

Pupil Premium Action Plan 2016-17

At Team Larkfields, we aim to foster in each child a lifelong love of learning. We believe it is our responsibility to provide an environment of mutual respect and tolerance in which children not only feel secure, but enjoy themselves. Our goal is to enable them to achieve their very best in everything they do. We strive for our children to be confident global citizens who are prepared for the 21st century.

Our children Take Care of:

Ourselves

Each Other

Learning

The Environment



Our children will flex the muscles of:

Resilience

Resourcefulness

Reflectiveness

Reciprocity

What do we want to achieve for our Pupil Premium children?

Larkfields Junior School want to provide the very best provision for all our children so that they can become lifelong learners and be successful in a career of their choice. We want to ensure that the children have the correct skill set to be independent, resilient learners. We want our pupil premium children to have the same life chances as all our other children and make the same or better progress as non-pupil premium children.

Barriers to Learning

For all our children and especially some of our pupil premium children the main barrier to learning is around attitudes towards learning particularly around independence. Our pupil premium children are not very independent and have little or no resilience when it comes to learning and finding things difficult, some are not very aspirational. For some of our PP children the barrier is a lack of engagement from parents and this leads to missed opportunities for learning outside of the school.

What outcomes do we want from our Pupil Premium spending?

We need to raise the attainment and progress that pupil premium children make to ensure we are further diminishing the difference. To provide a structure for those children with behavioural needs to support self-esteem, friendship and manage emotions. To further engage parents within school life to ensure that we can broaden experiences and support learning.

| Desired Outcomes | Success Criteria (intended outcomes) | Evaluate current strategies. 2015-16 | Evaluate current strategies 2016-17 (April 2017) |
|---|---|---|---|
| Improving disadvantaged pupils attainment | To ensure that 90% pupil premium children meet ARE at the end of each year group. | 1:1 tuition was used last year with little or no impact. End of KS2 data shows only 25% made ARE in WR, RE,MA. No measures for impact were used and intervention was not monitored. | Interventions are now monitored and reviewed each half term to ensure progress is being made. Pupil Premium children are now monitored carefully to check that progress and attainment is being made as part of the appraisal process. |
| Reducing gaps | | | |
| Improving attendance | To ensure that PP children are in school and on time. | This was monitored last year. | PP children's attendance is monitored half termly and letters are sent out each half term to those children falling below 90%. The attendance policy has been updated to be clearer to parents about the consequences of children not being in school. Breakfast club aimed at PP children has been |

| | | | |
|--|--|--|---|
| | | | established and this has reduced the amount of PP children who are late to 0% in the spring term. |
| Accelerating progress | To identify using FFT data those PP who have a 60% or more chance of making accelerating progress. To target learning to support accelerated learning. | FFT data was not used last year and as a result children were not targeted. | FFT data has been used to inform teachers of progress and attainment targets. Teachers have used this to identify specific interventions and precision teaching. |
| Reducing exclusions | To have no exclusions of PP children | 1 PP child was excluded in 2015-16 | No PP children have been excluded this year. |
| Improving behaviour | To ensure that PP children can access the behaviour system and that they can self-regulate their own behaviour based on systems in school or that a system is place to allow them to make progress and supports specifics needs. | Behaviour for PP children was not specifically monitored so no data is available. 1 PP children was excluded. However many of the behaviour issues are from PP children. | Behaviour is now monitored each term and PP children are looked at as part of this. Some adjustments have been made to support PP children and this has seen an improvement in excellent behaviour and attitudes to learning. |
| Improving engagement of families | To create more opportunities for parents to engage in the school day. To use the AFA model and structured conversations to promote family engagement. | Parents are invited into school regularly including review meeting for some PP children and parents evenings. | All PP parents attended parent meetings. |
| Developing skills and personal qualities | For children to be able to identify own emotions and act accordingly. | TA worked with children on 1:1 basis with some success | Teaching assistants have accessed CPD to develop |

| | | | |
|-------------------------|---|---|---|
| | For children to have a supportive engaging environment to support life skills work. | but this has resulted in some learnt helplessness for some PP children. | more independence in lessons. As a whole school enabling items and success criteria have been introduced to support children with their own learning. The curriculum has been redesigned to improve engagement of learners. Lesson observations including those from outside agencies show an increase in independence and vastly improved attitudes to learning for all children including our PP children. |
| Extending opportunities | For children to be able to access the wide range of extra-curricular activities on offer. To see 80% of children engaged in 1 after school club | This was monitored last year. | Monitoring of PP children accessing extra-curricular activities show 75% of PP are doing so. This does not include those accessing breakfast club. Higher ability PP children have also accessed days out at the Nottingham High school and with John Lewis. |
| Improving Transition | To ensure that children in year 6 have successful transition and to develop links with the infants to | Some extra transition provision put in place for year 6. | Transition mornings have been put in place for all year groups and earlier in |

| | | | |
|------------------------|---|--|--|
| | create a stronger transition programme throughout the whole year. | | the year so teachers and pupils can start to get to know pupils in advance. Transition programmes for year 6 and year 2 are also more extensive and now in place |
| Improving destinations | N/A | | |

School Context

OFSTED Inspection March 2014 –Good

Low proportion of PP 13% school wide- small numbers of PP in each year group.

1 LAC child

PP children performed below national average and Nottinghamshire in end of KS2 2016.

Diminishing the difference

The attainment gap in end of KS2 2016 was an issue only 25% achieving RE,Wr,Maths
 PP group have some significant behaviour issues with 14% currently having 1:1 TA support
 There is a lack of clarity around PP in terms of roles and responsibilities – due to change in SLT and staff.

Funding

Amount of PP funding, number of pupils eligible and percentage of total number on role:

2014-15 £40,800 for 30 pupils representing 13% of total number on role

2015-16 £44,860 for 33 pupils representing 14% of total number on role

2016-17 £41,060 for 32 pupils representing 13 % of total number on role

The figures below are based on our Sept2016 pupil numbers. The income above is for our 15-16 pupils as Pupil Premium is received in April of each year.

Number of PP pupils in each year group 2016-17 41

Carryover of PP money for counsellor in school £8472

TA training for effective interventions £200

Total amount spent: Feb 2017 £39681(including planned carry forward)

| | Pupil Premium Number | Proportion of cohort | Funding £ | Spent on |
|--------|----------------------|----------------------|-----------|--|
| Year 3 | 13 | 18% | 15100 | Nurture group staff £1660 Nurture group resources £35 Breakfast club £146 Interventions £2795 Breakfast club planning sessions £700 TA Interventions £3170 Extra curricular Trips £317 Bridging club £242 |
| Year 4 | 8 | 13% | 10560 | Nurture group £1660 Nurture group resources £35 Breakfast club £97 Lego Therapy £120 Interventions £1720 Breakfast club Planning sessions £700 |

| | | | | | |
|--------|----|-----|-------|--|--|
| | | | | | TA interventions £1944 1:1 support and equipment £100 Extra curricular trips £317 |
| Year 5 | 11 | 18% | 15100 | | Nurture group £1660 Nurture group resources £35 Breakfast club £121 Extra-Curricular French £110 Interventions £2365 Breakfast club Planning sessions £700 TA interventions £2673 Extra Curricular trips £268 Swimming |
| Year 6 | 8 | 13% | 10560 | | 1:1 intervention and group intervention £4000 Breakfast club Planning sessions £700 Breakfast club £97 TA interventions £1944 Extra-curricular trips £195 Intervention text books £637 |

| Issue (New point) | Action | | | | Impact | | |
|---------------------------------------|---|---|-------------------------------------|--------|--|--|-----------------|
| | Actions | By whom | Line managed | Status | Intended | Actual (Evidence) | Further Actions |
| To develop the role of strategic lead | <p>JS/EP to complete pupil premium training and use NCC handbook</p> <p>JS/EP to meet half termly to discuss PP spend and where it needs to be targeted</p> <p>Agree PP monitoring timetable which links to SDP</p> <p>Update website regularly in relation to PP (use latest compliance check sheet)</p> <p>To provide regular and accurate data reports to staff and governors</p> <p>For staff to discuss PP children and actions as part of termly data meetings.</p> | <p>JS</p> <p>JS/EP</p> <p>JS</p> <p>MB</p> <p>JS</p> <p>All Staff</p> | <p></p> <p>JS</p> <p></p> <p>JS</p> | | <p>Strategic lead has a clear understanding of their role.</p> <p>Monitoring and evaluation is regular and robust with findings feeding into next stage of development</p> <p>School website is compliant and has information to support</p> <p>Attainment and progress reports enable all stakeholders to have a clear understanding of the impact of spending related to outcomes.</p> | <p>JS/EP completed PP training JS is now leading PP</p> <p>MB has Updated this</p> <p>PP data now included in HT report MB nominated as PP link governor. This is updated each term</p> <p>Done with Year 6 Done as a staff meeting and as part of appraisal meetings in March</p> | |

| | | | | | | | |
|---|--|-------------------------------|-------------------------------|--|--|---|--|
| <p>To develop Governor knowledge and understanding of Pupil Premium</p> | <p>Appoint link governor</p> <p>Link governor to be invited to attend any monitoring focused on PP</p> <p>JS to report to Governors in detail about progress of PP children linked to spending as part of HT report.</p> <p>To advise governors of any training around PP.</p> | <p>GD</p> <p>JS</p> <p>GD</p> | <p>JS</p> <p>GD</p> <p>JS</p> | | <p>Link governor is clear about role</p> <p>All governors to have a clearer knowledge and understanding around PP funding</p> <p>EP to produce a PP report for FGB in Jan and May</p> <p>Governors are holding leaders to account and asking questions related to PP</p> | <p>MB</p> <p>Nominated Learning walk with MB completed 9/3/17- see governor report</p> <p>PP spending updated in detail after request from Vice chair.</p> <p>See FGB Minutes</p> | |
|---|--|-------------------------------|-------------------------------|--|--|---|--|

| | | | | | | | |
|---|---|-----------|--|--|--|---|--|
| <p>To improve DP attitudes to learning by promoting the 4Rs</p> | <p>See BLP action plan</p> <p>To provide CPD for all staff on introducing and using BLP</p> <p>For children to actively take part in a range of specially built lessons to develop the 4Rs</p> <p>To work with Parents to develop understanding around the BLP and the language used.</p> | <p>JS</p> | | | <p>Pupil interviews to show increased confidence</p> <p>Improved attainment and progress- see data reports for more information</p> <p>For children to be able to articulate about their learning accurately knowing strengths and areas for development.</p> <p>For children to be more independent and not relying on adult support (see lesson obs and video lessons)</p> | <p>Questionnaire completed by JS</p> <p>See Eaz MAG report- Proportional analysis</p> <p>Pupil interviews completed by BM and LBU</p> <p>See teacher observations summary sheet.</p> <p>Learning walks and health check report improvements in this area.</p> | |
|---|---|-----------|--|--|--|---|--|

| | | | | | | | |
|--|---|--------------|--|--|--|--|--|
| <p>To improve the engagement of parents and carers of DP</p> | <p>To establish a system of structured conversations for parents.</p> <p>To hold open lessons for parents to see what is happening in school and lessons.</p> <p>Form a parent working party ensuring that some parents are DP parents.</p> | <p>JS/LB</p> | | | <p>For all DP parents to attend parents evening (new style with longer sessions)</p> <p>For parents to experience learning in school.</p> <p>To share the language of the 4Rs</p> <p>Parents are more actively engaged in supporting learning.</p> | <p>Attendance for parents evening was all but 1 DP parent attended autumn term Spring term all DP parents attended or were contacted. See attendance registers for Parents evening in Attendance file.</p> | |
|--|---|--------------|--|--|--|--|--|

| | | | | | | | |
|---|---|--|--|--|--|--|--|
| <p>To improve staff use of data to address the needs of underachieving DP</p> | <p>Staff to have CPD training on EAZ Mag to allow them to track DP progress and achievement.</p> <p>Half termly progress meetings to evaluate the impact of interventions and progress made.</p> <p>For staff to use data including FFT to inform planning.</p> <p>For HT to use data including FFT and Notts performance tables for aspiration target setting.</p> | <p>JS</p> <p>JS</p> <p>All Staff</p> <p>JS</p> | | | <p>All staff to understand and use DP performance information to identify underachievement.</p> <p>To identify barriers to learning.</p> <p>To evaluate the impact of interventions.</p> | <p>FFT data has been used to identify those children that may over or under achieve including DP</p> <p>See TA intervention sheets for each year group.</p> <p>Appraisal targets for all staff include for at least 50% of DP to be at ARE</p> <p>New planning documents have focus groups that could include PP children.</p> <p>Staff meeting on PP in April to be done.</p> | |
| <p>To improve the effective deployment of TAs to address the diminishing the difference agenda.</p> | <p>Provide CPD on a range of strategies to support DP children with a focus on the 4Rs</p> <p>Monitor and evaluate delivery of interventions</p> <p>To create case studies for pupil premium children.</p> | <p>LB/JS</p> | | | <p>All TAs to be delivering high quality impact driven interventions</p> <p>DPs are making progress in learning as a result of interventions</p> | <p>Training provided for TAs including CLTSA network meeting</p> | |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| <p>To Improve behaviour for all DP</p> | <p>All staff to be consistently using the Take Care Behaviour system.</p> <p>CPD for staff on specific behaviours</p> <p>Staff to adapt behaviour system to support children with specific needs.</p> <p>Staff to work with Ta's to ensure consistent behaviour strategies</p> | | | | <p>To ensure that PP children can access the behaviour system and that they can self-regulate their own behaviour based on systems in school or that a system is place to allow them to make progress and supports specific needs.</p> <p>For a reduce amount PP children to be in the behaviour log.</p> <p>For PP children to become more self regulating.</p> | <p>Behaviour log shows that out of 108 red cards recorded in the first half term 46 were pupil premium children. Of this the vast proportion was in year 4 and 6 and were identified as 6 specific children. All parents were contacted.</p> <p>Yr3-2/12 Yr4- 24/49 Year 5- 0 Year 6- 20/47 See behaviour log for further information.</p> | |
|--|--|--|--|--|--|--|--|

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | | | | | | DP pupils have attended 2 Nottingham high school days based around STEM | |
|--|--|--|--|--|--|--|--|

| | | | | | | | |
|---|---|--|--|--|--|--|--|
| <p>To provide extracurricular activities and experiences for DP</p> | <p>To monitor which children are attending which clubs.</p> <p>To actively encourage DP children to join a club.</p> <p>Premier sports to once a week run a quiet PE club for reluctant PE participants</p> <p>Some PP Children to be part of planning and designing a breakfast club – See breakfast club planning.</p> <p>To trial a breakfast club for children.</p> | <p>JS</p> <p>JS</p> <p>JS/Premier sports</p> | | | <p>For children to be able to access the wide range of extra-curricular activities on offer. To see 80% of DP children engaged in at least 1 after school club</p> <p>Art club to be offered to PP children</p> <p>To ensure PP children are at school on time and have had a healthy breakfast. To improve social skills and reading.</p> | <p>29/41 children engaging in after school clubs (71%) See register for information</p> <p>Breakfast club in planning operational as of January 2017 17 children regularly attending and homework, reading and social interaction is part of the club.</p> | |
|---|---|--|--|--|--|--|--|

| | | | | | | | |
|--|--|-----------------|--|--|---|---|--|
| Improving Transition | | Year 3 teachers | | | <p>To ensure that DP in year 6 have successful transition. Confident and happy to go to secondary school. Year 2-3 children have had a varied range of experiences within the junior school setting. To reduce the year 2 to 3 learning dip.</p> | <p>New transition plan in place for Infants to juniors- See NPqH placement school action plan.</p> | |
| <p>To improve attendance for DP children as this is lower than non FSM children.</p> | <p>To monitor attendance weekly of DP children. To encourage them to attend breakfast club. For individual rewards to be given for targeted children whose attendance is below 90% For all unauthorised absences to be fully investigated</p> | | | | <p>To improve attendance – if they are not in school they cannot learn! To have children that attend school at least 95% of the time.</p> | <p>Monitoring attendance of DP pupils weekly. Letters being sent out to all parents if attendance drops below 90% See attendance file And monitoring.</p> | |