

Pupil Premium action plan 2016 – 2017

Introduction

We have identified trends and planned for further action after analysing school data. We have used our in-house tracking system and our unverified SATS results. RaiseOnline data will be published in November and may inform further plans if data is significantly different. Some very **disappointing scores** in Year 6 SATS in Maths and Reading led us to scrutinise data even further and we have **teased out** the main features to be addressed. The Pupil Premium grant this year stands at £217,800, with approximately 30% of the school population on FSM (28.3 FSM, 31.5 on Ever6)

Impact

The Pupil Premium pupils who do not make expected progress are those who are members of **multiple vulnerable groups**. Deprivation is not the only factor in their educational journey, 38.5% of P.P pupils are on the SEN register. Family turbulence, in particular, is difficult to overcome in the short term. Our biggest challenge this year is to address three main issues:

- how to meet the higher expectations of the new Y2/Y6 national curriculum.
- how to meet the higher demands of government testing procedures.
- how to meet the increasing needs of SEN pupils.

We completed **thorough analysis** of Y6 test papers to see if there were gaps in knowledge. If there were it would suggest a problem with teaching. Little evidence was found to support this. In July Y6 pupils were retested with a similar paper to the May SATS test and we found there was a major issue with exam technique. The test papers' new design affected **pace and motivation** under test conditions in May and July.

The questions posed were particularly challenging to EAL pupils and children struggled with 2/3 part questioning both in Maths and Reading. We aim to reduce the impact of educational turbulence and these **'unavoidable uncertainties'**.

Trends

At Key Stage 2 we identified **Year 3** as particularly vulnerable to underachievement but a closer analysis identified a high percentage of SEN pupils. In Year 5 P.P pupils were over-represented in the group who were not on track in Writing and Maths - a 14% gap. In Y6, analysis identified a high % of SEN pupils. In Y6, analysis didn't expose any significant gap between P.P pupils and non-P.P pupils except for children who "exceeded" expectations in maths. Only 12% of pupils were in this group compared to 22% non-P.P pupils. Y6 results were depressed in general compared to previous years except in writing, which remained healthy at 74% on track. SPAG was also healthy with 76.9% of P.P. pupils reaching expected levels, compared to 58% of non-P.P pupils.

At **KS1** there was no consistent trend or gap in SATS results. Writing showed most variation with an 11% gap - with non P.P pupils in ascendancy – 79% on target or above compared with 68%

These fluctuations across year groups and subjects have multiple causes and we need to ensure that provision is precise enough to close gaps. A **constant theme** is the high demands and low achievement of SEN pupils and their percentage levels across year groups.

The percentage of children with complex needs and neurological problems is increasing. We need a **bespoke programme** that is better suited to pupils who cannot engage with classroom life. The percentage of teacher time these pupils need is very high.

In **Early Years** the outlook was all positive last year for P.P pupils. They made more steps progress than non-P.P across all 5 areas researched and all made “expected” or “expected and above” progress. Again, cohort features dominate.

Action Plan

Action Plans

We aim to continue with our recognised successful interventions and explore others which may accelerate Early Years development and progress

Key to Action Plan

% Early Years Intervention

SEN Special Educational needs

O First wave teaching and intervention

EAL English as an additional language

? Peer Tutoring

FSM Free School Meals

★ Learning to learn/self-regulation

Action Plans

Key Issues - Context	What to expect	Impact - Outcomes
<p>1. SEN ★ To compliment first wave teaching and offer effective intervention progress.</p>	<p>O The extension of the school day will increase learning opportunities and we intend to extend by removing morning playtime from the timetable. We intend to continue with teacher led homework clubs.</p> <p>A more diagnostic assessment programme for SEN pupils will better support their learning. We will embed 'BSquared' across school.</p> <ul style="list-style-type: none"> We will increase the size of the inclusion team so pupils on the autism spectrum will be better supported. We will overhaul our appraisal scheme and introduce a more efficient online system – 'Standards Tracker' which has more teachers self-evaluation exercises than the previous one. 	<p>To maintain the upward trend in KS1 in all core subjects and to improve Y6 SATS results in Maths/Reading.</p> <p>These pupils will gain more confidence, better understand their targets and be able to explain their learning. Parents will feel well informed of progress.</p> <p>Classroom life will be less disrupted and pupils will make more progress in social and communication skills.</p> <ul style="list-style-type: none"> Teacher will maintain their good strengths and improve on areas of development. Appraisers will have a clearer picture of how to support colleagues.
<p>2. % To enhance the Early Years' experience.</p>	<p>An extra Teacher will be allocated to Nursery. A pre-reading scheme will be embedded – to further develop phonics acquisition earlier. SFA to be complemented by 'Letters and Sounds.'</p>	<p>Scores will continue on an upward trend whether Early Years / Y1 Phonics.</p>

<p>3. ★ To improve the emotional health of targeted pupils and their aptitude and attitude – especially those who are members of different vulnerable groups.</p>	<p>Extension of Core Therapeutics provision will support more children with family turbulence and those children who are low level disrupters.</p>	<p>Turbulence will have less impact. Case studies will show emotional growth. Boxhill profile scores will improve.</p>
<p>4. ○ KS2 homework outcomes need to be more consistent and better monitored.</p>	<p>New work books for Maths and SPAG will improve routines and help revise learning.</p>	<p>Parents will be more understanding of school expectations. Maths/SPAG test scores will improve.</p>
<p>5. SEN To continue with speech therapy with trained professionals.</p>	<p>Anne Franklin to revise timetable to access more 'clients'.</p>	<p>Better coverage of needs. Case studies will show improvement.</p>
<p>6. ○ ★ To enhance maths provision in KS2 Upper and improve its image.</p>	<p>Appointment of maths specialist to work alongside Y5/6 and to undertake individual conferencing.</p>	<p>Maths scores will improve on last year at the end of KS2.</p>
<p>7. % ○ To monitor the attendance of vulnerable pupils and provide them with appropriate supports which will enhance their school experience.</p>	<p>We will continue with the successful 'Walking Bus' and appoint an 'Attendance Officer' to identify erratic attenders and organise appropriate conferencing support to individual learners/nursery pupils.</p>	<ul style="list-style-type: none"> • Pupil survey results will prove positive attitudes to school. • New arrivals will be better supported.

Priority Spend

Staffing

○ Teacher x 2 (AL/AA)	£55,087 per annum
○ Staff for Walking Bus 2.5 hrs weekly x £6.90 x39 x2	£2,800 per annum
○ Attendance Officer 26.5 hours weekly	£12,563 per annum
○ ? Summer School	£3,500 per annum
○ ? Easter Booster	£3,000 per annum
○ ? Homework Clubs - £35 x 18 clubs x 35 weeks	£22,050 per annum
★ Core Therapeutics (Part Subsidy)	£28,000 per annum
○ Graduate Learning Assistants (B3 x3)	£54,800 per annum
○ Speech and Language Therapist	£23,800 per annum

Resources

○ Trip Subsidy	£6,000 per annum
○ Homework work books	£1200 per annum

Training

○ Poet in Residence	£5,000 per annum
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Total spend £ 217,800

Total allocation £ 217,800

Contingency Zero