



Ingrow Pupil Premium Action Plan 2017/18

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services.

Financial Year	Amount of PP funding	Total number of pupils on roll	Total number of pupils eligible for PP funding
April 2017-18	£246,098	391	186

Current Number of pupils eligible for the pupil premium grant (Sep 2018)

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
0	15	19	31	33	32	33	16

Attainment of pupil premium children 2017	Ingrow Primary Disadvantaged Group				National Disadvantaged Group				Ingrow Primary Non-Disadvantaged Group			
	R	W	M	C	R	W	M	C	R	W	M	C
% of children who achieved GLD in the EYFS (18)	56%				54% (2016)				76%			
% of pupil premium children who achieved the expected standard in the phonics screening. (29)	79%				70% (2016)				92%			
% of children who achieved ARE at the end of KS1 (31)	71%	58%	74%	55%	78%	70%	77%		70%	65%	74%	70%
% of children who achieved ARE at the end of KS2 (15)	87%	73%	87%	60%	72%	64%	76%	39%	71%	100%	100%	71%

Most recent external PP review -March 2015	Date of next external review - July 2018	Date of next internal review of this strategy: January 2018
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Barriers to future attainment - Internal	
1	Language and communication skills are low in EYFS. This slows progress in reading and writing in subsequent years.
2	Using and applying language skills to reading comprehension.
3	Social and emotional difficulties which in turn can have a detrimental effect on academic progress.
Barriers to future attainment - External	
4	Vulnerable families
5	Attendance and punctuality

Desired Outcomes		Success Criteria	How will it be monitored
A	Ensure that PP children achieve ARE in line with non PP children.	Progress and attainment of all pupils will show that they are closing the gap and are achieving ARE in reading, writing and maths.	Staff will monitor data in line with the assessment phases. Class teachers will continually monitor the progress of PP children and update records in line with the policy. Pupil Progress meetings are used to plan next steps. Provision will be recorded on provision maps.
B	Pupil premium pupils to develop resilience and the social/emotional and communication skills needed to allow them to become good learners.	They will form positive friendships. They will begin to control their emotions and make the right choices. They will work independently for longer periods of time.	Staff will use the Thrive assessment tool to monitor children's social emotional development. ABC trackers will be used to ensure learning time is increased.

		They will make at least good progress in reading, writing and maths.	SLT will analyse data at each assessment phase. Going for Gold monitoring by behaviour leader.
C	Improve outcomes for less able PP children.	Activities will be planned that support their next steps in learning Resources will support them to achieve the intended learning They will make at least good progress from starting points in phonics, reading, writing and maths.	The PP leader and Inclusion leader will monitor the impact of interventions in line with the assessment phases. Next steps will be planned during pupil progress meetings. Planning and book scrutiny.
D	Further improve attendance of a small group of pupil premium pupils.	Attendance of all PP pupils will be at least in line with non-pp pupils. Attendance of small group will improve further to bring individual attendance up to at least 95%	HoS and attendance officer will monitor attendance

Planned Expenditure 2016/17

Desired outcome	Chosen action/approach	Cost	Evidence/Rationale for this choice.	Monitoring arrangements How will leaders ensure it is implemented well?	Staff responsible
1. Quality of teaching					
A. Ensure that PP children achieve ARE in line with non PP children.	Further raise the standards of the quality and the consistency of work expected in each subject and year group.	£ 5,000	School data	<p>Further developing subject leadership and ensuring regular monitoring of their subject takes place including tracking skill development across school.</p> <p>Training for staff so they have secure understanding of what exs and gds looks like in Reading and English at each year group.</p> <p>Continue to develop the curriculum by evaluating what themes are working well and making changes where needed related to needs of the children and cohort.</p>	HoS and SLT
B. Pupil premium pupils to develop resilience and the social/emotional and communication skills needed to allow them to become good learners.	New teachers to use Thrive approach to build confidence and self- esteem. Children will be able to work independently for longer amounts of time resulting in increased learning behaviours and outcomes.	£1,000	<p>Pupils are identified as needing extra support in this area across the school. They are all low attaining pupils who struggle to keep up the increasing demands as they move higher up the school.</p> <p>A number of pupils in year 5 are identified as needing</p>	<p>Provide additional training for staff so they are able to confidently support identified children.</p> <p>Thrive training for year 5 staff.</p> <p>Clear measurable targets to be set and reviewed half termly.</p>	Inclusion and behaviour leaders.

			additional support in this area.	Monitor PP children achieving gold at each assessment phase.	
C. Improve outcomes for less able PP children.	Continue to develop the curriculum with a focus on reading. Staff meeting for removing the barriers to learning for PP children. Class teachers to consider and cater to the bespoke needs of these children.	£1,000	Consistent QFT is proven to ensure children make at least good progress.	Teaching and learning scrutiny to focus on pp as part of whole school monitoring. Discuss the needs of each child and next steps during Pupil progress meeting. Termly lesson observations by SLT	HoS and SLT

2. Targeted support

Desired outcome	Chosen action/approach	Cost	Rationale for this choice.	How will leaders ensure it is implemented well?	Staff responsible
A. Ensure that PP children achieve ARE in line with non PP children.	KS2 children to access reading intervention programme. (IDL) Teacher lead comprehension sessions across school in addition to whole class reading sessions. Language for thinking/ Target readers.	£4,000	IDL is a computer based learning tool that can be accessed by mixed ability groups. EEF high impact. A need to further develop reading, language and comprehension skills. Difficulties with language have an impact on reading comprehension and writing.	Train staff in language for thinking and IDL. Monitor as part of the monitoring cycle.	English and PP leaders.

<p>A. Ensure that PP children achieve ARE in line with non PP children.</p>	<p>Outdoor learning with a focus on reading to close the gap and bring attainment in line with peers and national figures.</p>	<p>GF x2 afternoons per week. Part of staffing cost.</p>	<p>School data. Engage and inspire children to want to learn.</p>	<p>Forest lead to liaise with literacy leader.</p>	<p>Forest school leader.</p>
	<p>Peer tutoring in reading for pp children in year 2 and 4.</p>	<p>£300</p>	<p>EEF - high impact and low cost.</p>	<p>Train pupils in peer tutoring</p>	<p>Year 2/4 teachers Literacy leader and PP leader.</p>
	<p>Additional teacher in year 5</p>	<p>Part of staffing cost.</p>	<p>Linked to SIP. Smaller group size in receipt of QFT which will result in at least good progress from starting point.</p>	<p>Monitoring as part of whole school cycle.</p>	<p>SLT and HoS.</p>
	<p>Daily phonics boosting for all PP children. Identified Y2 children will access boosting</p>	<p>Part of staffing cost.</p>	<p>Evaluation of this intervention has shown the PP children achieve above national expectations. This strategy is proven to work. 100% of year 2 children passed the retest</p>	<p>Identified staff will deliver phonics boosting on a daily basis. Record will be kept and monitored in line with monitoring cycle.</p>	<p>PP and Phonics leaders.</p>
	<p>Success at arithmetic for year 5 and 6.</p>	<p>£1200</p>	<p>Close the gaps in calculation and number. Key adult will deliver specific intervention programme or activity as suggested by CT.</p>	<p>Training for 1 teacher and 1 TA.</p>	<p>PP and T&L leaders.</p>
<p>▼</p>	<p>Target small groups for rapid writing in year 2 and 3</p>	<p>£400</p>	<p>Intervention impact samples show good outcomes. Close the gaps in writing and spelling. Improve outcomes.</p>	<p>X3 sessions per week.</p>	<p>CT and PP leaders.</p>

<p>A. Ensure that PP children achieve ARE in line with non PP children.</p>	<p>Morning clubs to close the gaps in reading and number skills.</p>	<p>£1000</p>	<p>Improve outcomes for disadvantaged children.</p>	<p>Class teacher to liaise with key adult delivering the activity.</p>	<p>CT and PP Leader.</p>
<p style="text-align: center;">↓</p>	<p>Selected children to receive one to one private tuition off site.</p>	<p>£2,610 Feb - May.</p>	<p>Additional QFT.</p>	<p>PP Leader will Scrutinise samples of work from Kip McGrath. A time limit will be imposed to ensure this approach is having impact. Book scrutiny will ensure skill transferal is evident in school.</p>	<p>PP Leader.</p>
<p style="text-align: center;">↓</p>	<p>Commission the Speech and Language Therapist (SLT) from the NHS.</p> <p>Key worker to work alongside the speech and language therapist.</p>	<p>Part of staffing cost.</p>	<p>Develop and extend programme throughout school to catch up those with communication difficulties.</p> <p>The external speech and language service has limited time and resources to fully meet the needs of all our children.</p> <p>Children enter the EYFS with low communication and language skills.</p>	<p>Speech and language therapist will devise the intervention and monitor every other week.</p> <p>The Speech and language TA will follow a timetable and feedback to the speech and language therapist on a regular basis. Feedback will be given to class teachers and inclusion leader and provision can be changed if needed.</p>	<p>EYFS and PP leader</p>
<p>B. Pupil premium pupils to develop resilience and the social/emotional and communication skills needed to allow them to become good learners.</p>	<p>Children are able to self -regulate and engage in learning.</p> <p>Trained staff will offer children to access individual PTUK either on a 1:1 basis or in a group.</p>	<p>Part of staffing cost.</p>	<p>A high number of children have social and emotional needs.</p> <p>Evaluation of this provision has shown that children progress socially and emotionally and go on to make at least good progress. EEF states this type of provision has an high impact on children's learning.</p>	<p>Play Therapists will create a baseline and monitor the progress of children every 12 weeks.</p> <p>Play Therapist to share the progress with SENCO and CT</p>	

<p>B. Pupil premium pupils to develop resilience and the social/emotional and communication skills needed to allow them to become good learners.</p>	<p>Offer counselling provision to vulnerable children.</p>	<p>£3,000 -</p>	<p>This group of pupils are identified as needing extra support in this area.</p>		<p>Inclusion and Behaviours leaders.</p>
<p style="text-align: center;">↓</p>	<p>Selected children to access Thrive group. This will run for 4 mornings and the children will attend in accordance with their individual needs.</p>	<p>Part of staffing cost.</p>	<p>A high proportion of children have social and emotional needs.</p> <p>Evaluation of Thrive shows children reintegrate successfully back into class and go on to make at least good progress in English, Reading and Maths.</p>	<p>The Thrive practitioner will devise SMART targets for each child.</p> <p>Inclusion leader will drop in to Thrive sessions in line with whole school monitoring.</p> <p>Monitor time and behaviour trackers. Monitor progress in Reading, English and Maths.</p> <p>An external play therapy supervisor will support next steps for the group.</p>	<p>Play therapist/Inclusion and PP leaders.</p> <p>Behaviour leader.</p>
<p style="text-align: center;">↓</p>	<p>Enable children to engage in activities they might otherwise not be able to take part in.</p> <p>Offer respite for both parents and children who may need it.</p> <p>Subsidise/pay for school trips.</p>	<p>£3,000</p>	<p>These pupils often lack the wider experiences and therefore the enrichment of the curriculum for these pupils is crucial.</p>	<p>By ensuring no pupil misses out on a trip or visit by ensuring a meeting is arranged with any parent/carer who has not signed the permission slip.</p>	<p>Trip and PP leaders.</p>
<p style="text-align: center;">↓</p>	<p>Refer children who need to access provision off site.</p>	<p>£10,000</p>	<p>Transport to off-site provision is necessary for these identified children to receive the support needed in order to access mainstream education.</p>	<p>Staff will identify children using the SEMH range descriptor- Senior Leadership to monitor use and impact on learning and provision.</p>	<p>Leader of behaviour.</p>

B. Pupil premium pupils to develop resilience and the social/emotional and communication skills needed to allow them to become good learners.	Offer a range of extra - curricular clubs.	£6,000	These pupils often lack the wider experiences and therefore the enrichment of the curriculum for these pupils is crucial.	PP leader will observe the external provider and monitor attendance. Collect pupil feedback. Feedback from teacher re engagement and enthusiasm.	PP leader.
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3. Other approaches

Desired outcome	Chosen action/approach	Cost	Rationale for this choice.	How will leaders ensure it is implemented well?	Staff responsible
D. Further improve attendance of a small group of pupil premium pupils.	Target families to invite to breakfast club.	£2,000	Continue to improve attendance and children's readiness to learn.	Monitor PP taking up offer and attendance at breakfast club. Termly monitoring of class/learning behaviours to evaluate how attendance at breakfast club impacts on learning outcomes and learning experience for the child.	HoS and PP leader.
	Family involvement worker directed to work with PP families. Provide targeted signposting for PP families.	Part of staffing cost.	PP children's attendance has improved in 2015-16 We want to build on this and continue with this strategy.	Monthly in school monitoring of attendance. Half Termly monitoring of attendance at holiday provision. Hold meetings with below 90% attenders with ESW. Reward good attendance as part of whole school initiative.	HoS, PP and attendance officer.
	Provide integrated care for PP children and families with easy access to support mechanisms. This strategy has been effective in reaching a higher proportion of families. We want	Part of staffing cost.	Local partnership Family Involvement worker to focus on attendance, offer parenting advice in order to facilitate meetings, make links with the hard to reach and ensure that the conditions for learning around the child are productive	6 weekly CAF target reviews Monitor success of CAF meetings and families who no longer need the service as CAF Objectives are met	Family liaison officer.

	to build on this and continue with this strategy.			Survey parents views of CAF's (FIW to collect parent voice)	
Total Cost		<p>£185, 249 Total for staffing</p> <p>£43,510</p> <p>Total spend £228,579</p> <p>£ 20,519 is available for contingency in response to pupil progress meetings.</p>			