

## South Avenue Primary School

### Pupil Premium Action Plan 2015/2016

£167,700 (129 pupils YR - 6)



We have analysed the holistic needs of our children and their academic performance data to select targeted projects and funding for 15/16. We consulted with class teachers, the wellbeing team, Pupil Premium Governor and the middle leaders so that we could gain a strong sense of the barriers that each individual child has. We have looked to Educational Research (EEF toolkit) to give guidance on the most successful approaches and used these wherever possible. We have decided to form a working party with parents to get their views on what would engage children and drive the gap to close.

Closing the gap to the National level of non-disadvantaged children is a whole school priority for 15/16.

Objective	Actions	Impact	Spend	Dates and milestones	Quality Assurance
<b>Teaching, Learning &amp; Assessment focus</b>					
Ensure detailed regular tracking and analysis of progress, attainment, behaviour and wellbeing for pupil premium children.	<p>Provision mapping and PP tracking to work hand in hand - Provision mapping to be firmly embedded so that all additional support (academic and pastoral) is logged and assessed termly for impact - and this then informs following terms actions.</p> <p>In addition all PP children to be logged and tracked on pp spreadsheet with details of all provision including costs - prompt action to be taken to close gaps.</p> <p>HS and TW to oversee this - actions against these to form part of the working pupil progress grids.</p>	<p>PP children not making sufficient progress are identified quickly and appropriate provision put in place to Accelerate progress.</p> <p>All interventions assessed for impact every term.</p> <p>As a result, the gap between disadvantaged and non is no greater than 5 points against learning ladders.</p>	£5,000 contribution towards salary	<p>Termly data extraction from learning ladders shows PP pupils making progress in R,W and M.</p> <p>Termly PPM's ensure teachers are held to account for individual pupil progress and robust follow up is completed by members of SLT and /or WLT.</p>	<p>PPM minutes and tracking grids.</p> <p>Provision mapping showing entry and exit data.</p> <p>Well-being tracker - entry and exit data.</p>

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	<p>Progress and attainment data to be collected at the end of each term and evaluated promptly for Data meetings with governor's data monitoring group.</p> <p>Pupil progress meetings to be scheduled on a rolling cycle in which all children are discussed and actions from previous meetings are discussed for impact and evaluated.</p>				
<p>Ensure all teaching and TA provision is good or better as this will particularly accelerate progress for the most vulnerable children</p>	<p>Continue to monitor quality of teaching provision - weekly book dips.</p> <p>Lesson observations as per the schools monitoring schedule, learning environment walks and planning monitoring.</p> <p>Termly data extraction will complete the triangulation of activities.</p> <p>Provide high quality CPD to improve standards of teaching - high quality feedback is key to improving progress for pp children - ensure that whole school marking policy is consistently followed - all pp books to be thoroughly marked with appropriate next steps identified and clearly explained at least once a week for all pupils.</p> <p>TA's deployment within the classroom and in additional interventions meet the standards for the quality of</p>	<p>All teaching good or better by end of year As a result progress and attainment improves in line with end of year expectations - linked to staff performance management.</p>	<p>£4,000</p>	<p>See T &amp; L action plan for milestones for teaching.</p>	<p>Monitoring by SLT and report to governors on quality of provision.</p> <p>Monitoring of progress and attainment data</p> <p>Regular monitoring of books by T &amp; L core group helps to ensure high quality feedback is in place and is effective.</p> <p>All evidenced in T &amp; L monitoring file.</p>

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	teaching and learning - Inclusion Lead and other TA line manager to provide targeted CPD opportunities and peer observations as appropriate.				
Raise the attainment in year 6	<p>Contribution towards salary for experienced class teacher to enable class to be split according to needs for maths and literacy in year 6. These groups are not split by ability, but according to the gaps in their knowledge or application of skills in the area being studied. These groups are changed frequently and have the additional effect that children should not see themselves as 'in the bottom group' and so put ceilings on their own abilities and achievement.</p> <p>Key children identified for targeted support in groups in order to achieve their best</p> <p>Children referred to wellbeing team/SENco for additional support where needed</p>	Key children make accelerated progress across the year in order to achieve their potential (as indicated by their KS1 results)	£5,000 contribution	<p>Twice termly data extraction to show progress of all children, including PP. Discussions at twice termly PPM meeting with the year 6 team.</p> <p>End of year target: Maths: 75% of chn to achieve age expected attainment (increase of 25% from end year 5)</p> <p>Reading: 75% of chn to achieve age expected attainment (increase</p>	<p>Termly summative assessment</p> <p>LL progress and attainment analysis twice termly</p> <p>PPM notes</p> <p>Data Governor meetings Pupil Premium governor monitoring</p>
To close the gap in reading (EFF: 1:1 tuition + 5 months and oral language intervention +5 months, phonics +4 months)	<p>Employ Reading TA to be deployed by the Reading Leader - 49% of PP pupils are below age expected at end of 14/15. Key pupils targeted for daily/regular reading to an adult.</p> <p>Ordering of new resources for reading to support closing the gap for gender and to engage all pupils interests.</p> <p>CPD on assessment tools for reading for TA's and teachers - Term 1 and ongoing</p>	<p>There will be a difference between PP and non-PP of no more than 5 points on the LL rungs.</p> <p>PP children will be heard read at least 3 times a week.</p> <p>Targeted children will receive intensive input</p>	<p>£3000 for reading resources and STAR testing</p> <p>£14,000 TA</p>	<p>TA appointment by the end of term 2.</p> <p>CPD for TA's complete by the end of Term 1 so that all adults are confident in AR testing.</p> <p>Term 2 - observations by Reading Lead of reading interventions in place and the quality for these sessions - tailored CPD following this where</p>	<p>Reading Leader monitoring file.</p> <p>Termly data extraction to identify pupils on and/or off track.</p> <p>PPM minutes and actions.</p> <p>Provision mapping</p>

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	<p>targeted support for those TA's who have a large number of reading interventions outlined on provision map. - Ongoing.</p> <p>Reading Rascals lunch club established by the end of term 1 - Y5 and Y6 pupils supporting younger readers. PP children to be targeted to attend this due to possible lack of reading support at home.</p>	<p>from Reading Lead and as a result will make accelerated progress.</p>		<p>appropriate.</p>	
<p>Whole school priority - raise achievement in Maths.</p>	<p>Employ Maths TA to work on targeted interventions for key groups. 53% of PP pupils are below age expected at end of 14/15. TA to be deployed by Maths leader to work with targeted groups of children in class as well as through additional intervention</p> <p>Big Maths data tracking - first data drop end of term 1.</p> <p>100 club (to support mental recall of times tables) - PP children working at below expected targeted for this club with the expectation that all attend.</p> <p>CPD booked for term 2 on using and applying effectively in Maths - outside agency.</p> <p>Weekly book looks and termly planning monitoring will enable T &amp; L core group to follow up key actions - liaising with WLT. Governor appointed to oversee Maths as a whole school priority. Initial meeting with T &amp; L Lead Term 1. Follow up with Maths leader - term 2.</p>	<p>There will be a difference between PP and non of no more than 5 points on the LL rungs.</p> <p>PP children working below age expected for mental maths skills will demonstrate an upward progression on termly Big maths data drop.</p>	<p>£14,000 TA</p> <p>£5,000 additional resources</p> <p>£500 CPD</p>	<p>Term 2 CPD event for all teaching staff and HLTA's</p>	<p>Termly data extraction to identify pupils on and/or off track.</p> <p>Big maths termly data extraction to monitor mental maths skills.</p> <p>PPM minutes and actions.</p> <p>Provision mapping</p>

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Close the gap in writing	<p>Additional members of staff targeted to deliver: Y5 writing interventions as 73% of pp were below age expected end of 14/15.</p> <p>Y4 writing interventions as 63% of pp were below age expected at end of 1415 - DHT to support year group x3 afternoons a week to accelerate writing progress.</p> <p>Talk for writing CPD SDD Term 1 Weekly book looks and termly planning monitoring will enable T &amp; L core group to follow up key actions - liaising with WLT.</p>	<p>There will be a difference between PP and non of no more than 5 points on the LL rungs.</p> <p>All year groups planning will show evidence of the Talk for Writing approach being used - book dips will show evidence of a clear learning journey.</p>	<p>£6,000 for Y5 writing intervention teacher working from Sep - May</p> <p>£6,000 for Y4 writing intervention T1-6</p>	<p>Y4 writing intervention to begin Term 1 week 5.</p> <p>Y5 writing interventions Term 1 week 1</p>	<p>Termly data extraction to identify pupils on and/or off track.</p> <p>T &amp; L monitoring file</p> <p>PPM minutes and actions.</p> <p>Provision mapping</p>
Using and applying resources (EFF: Mastery learning +5 months and collaborative learning + 5 months)	<p>Curriculum leader and EYFS leader to raise discussion at staff meeting re: child initiated projects in KS2 and identify key resources to be purchased.</p> <p>Resources to be sourced, purchased and distributed.</p> <p>Review by curriculum leader to monitor impact of new resources - demonstrated in video/photo/written evidence for CI, homework and topic work. Monitor levels of mastery being raised</p>	<p>Levels of mastery in all areas of the curriculum to be raised. Cross curricular, impendent activities provide evidence required</p>	<p>£5,000 resources</p>	<p>Resources to be purchased in T2</p> <p>Termly review by curriculum leader - to track levels of mastery increasing through CI work</p>	<p>Data Governor meetings</p>
EYFS additional TA for targeted interventions (EFF: EYFS intervention + 5 months and phonics +4 months)	<p>Contribution towards EYFS TA so that early intervention can be put into place for key children.</p> <p>Deployed by the EYFS leader</p>	<p>Accelerated progress by PP children to enable them to reach GLD</p>	<p>£7,000</p>	<p>Termly tracking to evidence accelerated progress towards Expected level</p>	<p>Pupil Premium governor monitoring</p> <p>Data Governor meetings</p>

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Promote life experiences to deepen personal, social and emotional well-being and contribute to pupil progress. (EEF: Social & emotional learning + 4 months) which will be supported by developing an engaging and enriching curriculum.	<p>Summer &amp; Easter club</p> <p>Life experiences - linked to topic/positive role models</p> <p>Trips (day trips and residential)</p> <p>In school topic based experiences to widen life experience</p>	Pupil Premium children better motivated and progress and Attainment improved. Improved life experiences which contribute to end of year age related expectations being on track for their year group.	<p>£2,000 Easter and summer clubs</p> <p>£6,000</p> <p>£4,000</p> <p>£3,300</p>	<p>T4 Easter Holidays Summer holidays</p> <p>Life experiences are enriched; demonstrated through pupil voice, impact seen in greater engagement in a topic and improvements in imagination in creative writing</p>	<p>Progress on social and emotional learning ladders.</p> <p>Improved attendance figures.</p> <p>Topic books in monitoring.</p>
<b>Personal development, behaviour &amp; welfare focus</b>					
Well-being staff	Contribution towards salary of wellbeing staff members to drive attendance, reduce lateness and enable wellbeing intervention to be offered to those children in need.	Wellbeing tracking shows impact of the interventions	Well-being leader £20,000 FLO £5,000	Termly tracking evidences improvements in wellbeing.  T4 - LL social skills and learning skills trackers to be on stream to enable quantitative evidence	Pupil Premium governor monitoring
Parental engagement	<p>Targeted working party around key support that would be beneficial by T2</p> <p>Ongoing meetings with working party for information sharing and to maintain engagement.</p>	Key families are more engaged with the school; leading to increased working together to support their child(ren)	£500	<p>Working party formed by T2</p> <p>Report of suggestions put forward to PP team T2</p> <p>Updates to working party</p>	<p>Pupil Premium governor monitoring</p> <p>SLT/wellbeing team</p>
Project Salus (EEF: Social & emotional learning + 4 months. Behaviour interventions +4 months)	Targeted support for emotional learning to enable children to access their learning in class	Tracking by SATEDA demonstrates a positive impact in the wellbeing of the children targeted	£4,400	Termly reporting from SATEDA presented to wellbeing team	<p>Review by SLT</p> <p>Discussion at PPMs with class teachers to evidence holistic impact</p> <p>Book dips evidence improvements in work</p>
Increased counselling	Identify through Vulnerable Children register those needing regular support	Tracking by wellbeing team.	£2,400	Termly review by wellbeing team which is presented to SLT	PPM notes show that teachers are aware of

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	(weekly/monthly) plus allowing for one off sessions	Creation of social skills ladder for tracking on LL to evidence improvements			which chn are in counselling and what changes are being seen in class.  Book dips evidence more engagement
Irlens	Following initial screening assessment carried out Well-bring lead (qualified Irlens screener) and looking at progress and attainment data for key pupils.	Greater engagement by identified children, demonstrating accelerated progress and improvement in engagement	£2,000	Termly PPM  Review by wellbeing leader	Discussion at SLT  Pupil Premium governor monitoring
Tiger troop	Well-being leader and Inclusion Lead involved in identifying key pupils in liaison with class teachers and looking at red slip/detention data.	Decrease in behaviour incidents for the children involved - as evidenced through a reduction in red slips, detentions and class exits.	£1,900	End T1 review of impact of Tiger Troop Review by wellbeing team into the effectiveness and long term improvement by children taking part	SLT monitoring
To improve the diet of our pupil premium children and thus help to ensure that they are alert, attentive and ready to learn. To give opportunities for developing mastery of skills in UKS2	Quotes obtained for fruit café.  Installation of fruit café  Order supplies  Discussion with yr 5 & 6 staff regarding enterprise project  Rolling out fruit café enterprise project in UKS2 - year 5 & 6 pupils to work in Houses to run the fruit café and develop enterprise skills	Increased focus during lesson times.  Development of financial and enterprise skills in particular for upper KS2 as part of PSHE.  Development of mastery of maths skills in key areas.  LL social skills and learning skills ladders evidence improvements	£5,000	Order fruit café T2  Roll out enterprise project by the end of T2  Termly review by PE leader/curriculum leader for impact of healthy snacks and enterprise project - evidence in LL and through pupil voice	Evaluation of pupil surveys and wellbeing surveys show improved attitude to learning Reflected in improved attainment

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		for some key children			
Improve attendance and punctuality of pupil premium children	<p>Funded breakfast club - reviewed termly through well-being meetings.</p> <p>Travel support (bus passes) - targeted pupils must maintain 90% + attendance each term for funding for this to be released. Well-being leader to contact families each term.</p> <p>Child collection - FLO to support families in difficult times whether this be for behaviour/emotional support.</p>	<p>Improved whole school punctuality and attendance.</p> <p>Percentage of pp children who are late decreases by 5%</p> <p>PP children do not miss key lessons and are on track for expected progress by the end of the year against LL rungs.</p>	<p>£5,000 breakfast club</p> <p>£1656 Bus passes</p> <p>£100 Child collection</p>	<p>Some PP children form part of our persistent absentees - this figure will show a decrease by end of term 2.</p> <p>Pupils will need to achieve an average of 90% attendance by the end of each term to have breakfast club and bus passes funded.</p> <p>Termly attendance figures for key pupils will be extracted and tracked on the PP progress tracker.</p>	<p>Monitoring and evaluation by Well-being Leader and governors of attendance and Progress data.</p>
Before school club: To target the attendance, lateness, parental engagement, increase life experiences and pupil motivation and engagement, a before school club will be set up.	<p>Working group to be formed - pupil and parent voice during T2</p> <p>Pupils targeted for less than expected attendance, persistent lateness, low achievement and/or lack of engagement</p> <p>Club commences in T3</p> <p>Tracking of attendance with family prizes of tickets for County show in August for highest levels of attendance (to encourage parental engagement, for children to enjoy spending time out with their family and to broaden life experiences</p>	<p>Key children will have increased attendance and reduced lateness</p> <p>Pupil voice evidences pupil satisfaction and enjoyment</p> <p>LL tracking demonstrates improvements in progress</p> <p>PPM notes evidence greater engagement and improving work in the books</p>	£30,000	<p>Working group formed T2</p> <p>Club commences T3</p> <p>Termly tracking</p> <p>Parent voice evidenced through working group</p>	<p>Pupil Premium governor monitoring</p> <p>End of year review by PP leaders as to effectiveness of the project</p> <p>Parent voice</p>