

Pupil Premium Action Plan 2016-2017

Key Issues/context	What to expect	Outcomes	Impact
<p>1. SEN To compliment first wave teaching and offer effective intervention progress.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• A more diagnostic assessment programme for SEN pupils will better support their learning. We will embed 'B Squared' across school.</li> <li>• We will increase the size of the inclusion team so pupils on the autism spectrum will be better supported.</li> </ul>	<ul style="list-style-type: none"> <li>• To maintain the upward trend in KS1 in all core subjects and to improve Y6 SATS results in Maths/Reading.</li> <li>• These pupils will gain more confidence, better understand their targets and be able to explain their learning. Parents will feel well informed of progress.</li> <li>• Classroom life will be less disrupted and pupils will make more progress in social and communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>• KS1 SATs results Reading: 51% Writing: 50% Maths: 57%. FSM – Reading: 45% Writing: 41% Maths: 55%</li> <li>• KS2 SATs results more than doubled since 2016 with 69% of children reaching expected levels of attainment in Maths. (53% PP) KS2 Reading results remained at 41% (41% PP)</li> <li>• Teachers track SEN children using B-Squared to show small steps of progress within band. This informs IEP's which are more accurate.</li> <li>• 1:1 support for 4 SEN pupils diagnosed with Autism. Nurture group programme in place with focus on physical development and</li> </ul>

	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will maintain their good strengths and improve on areas of development.</li> <li>Appraisers will have a clearer picture of how to support</li> </ul>	<p>regulation based on advice from ‘Therapy in Praxis’ (Occupational Therapist). Baseline assessment carried out by OT and mid-year. Progress was seen in all pupils with strength and self-regulation.</p> <ul style="list-style-type: none"> <li>Teachers assessed against Teaching Standards – directly related to pay progression.</li> </ul>
<p><b>2.</b> 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>GLD increased from 24% in 2016 to 32% in 2017. FSM GLD – 46% Reading – 44% in 2017 (46% FSM) compared to 29% in 2016 (29% FSM). Year 1 Phonics data was 57% in 2017.</p>
<p><b>3.</b> 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.</p>	<p>Positive feedback from teachers and observations of children showing children are more confident/more emotionally stable.</p>

<p><b>4.</b> 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>Maths KS2 results improved with 69% achieving expected level of attainment compared to 31% the previous year. SPAG results show 63% reached expected levels compared to 53% PP. There were some negative PP trends at the end of KS2 where 23% fewer PP pupils reached ARE in Maths, 9% fewer in Writing and 3% more of PP pupils reached ARE in Reading. This is a new trend that has emerged and will be closely monitored each term for strategy and impact.</p>
<p><b>5. SEN</b> 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>Intense 6 week programme from NHS SLT. Supported teacher and TA to implement programme within class.</p>
<p><b>6.</b> To enhance maths provision in KS2 Upper and improve its image.</p> <p><b>7.</b> To monitor the attendance of vulnerable pupils and provide them with appropriate</p>	<p>Appointment of maths specialist to work alongside Y5/6 and to undertake individual conferencing.</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>	<p>Maths scores will improve on last year at the end of KS2.</p> <p>Pupil survey results will prove positive attitudes to school. New arrivals will be better supported.</p>	<p>2 additional teachers for 3 days per week to support Maths teaching and 1:1 boosting. 100% of children targeted for boosting achieved expected level of attainment in KS2 Maths SATs.</p>

supports which will enhance their school experience.			
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