



Pupil Premium Expenditure Plan

2017-18

Learning Power is built on the pillars of the seven C's: confidence, curiosity, collaboration, communication, creativity, commitment and craftsmanship.

Number of pupils & pupil premium (PPG) received	
Total pupils eligible for PPG	79
Amount of PPG received per pupil	£1320 (April 2017)
Total amount of PPG received	£123,120
Summary of PPG spending	
<u>Barriers identified from data and monitoring:</u>	
<p>“Deprivation does not determine destiny. Many young people from low-income families succeed brilliantly. There are also schools that overcome these barriers for low-income families...they do this because they have the highest expectations of each of them and are relentless in what they do to secure excellent headway in realising these expectations.” Unseen Children: access to achievement 20 years on - OfSTED</p> <p>This action plan is based on some of the higher impact strategies identified by the Sutton Trust and the Ofsted document ‘The Pupil Premium How schools are spending the funding successfully to maximise achievement’ so that we can be confident that we are using interventions and approaches with a track record of success.</p> <p>The school has identified these as our main areas to focus the use of the pupil premium</p> <ul style="list-style-type: none"> • Reading attainment – efficient decoding earlier and comprehension skills explicitly taught – (linked to poor writing in KS1 and low number of higher levels at KS2 reading test) • Language and communication difficulties <ul style="list-style-type: none"> ○ Managing behaviour and learning disengagement ○ Low self-esteem/Lack of self confidence • Attachment difficulties • Parental engagement with learning • Absence from school/Lateness to school • Issues arising from long term low level neglect 	
<u>Aims - To close the gap for disadvantaged pupils by:</u>	
<ul style="list-style-type: none"> • Raising the attainment of disadvantaged pupils through: <ul style="list-style-type: none"> ○ Improving teaching & learning ○ Removing barriers to learning ○ Providing additional support for those disadvantaged pupils who are at risk of underachieving in English and maths. ○ Accelerating the progress of disadvantaged pupils ○ Increasing attendance rates of disadvantaged pupils so they are at least in line with all pupils. 	

INTENDED IMPACT

- Reading/writing/maths attainment and progress improve to at least target levels, including disadvantaged pupils
- The attainment gap is reduced between those pupils who are eligible for pupil premium grant and those that are not, in Reading, Writing and Maths
- Where attainment of disadvantaged pupils is low overall, it is improving at a faster rate than nationally, over a sustained period



Actions for spending PPG 2016-2017			
Strategy	Costings & (Lead)	Outcomes	Milestones
<p>Achievement 4 All programme (2nd Year) leading to Quality Lead</p> <p>Research – Parental involvement +3 months</p> <ul style="list-style-type: none"> Focused approaches which support parents in working with their children to improve their learning are beneficial 	<p>**** (Chris Chorley)</p>	<ul style="list-style-type: none"> Provide Ofsted with clear evidence for the new accountability measures highlighting the progress of the lowest 20 per cent The involvement of all leaders and teachers across the school shows a very positive approach to develop and share the best practice across all schools for all staff. Strategic implementation of interventions is based on evidenced impact within the school All staff able to evidence progress by Vulnerable/disadvantaged pupils. 	<ol style="list-style-type: none"> Interventions are in place for those children who are not on track to reach age related objectives PP pupils on track to achieve at least expected progress by July 2018 are matching others ensuring school gap is not widening. The school gap is narrowed between Pupil Premium pupils and non-Pupil Premium Outcomes for disadvantaged pupils at the end of KS2 is in line or above national
<p>Pupil Premium Champion</p> <p>Research – Feedback + months</p> <ul style="list-style-type: none"> Feedback to redirect or refocus either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome 	<p>**** (Chris Chorley)</p>	<ul style="list-style-type: none"> Pupil Premium Champion to track progress of children and instigate action where progress is not good. To monitor and track progress of disadvantaged groups and their participation in extra-curricular activities. Improved parental engagement both with the school and their child's learning. To promote Pupil Premium children throughout the school and ensure that they remain a top focus within the school To offer support and advice to staff regarding ways in which to support these pupils To have oversight of the PP allocation and ensure that needs are identified and addressed using this funding 	<ol style="list-style-type: none"> All pupils receiving Pupil Premium will make progress in line with their peers or better than their peers. To improve communication with parents of pupils eligible for Pupil Premium funding. To close the gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths.
<p>Collaborative Learning Research + 5 months</p> <p>Behaviour Interventions Research + 3 months</p> <p>One to One Tuition Research + 5 months</p> <ul style="list-style-type: none"> HLTA supporting KS1 5 days a week 	<p>**** HLTA (DC)</p>	<ul style="list-style-type: none"> To enable children to be taught in smaller groups for core subjects at timetabled points across targeted year groups. Learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Targeted interventions matched to specific students with particular needs or behavioural issues. Improved outcomes in Reading, Writing and Maths (greater proportion meeting AREs). Pupils gaining confidence with key concepts. Pupils feel equipped to tackle higher-level work. 	<ol style="list-style-type: none"> Regular review of groupings and reshaping of focus as required Data analysis every term to identify pupils whose progress is causing concern and to review successes Close communication between teachers and HLTA to discuss pupils and check progress. Training for HLTA to use SPTO.

<p>Social and emotional learning</p> <p>Research + 4months</p> <ul style="list-style-type: none"> Target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning 	<p>**** EYFS support</p>	<ul style="list-style-type: none"> Focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Target students with particular social or emotional problems Promote a positive ethos which also supports greater engagement in learning. Targeted interventions matched to specific students with particular needs or behavioural issues. 	<ol style="list-style-type: none"> Continuous provision in place in the outdoor area. Behaviour management routines are understood by children and low level disruption is rare. Most children -95%- will have made good progress from their starting points; 70% will achieve a GLD;
<p>Attendance Awards/Initiatives</p> <p>Research + 3 months</p> <ul style="list-style-type: none"> Fewer pupils achieve ARE in reading and mathematics tests and writing TA at Key Stage 2 as overall absences increases. 	<p>**** (Certificates)</p>	<ul style="list-style-type: none"> To improve attendance across school and reduce the incidence of persistent absenteeism Attendance improves in all year groups to over 96% Attendance of key groups (e.g. PP, SEND etc.) improves to at least 95%. 	<ol style="list-style-type: none"> Attendance across all year groups is improved to school average of over 96%
<p>Pupil Attitudes to Self and School (PASS)</p> <ul style="list-style-type: none"> Help detect possible barriers to learning, including issues around confidence, resilience, motivation, concentration, disaffection and alienation. 	<p>**** (Online assessment – SM)</p>	<ul style="list-style-type: none"> Understand the root causes of why a pupil is disengaging. Predict accurately which pupils are most likely to stop attending school, up to 12 months in advance. Establish if a pupil is struggling with the study skills they need to access the curriculum. Gauge learner’s self-worth, which could be affecting academic potential. Identify 'invisible' groups such as fragile learners. 	<ol style="list-style-type: none"> Visualise reports easily in bar chart form Analyse results according to any required demographic Compare screening results over time Measure the impact of intervention strategies

School

<p>Intensive reactive teaching to provide additional support to help close the gap in the performance of PP pupils and other groups</p> <p>Research – Small group tuition +4 months</p> <ul style="list-style-type: none"> • A qualified teacher is more likely to achieve greater progress and raise attainment. • Intensive tuition in small groups is highly effective • Pupils are grouped according to current levels of attainment or specific needs <p>Research – Feedback + months</p> <ul style="list-style-type: none"> • Feedback to redirect or refocus either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome <p>Research – Teaching Assistants</p> <ul style="list-style-type: none"> • Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher. 	<p>**** 2 Reactive Intervention teachers in KS2 (JW and SC - 4 mornings a week)</p> <p>**** Third Space Learning</p> <p>**** Specialist TA provision (LT)</p>	<ul style="list-style-type: none"> • Attainment in reading and maths is increased to at least 80% in both areas • Disadvantaged pupils attain in line with peers • In-school and national gap is closed • To expand proven classroom approaches – providing effective feedback on pupils' performance, encouraging pupils to think about their own learning strategies, and getting pupils to learn from each other. • To increase the level of TA support, initially for one year, but in the spirit of Achievement for All, with the emphasis on what can be sustained. • To provide focused support to ensure positive attitudes, behaviour and learning. To overcome barriers to learning. • Feedback is given to the learner and/or the teacher about the learner’s performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students’ learning. 	<ol style="list-style-type: none"> 1. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) results in optimum impact. 2. Short term checks on attainment and progress 3. Tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the support is beneficial. 4. Specifically trained teachers have nearly twice the effect on average than TA support.
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School

<p>Subsidised Breakfast Club Places and staffing</p> <p>Research +2 months</p> <ul style="list-style-type: none"> Fewer pupils achieve ARE in reading and mathematics tests and writing TA at Key Stage 2 as overall absences increases. 	<p>**** (Tracy Young and Sally Campbell)</p>	<ul style="list-style-type: none"> To improve the attendance of targeted pupils and reduce persistent lateness Attendance improves for targeted pupils by 3% To improve the attendance of targeted pupils and reduce persistent absence and lateness To extend breakfast club to KS1 & Early Year pupils 	<ol style="list-style-type: none"> Attendance monitoring (Termly) EWO referrals
<p>Homework Clubs Yr 5&6 and 3rd Space Learning</p> <p>Research +2 months</p> <ul style="list-style-type: none"> There is a relatively consistent picture that pupils in schools which give more homework perform better, although for primary age pupils the difference is small 	<p>**** (Jane Stewart and Lucy Sheppard)</p>	<ul style="list-style-type: none"> To provide qualified support in an atmosphere conducive to learning/study in order to raise standards in literacy and numeracy. To develop children's self-esteem and confidence, this will impact on all areas of learning. 	<ol style="list-style-type: none"> Pupils identified and targeted for homework club
<p>Parental involvement</p> <p>Research +3 months</p> <ul style="list-style-type: none"> Parental Involvement covers the active engagement of parents in supporting their children's learning at school. Stay and sessions ... will encourage parents to support their children to read or do mathematics. 	<p>**** (HLTAs to release Eng and maths leaders)</p>	<ul style="list-style-type: none"> Simple, practical ways that parents can support their children in ways that do not require a high level of ability Make school welcoming for parents whose own experience of school may not have been positive Provide a flexible approach to allow parental involvement to fit around their schedule 	<ol style="list-style-type: none"> Home reading shows increased parental participation in KS2 Homework tasks are supported by parents Some parents are signposted to courses held at Bath College (Somerset Campus)

School

<p>Reading comprehension strategies</p> <p>Research – EEF toolkit +5 months</p> <ul style="list-style-type: none"> As above – after becoming efficient decoders children need to learn the skills of deep comprehension 	<p>**** (TA Interventions)</p>	<ul style="list-style-type: none"> Teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves. Accelerated progress made in reading At least 75% of pupils reach the expected standard in reading across school 	<ol style="list-style-type: none"> A balanced and engaging approach is used to developing reading, which integrates both decoding and comprehension skills. Pupils are taught to use strategies for developing and monitoring their reading comprehension.
<p>Family Intervention Worker</p> <p>Research Parental Involvement +4 months</p> <ul style="list-style-type: none"> Seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community 	<p>**** (Sarah Jane Katz)</p>	<ul style="list-style-type: none"> Targeted families have received specialist support. This helps to support families in ensuring that child attends school regularly, makes positive behaviour choices at home and school and aids in supporting in everyday issues e.g. finance, housing, boundaries at home. Families aware that there is a designated person within the school that they can talk to and ask advice of, who has a presence on the playground before and after school. Parents can also drop in or set a time for meetings. Work with parents to identify and overcome barriers to their child’s learning. To promote good attendance and punctuality. Supporting the personal and social needs of vulnerable children. 	<ol style="list-style-type: none"> Parents are identified and targeted for support with FIW Increased parental support for pupils eligible for pupil premium Increased attendance rates for pupils eligible for pupil premium
<p>Residential Trips</p> <p>Research +3 months</p> <ul style="list-style-type: none"> Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months’ progress. 	<p>****</p>	<ul style="list-style-type: none"> The existing qualitative evidence is more consistent than the quantitative findings, showing that in most cases young people perceive adventure learning interventions to have had a positive impact on their lives and attitudes. Residential trips are effective because of their impact on non-cognitive skills, explicitly encouraging students to actively apply these skills in the classroom which in turn is likely to increase effectiveness. Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential. 	<ol style="list-style-type: none"> Non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes.