



Pupil Premium Strategy Action Plan 2017/2018

- We have a relatively small number of pupils eligible for Pupil Premium Funding - typically being %5 or less of our school population.
- Research shows that they will typically start primary school behind their better-off classmates - and this attainment gap will increase throughout their schooling.
- We think that better use of evidence can make a real difference by helping schools spend money more effectively to improve the teaching and learning of children from low-income families.
- Our action planning has been informed by evidence from the Education Endowment Foundation; allowing us to use the most effective strategies to tackle the attainment gap between Pupil Premium pupils and their peers.

Area For Development: Pupil Premium		
<p>Links to school aims: All pupils and groups achieve in line or above national data in new tests at the end of each key stage</p> <p>Improve outcomes for higher ability pupils in all phases Vulnerable pupils tracked rigorously so they progress and achieve in line with their peers Promote SMSC and Citizenship through activities that develop understanding, tolerance and respect for others (to include Mental Health).</p>	<p>Success criteria: Pupils feel supported within the school environment. Pupils have improved self-esteem. Pupils achieve or exceed expected targets Pupils progress is at least in line with non-pupil premium pupils.</p>	<p>Evaluation: School's own data tracking RAISE online EEF dashboard shows improving outcomes for Pupil Premium. Boxall profiles. Pupils engagement in wide ranging activities, beyond the curriculum) offered in school. Mat and CAMHs referrals analysis</p>

Action	Staff Responsible	Milestones:	Research:	Cost:	Review of actions:
Positive Play intervention for 2 pupils	JP and SENCO	All year on a weekly basis	There is extensive evidence to show that social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.	A total of 1hr per week £600	
Additional EYFS support-outdoor learning and development: Support for Outdoor Learning Physical Development leading to coordination and development of fine and gross motor skills for writing	GB-Y	All year	Research shows that early years' interventions have an impact of up to five additional months' progress and disadvantaged children benefit from good-quality programmes which have a strong educational component.	1.5hrs daily over 38 weeks £4,300	

KS1 Y1 Nurture Group 2 pupils - 1 hr per week divided into 2/3 sessions	JF	Termly Review	There is a good deal of evidence to show that social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.	A total of 1hr per week £600	
KS1 Y1 Interventions Literacy, Phonics and Maths 2 pupils	JF	All Year with 5 review points	Research shows that intensive tuition in small groups is effective in closing the gap. It allows work to be more closely matched to learners' needs and greater feedback from the teacher. It also encourages more sustained engagement leading to improved attainment.	A Total of 2 hrs per week £1,200	
KS 1 Year 2 interventions Literacy and Phonics 3 pupils 1:1	JF	All year	Research shows that the personally tailored approach of individualised instruction has a positive effect for learners - digital technologies have been employed to facilitate individual activities and feedback and therefore the pace at which they make progress through the curriculum - will be more effective.	£1,800	
KS 1 Year 2 Maths - Third Space Learning	EM	5 review points		£1,134 + £400	
KS2 Year 6 Maths - Third Space Learning	EM	5 review points		£1,701 + £600	
KS2 Y6 Maths booster - HA Girls KS2 Y6 Maths booster KS 2 Y6 Reading booster KS2 Y6 Writing/EPaS booster	EM and JP-C	Spring Terms	Research shows that intensive tuition in small groups is effective in closing the gap. It allows work to be more closely matched to learners' needs and greater feedback from the teacher. It also encourages more sustained engagement leading to improved attainment.	1 hr per week for 14 weeks during the Spring Terms £2,600	
Support for Y6 residential visit x 5 pupils	GH	May 2018	Studies of adventure learning interventions consistently show positive benefits on academic learning. It has been found that, on average, pupils who participate in adventure learning make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	£1,000	
Support for enrichment/visits/activities 20 pupils including Sport and Arts	JP-C and GH	As required throughout the year	Arts participation appears to have a positive impact on academic learning. Improved outcomes have been identified in English, mathematics and science learning. There are reviews linking the benefits of participation in sport with academic benefits, although there is considerable variation in impact.	£1,000	

KS2 Year 6 fast track reading x 6 pupils	EM	11 weeks per term	There is strong evidence to show that 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.	4 hrs per week for 33 weeks £1,600	
1:1 coaching for PP pupils Y5 / Y6 - 4 pupils	EM and JP-C	Throughout the Autumn and Spring Terms		24 weeks £1,200	
Study support for Year 1 & 2 - WALT's Learning Zone Years 3 & 4 - Hub Years 5 & 6 - Blue Room	EM and JP-C	3 sessions per week all year	Research shows that intensive tuition in small groups is effective in closing the gap. It allows work to be more closely matched to learners' needs and greater feedback from the teacher. It also encourages more sustained engagement leading to improved attainment.	6 hrs per week for 36 weeks £3,600	
EM release for PP assessment etc	EM and JP-C	5 days over terms 1-5	Clear and careful tracking of attainment and progress allows resources to be deployed in the most effective way. Monitoring progress allows for in-year adjustments to be made so that identified pupils make the best possible progress.	£1,000	
Nurture support work - Behaviour support. 1 pupil	SENCO		It has been shown that behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. As the behaviours being addressed are of a low-level, disruptive nature it is felt that this will result in an improvement in academic attainment.	1 hr per week £600	
Additional social and emotional Support for Post Adoption pupils	JP-C	Daily support		5 hrs per week for 39 weeks £2,750	
Growth Mindset and meta-cognition strategies - Staff training, displays and classroom resources	J P-C	INSET and daily/termly input	Research shows that meta-cognition and self-regulation approaches have consistently high levels of impact. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.	£1100	

Total Budget (as of 1st April 2017) = £28,880

£25,080 plus £3,800 for post adopted pupils.

Total Predicted spend on the plan outlined above £28,785