

Pupil Premium Action Plan

Pupil Premium Profile 2018-19

Number of eligible pupils	101
Total pupil premium budget	£103,785.80

Summary

Key Priority

Increase progress and attainment of PP pupils in all year groups

Key Focus Areas:

Provide high quality teaching and learning, maximising the time for pupils to catch up

Effective mentoring, intervention and targeted learning

Maximising pupil and parent engagement

Barriers:

1. PP learners with lower levels of numeracy, literacy and organisational skills;
2. PP learners with social, behavioural, emotional needs or lower engagement;
3. PP learners with lower prior attainment in Maths than English;
4. PP learners with low perceived learning capability and low self-regard as learners which can lead to lower aspirations;
5. Attendance support needed for some PP learners;

Year 8							
24/124		Mobile 11/24		SEND 3/24			
	HPA	MPA	LPA		HPA	MPA	LPA
English	4	7	13	Maths	1	12	11
Y7							
32/142		Mobile 9/32		SEND 5/32			
	HPA	MPA	LPA		HPA	MPA	LPA
English	5	16	11	Maths	2	16	14
Y6							
23/138		Mobile 0/23		SEND 2/23			
	HPA	MPA	LPA		HPA	MPA	LPA
English	2	14	7	Maths	3	11	9
Y5							
22/143		Mobile 0/22		SEND 5/22			
	HPA	MPA	LPA		HPA	MPA	LPA
English	5	13	4	Maths	5	13	4

Increase progress and attainment of PP pupils in all year groups

Desired Outcome	Approach	Monitoring of impact	Owner	SLT overview/Review	Total cost
Provide high quality teaching and learning, maximising the time for pupils to catch up (SLT lead KR)					
Improve achievement of PP pupils in Maths, especially current cohort in Y7	<ul style="list-style-type: none"> Share expertise across the MAT to improve pupils' attainment on entry (B3) Focus on improving the quality of teaching in Maths, adding opportunities for collaborative learning and different learning styles (external support) (B3) Maths focus on encouraging positive experiences and relationships (B2, B4) Increase challenge for PP pupils by promoting them in sets, especially in Maths (B4, B3) Increase challenge by changing the structure of setting in Maths to incorporate parallel top sets (B4, B3) Closely monitor the Maths Y7 catch up pupils who are eligible for PP (12 pupils) <i>EEF +5/+2 months</i> 	<p>GL Assessments/SATs results – PP pupils progress is in line with or ahead of the cohort and pupils nationally</p> <p>Termly scrutiny with SLT re progress of PP pupils in all years as part of Middle Leader Review process</p>	JC		External support (PP portion) £500
Increase accessibility of online learning resources	<ul style="list-style-type: none"> Purchase of My maths and spag.com, TT Rockstars, AR, Spelling Shed (B1, B3)) Curriculum time (1 hr p/w) to access materials (B1) My Maths, Spag.com – provide greater accessibility through expanded BYGIT club (B1, B3) Streamline access to BYGIT club for KS3, positively encouraging access for PP pupils (B2) Class teachers monitor completion and support access (B1, B3) <i>EEF +4 months</i> 	<p>PP pupils successfully complete online homework tasks</p> <p>More PP pupils access BYGIT, leading to greater positivity towards school (participation rates, PASS survey results)</p>	JC/MD W		Digital learning materials (PP portion) £1100
Promote the use of literacy and numeracy across the curriculum	<ul style="list-style-type: none"> Develop further the curriculum challenge activities, providing engaging opportunities to encourage pupils to make connections across the curriculum e.g. Writing/art days and Maths enrichment days (B1, B2) Provide staff training so that there are more opportunities to practice reasoning across the curriculum (opportunities for learners to apply their skills across the curriculum and providing additional opportunities to engage all learners) (B3) 	<p>Assessments demonstrate improved writing skills across the curriculum (work scrutiny, assessments)</p> <p>Examples of literacy, numeracy, especially reasoning, evident in books and drop-ins</p> <p>Improvement in reasoning scores in assessments</p>	MDW/J C		Enrichment (PP portion) £500

	<ul style="list-style-type: none"> • Develop whole staff understanding of expectations in writing through training and moderation (B3, B4) • Develop the range of opportunities for writing at a higher standard across the curriculum (external support, staff training and liaison) (B3, B4) 				
More curricular time with increased personalised support	<ul style="list-style-type: none"> • Additional specialist Maths and English staffing. (B1) • Additional curricular hour in KS2 timetabled as part of lessons in sets (rather than stand-alone) with more developed personal relationships (B1, B2) • Personalised classroom expectation of PP pupil by all staff (will contribute twice every lesson, names in randomiser twice, direction towards 'gold' success criteria) (B2, B4) <i>EEF +2/3 months</i> 	<p>Additional time/staffing has a significant impact on achievement at KS2</p> <p>PP pupils' active engagement is evident in lessons (drop-ins, observations)</p>	KR	KR	Extra staffing (PP portion) £6800
Improve use of homework time	<ul style="list-style-type: none"> • Continue to subsidise the purchase/provision of curriculum access materials – access and extension materials (B2) • Fund TA to support vulnerable pupils during homework club/BYGIT (Before You Get In Trouble) club (B2) • Ensure BYGIT club at KS3 prioritises PP pupils (B2) <i>EEF +2 months</i> 	<p>Pupils make effective use of homework time and complete tasks</p> <p>Increased PP attendance at homework club</p>	KR		<p>Subsidies of materials £200</p> <p>BYGIT support TA time £2600</p>
Further improve quality of monitoring, evaluation and understanding of the progress of groups of learners	<ul style="list-style-type: none"> • External support – QA review of PP, SEN, LoA and Maths • Middle leaders review cycle with SLT/CoG • Use of qualitative data from the PASS survey to understand barriers, identify in plan, take action and evaluate impact • Use of assessment information from GL Assessments to track and evaluate pupil progress 	<p>Reports from external support colleagues evidence high quality monitoring and evaluation of groups of learners</p> <p>Half-termly feedback to SLT by middle leaders</p>	SLT		<p>External support £1400</p> <p>GL Assessments (PP portion) £1700</p>
Continue to support teachers in engaging all pupils so that progress is accelerated for all.	<ul style="list-style-type: none"> • Quality teaching first – MB training, further investment in school and across MAT, Visible Learning approach (B2, B4) • Continuing Teacher CSPD through triads, best practice seminars, research posts (B2) • All staff PM focus on effective use of assessment information to inform teaching(B2, B4) • Ensure that there is consistency in best practice where classroom staff check PP pupils are working at challenging success criteria and use the '5 Easy Wins' (B1, B4) 	<p>Evidence from observations and drop-ins shows high quality learning experiences</p> <p>PP pupils are challenged appropriately to their ability (observations, work scrutiny, pupil voice)</p>	ST		Training (PP portion) £1200

	<i>EEF Evidence +5/+8 months</i>				
Further embed reading culture throughout the school	<ul style="list-style-type: none"> • PP pupil group given opportunity to recommend books for the library to purchase (B2, B4) • Maintain the high profile of AR through school display, DEAR, assemblies, house competitions funding rewards for engagement (B1) • Further develop paired reading programmes with PP pupils and mentors and readers (B1, B2, B4) <i>EEF Evidence +5 months</i>	Proportion of PP pupils reading at benchmark or above increases	MDW		Funding for library £300
Maximise effectiveness of mentoring, intervention and targeted learning (SLT lead KR)					
Refine the use of TAs to best support PP pupils	<ul style="list-style-type: none"> • Develop the BYGIT programme to enable homework/organisation support (B1) • TAs know the PP pupils in their classes well and support appropriately to needs (organisational skills, directing to challenging success criteria) (B1, B2, B4) • Class teachers and TAs liaise closely before and after lessons to refine classroom approaches for disadvantaged pupils (B1, B2, B4) • Monitoring of the effectiveness of provision routinely carried out by middle leaders (B2, B4) <i>EEF Evidence +1 month</i>	<p>Drop-ins/observations evidence that PP pupils are well supported by TAs</p> <p>Effective liaison between teachers and TA's is evident (observations, teacher planning)</p> <p>SENCO feedback half-termly to SLT</p>	RC		Middle Leaders Management time £8200
Departments funded to meet specific needs of their learners	<ul style="list-style-type: none"> • Equipment is made available to address needs of PP pupils (e.g. pencil case of maths equipment, Ready style subscriptions for more able) (B2) • Library allocated funds for PP pupil group to spend on books for the library (B2) 	Spending has a positive impact on the school experience of PP pupils (pupil voice)	SLT		Teaching Community funds £1200
Further develop the reading peer programme to build on the effectiveness of 2016-17.	<ul style="list-style-type: none"> • Use of STAR reading test to identify appropriate pupils, PP pupils being reading mentors and mentees (B1, B2) • Develop an effective paired reading programme focussed on PP pupils (B1, B2, B3, B4) • Build in a rewards package that rewards improvement to maximise pupil engagement (B2) <i>EEF Evidence +5 months</i>	Peer reading participants feel more positive about their school experience (PASS survey, pupil voice)	MDW		Rewards (pp portion) £100
Encourage participation by PP pupils in afterschool interventions	<ul style="list-style-type: none"> • Provide after school 'bonus time' for pupils in English and Maths (B1) • Incentives for pupils to attend afterschool 'bonus time' (B2) <i>EEF Evidence +2 months</i>	PP access 'bonus time' sessions (participation figures)	MDW/JC		Bonus time rewards (pp portion) £100

Provide effective 1:1 or small group interventions	<ul style="list-style-type: none"> • PP prioritised for broad range of intervention programmes (B1) • Assessment information from GL Assessments, STAR Reading and teacher assessments used to accurately pinpoint the needs of pupils (B1, B3) • Middle leaders continuously evaluate the impact of interventions • Ensure interventions are effectively tracked and evaluated in KS3 <p><i>EEF Evidence +4/+5 months</i></p>	PP pupils make accelerated progress compared to pupils who do not experience the intervention	MDW/JC		Intervention programmes £59000
Provide high quality induction for pupils joining the school in Y5 and Y7	<ul style="list-style-type: none"> • Hold an additional induction day and focussed support for pupils who join the school midway in Y7 (B2) • Extend the free summer club to new Y7 pupils as well as Y5 (B2) • Widen the range of induction events for Y4 pupils (e.g. challenge afternoon, film night) <p><i>EEF evidence +2 months</i></p>	Pupils feel confident on entry (pupil voice) and so make progress in line with existing other pupils (assessment data)	MD/SD		Summer Club (PP portion) £300 Induction events (PP portion 100)
Meet the social and emotional needs of vulnerable pupils	<ul style="list-style-type: none"> • Provide an invitation only lunch club for vulnerable pupils (B2, B5) • Subsidise breakfast club for PP/PA (persistent absentee) pupils (B2, B5) • Fund TA support for homework club (B1, B2) 	Vulnerable pupils feel positive about their school experience (PASS survey, pupil voice) PP pupils take up opportunities to attend (participation figures)	RC		Lunch club TA support (PP portion) £500 Breakfast Club subsidies £800
Maximising pupil and parent engagement (SLT lead MD)					
Promote an understanding of the importance of the learning process for pupils	<ul style="list-style-type: none"> • Begin to implement Visible Learning programme. Extended SLT member to lead across the MAT. • Training for staff through CSPD and teacher triads • Personalised support for individual pupils (B2) • Teacher feedback values process as well as outcome (B2) <p><i>EEF Evidence +4 months</i></p>	Techniques encouraging effective learning are evident (drop-ins, observations, work scrutiny, pupil voice) Half-termly feedback to SLT	MD		
Ensure all PP pupils participate in enrichment activities	<ul style="list-style-type: none"> • Subsidise some residential visits and trips for PP pupils (B2) • Offer free loan of musical instruments (B2, B4) • Seek pupil voice to identify barriers and opportunities for enrichment (B2, B4) • Extended SLT member to monitor participation and extend enrichment opportunities for PP pupils (B2, B4) 	All PP pupils take some extra-curricular opportunities (participation figures, subsidy levels) Half-termly feedback to SLT Parent voice	MD		Subsidies for trips/visits £5100 Loan of musical instruments £200

	<ul style="list-style-type: none"> Communicate clearly with parents about the support we can offer (letter at beginning of year, as opportunities arise) Provide stimulating enrichment activities for pupils of all abilities (University visit 'The Big Challenge' for HPA pupils) (B2, B4) <p><i>EEF Evidence +2/+4 months</i></p>				Extended SLT position £2000
PP pupils understand that they are valued stakeholders in their education	<ul style="list-style-type: none"> Timetabled, structured pupil voice discussions for PP pupils to enable an understanding of barriers and effective rewards (Headteacher's Dine and Discuss')(B2, B4) Use information gathered to identify issues and address (B2, B4) Provide a fund for pupils to spend (e.g. on library books) (B2, B4) 	PP Pupils feel valued and so more positive and engaged (PASS survey, pupil voice)	KR/MD		
Continue to prioritise attendance of vulnerable groups (PP and SEND particularly) so that attendance is in line with NAV.	<ul style="list-style-type: none"> Communicate with parents regularly regarding attendance (B4) Raise the significance of the role of the form tutor, expecting weekly information for all pupils and frequent discussions with PA pupils (B4) Develop the specific role of PSAs in supporting attendance (B4) Employ 'Attend EDC' to intervene where pupils' attendance is a concern (B4) Effectively monitor, track and intervene with attendance issues (B4) 	PP pupils attend school well, in line with NAV (attendance figures) PA pupils are attending more often (attendance figures)	SD		PSA Role (PP portion) £3900 Attend EDC (PP portion) £400
Further raise pupils' positivity about their school experience	<ul style="list-style-type: none"> Funding of PASS survey to evaluate qualitative data e.g. pupils who are negative about school and intervene (B2) Whole school focus on pupil praise (B2) Focussed positive praise for key pupils (e.g. mystery pupil) (B2) 	Pupils feel positive about school and their teachers (PASS survey, pupil voice)	SD/MD		
Some pupils are better able to regulate their behaviour and so make better progress	<ul style="list-style-type: none"> Purchase self-regulation training and resources (SUMO) (B2) Run self-regulation programmes with selected pupils (B2) Develop use of self-regulation programmes across MAT first schools.(B2) Offer support to vulnerable pupils through counselling service, Base 25 (B2) 	Behaviour outbursts are less frequent amongst pupils on the programmes (behaviour monitoring points/records)	RC		SUMO £400 Base 25 (PP portion) £200