Personnel & £££
Forest schools programme to enrich the curriculum and build confidence skills	<ul style="list-style-type: none"> ▪ 10 pupils Year 3&4 or those who were not emotionally ready for the 'Think Wise' programme to attend six sessions. Children to take ownership of display in school and present in assembly to raise their profile in the school 	Autumn	SS SH	<ul style="list-style-type: none"> ▪ Children more confident in school. ▪ Raised attendance for MO ▪ Children's teamwork skills are improved 	SH to support the sessions and look at the impact of the session Children and parent evaluation forms	£300

Task	Details of Action	Timescale by end of	Who	Success Criteria Target	Monitoring & Evaluation	Resources Personnel & £££
Continue “The Zone” – After School Care session	<ul style="list-style-type: none"> ▪ Pupil Premium support – dedicated homework time with access to teacher tuition and ICT resources to support tasks ▪ opportunity for life skills and social skill development 	Continuous	SS	<ul style="list-style-type: none"> ▪ More homework completed by “The Zone” attendees ▪ Enrichment activities help to develop lifelong skills – cooking, spending money, budgets, sewing and crafts 	<p>SS to canvas parents about how the club has benefitted the children.</p> <p>Monitoring of homework grids to see how the club has impacted on the children</p>	<p>£20 per week (£1 per head)</p> <p>£780 per school year</p>
Basket Ball confidence sessions – led by Leicester Riders £1000 – targeted PP children	<ul style="list-style-type: none"> ▪ Selected PP pupils chosen to boost self-esteem and have impact on classroom confidence too - 8 week programme for Year 5/6 	Spring/ Summer	Sarah Sadler Sarah Lamble	<ul style="list-style-type: none"> ▪ Targetted children have raised confidence and improved teamwork skills 	SL & MP to monitor the impact on learning behaviours and improved attitude in the classroom	£450
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