

Appendix (v) **Pupil Premium Grant (PPG) 2017-2018: Proposed Actions**

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| Total number of pupils: 312 pupils April to July 2017 285 pupils from Sept 2017 | | Number of pupils eligible for PPG: 33 April to July 2017 22 from Sept 2017 | | Amount of PPG received April 2017 – March 2018 £37 240 + £4 500 LAC = £41 740 | |
| Current attainment (school/national comparison of KS2 results): | | | | | |
| Barriers to future attainment for pupils eligible for Pupil Premium | | | | | |
| In school barriers: | | | | | |
| - Behaviour issues for approximately 1/3 of pupil premium children: - Some on IBPs; some have ELSA support; some have outside agency support | | | | | |
| - Limited budget for support staff as we receive very little top up after basic per pupil entitlement | | | | | |
| - In school data shows Pupil Premium children's age related expectations are below whole school data for reading, writing and maths in Years 1,2 and 5; although it must be noted the numbers of Pupil Premium children in the year groups and school are low. | | | | | |
| External barriers: | | | | | |
| - Difficult family circumstances for approximately ½ of pupil premium pupils | | | | | |
| Desired Outcomes and how they will be measured: | | | | Success Criteria | |
| a. Continued monitoring of school behaviour policy; on-going pupil log (in red case study files) for all Pupil Premium children as a chronology of incidences/actions/support, reviewed regularly; implementation of Restorative Practice. | | | | Reduced incidents Improved behaviour for the 1/3 of PP pupils with behaviour issues leading to improved progress | |
| b. Class teachers continue to be better informed about Pupil Premium progress compared with non-Pupil Premium progress following analysis of termly data by SLT. | | | | More focused support leads to accelerated progress towards end of KS targets aimed at closing the gap between non/pupil premium pupils | |
| c. Data added to tracking system half termly and progress of Pupil Premium children following intervention analysed and amended if required. | | | | More focused support leads to accelerated progress towards end of KS targets aimed at closing the gap between non/pupil premium pupils | |
| d. KS2 interventions for maths researched and implemented following the Maths Hub resources. | | | | More focused support leads to accelerated progress in maths | |
| PLANNED EXPENDITURE | | | | | |
| 1 Quality of teaching for all | | | | | |
| Desired Outcome | Chosen action/ approach | Evidence and rationale for this choice | i) How we will ensure it is implemented well and ii) measure the impact | Staff lead | When we will review implementation |
| Continuing improvement in progress for all pupils | Removal of setting across the school. On-going training for all staff. Review of tracking data using OTrack to ensure | EEF toolkit identifies mixed ability teaching is effective for increasing attainment. | i) Regular phase meetings to moderate work and discuss levelling. Training sessions used to share good practice and moderate across the school. Middle and senior leaders to work with Ebor Academy to further develop school | English and Maths Senior Leaders | Easter 2018 |

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| | consistency across the year groups. | | action plans. ii) Pupil progress tracked and evaluated half termly by MSL; reviewed termly by MSL and SL | | |
| Further improve behaviours for learning and behaviour around the school. | Continued monitoring of behaviour management system. Introduce Restorative Practice across the school. Training on Growth Mindset | Earlier identification leads to better relationship with pupils and families; and individual needs can be addressed by behaviour interventions; ELSA/small group work; peer mentoring | i) Close monitoring and evaluation of records. Staff training on Restorative Practice and Growth Mindset. Meetings with parents/pupils/staff. ii) Reduction in number of behaviour issues for identified pupils following strategies put in place. Reduction in the number of IBPs (Individual Behaviour Plans) in use. | SENDCo | January 2018 |
| Improved progress and attainment in maths | Further develop bank of activities for 'mastery' of maths linked to the Maths Hub work. Training of all staff on Maths Hub Mastery Visits to other schools. | EEF identifies mastery learning as an effective method for developing progress/OFSTED identified the need for better problem solving opportunities for higher attainers | i) Maths lead will research/develop materials ii) Maths lead will carry out book scrutiny to ensure maths hub materials are being used consistently through school and review progress and attainment during half termly/termly PPMs to assess impact | Maths lead | January 2018 |
| Total budgeted cost | | | | Resources £2 000 Staff release SENCo ½ DPW £5 600 Staff training £3 000 | |

2 Targeted support

| Desired Outcome | Chosen action/ approach | Evidence and rationale for this choice | i) How we will ensure it is implemented well and ii) measure the impact | Staff lead | When we will review implementation |
|---|--|--|---|---------------------------------|------------------------------------|
| Progress and attainment of Year 6 pupils (with key focus on PP children) inline/above progress of National data for Reading/Writing/Maths | TA intervention support for English and Maths and SEBD | EEF toolkit identifies small group interventions with highly qualified staff have been shown to be effective | i) Timetabling of TA support available to maximise use of TA time; additional TA to support identified groups in year 6 during lessons in the morning ii) tracking of data following half termly/termly review of progress, plus assessment of success of interventions; use OTrack Venn Diagram of data for clear identification of pupils on track to achieve in R/W/M | SENCo/ Middle leaders/SLT | January 2018 |

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| Progress and attainment of PP children inline/above progress of all for maths | Research and implement KS2 maths interventions | EEF family of schools database shows 5 year trend for maths progress for PP is our biggest gap | i) Monitored implementation; staff training on Maths Hub, OTrack analysis ii) continued collection of data half termly/provision map evaluations | Maths lead/ SENCo/ middle leaders/SLT | January 2018 |
| Improved progress and attainment in maths for PP children bringing them in line with non PP | Training for teachers and TAs following the Maths Hub Mastery skills. | EEF toolkit identifies small group tuition as effective progress method | i) performance management termly meetings/reviews for TAs; TA specific training; observations ii) Monitored implementation and data reviewed half termly | Maths lead/ SENCo/ middle leaders/SLT | March 2018 |
| Total budgeted cost | | | | TA costs: 5 hrs S&L £2 300 5 hrs ELSA £2 330 57 hrs intervention £26 000 | |
| 3 Other approaches | | | | | |
| Desired Outcome | Chosen action/ approach | Evidence and rationale for this choice | i) How we will ensure it is implemented well and ii) measure the impact | Staff lead | When we will review implementation |
| Class teachers use analysis of PP progress data to better target support | Further staff training on O'track analysis tools Moderation of marking and assessing between staff in the same year groups and year groups either side to ensure consistency | Analysis of progress and attainment following intervention leads to better planning for individual's needs | i) Whole staff meetings to agree on which tracking documents to use and discuss analysis of pupils' work and levelling. ii) Phase leader half termly review of progress of PP children on intervention Termly PPMs | All staff | November 2017 December 2017 |
| To meet the targets set for LAC at their PEP meetings | Use LAC funding in line with PEP recommendations | | i) PEP review meetings with Social workers, carers ii) review of targets set with social workers and carers using progress and attainment data to support judgements | SENDCo/ Pupil premium champion | March 2018 |
| All PP children given opportunity to attend residential visit for SEBD development | Support parents/carers of PP children in meeting the costs of educational visits | EEF outdoor adventure learning – progress for learning | i) Review of application for support ii) Review of attendance and participation by specific children | Head Teacher | March 2018 |
| Total budgeted cost | | | | LAC funding £4 500 £1 000 visit subsidy | |
| 1 + 2 + 3 Total | | | | £46 730 | |