

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

<b>Total number of pupils:</b> 285 pupils April to July 2018 283 pupils from Sept 2018	<b>Number of pupils eligible for PPG:</b> 22 April to July 2018 35 from Sept 2018	<b>Amount of PPG received</b> April 2018 – March 2019 £39,600 + £ 5,400 LAC = £45,000
<b>Current attainment (school/national comparison of KS2 results):</b>		
Achievement of expected levels at the end of 2017-2018 for Disadvantaged Pupils in South Cave (SC) compared to Local Authority (LA) data of disadvantaged pupils: Reading - 83% achieved expected levels in SC, compared to LA 62% Writing - 83% achieved expected levels in SC, compared to LA 64% Maths - 83% achieved expected levels in SC, compared to LA 62% R+W+M - 83% achieved expected levels in SC, compared to LA 47%		
Achievement of expected levels at the end of 2017-2018 for All Pupils in South Cave (SC) compared to Local Authority (LA) data of all pupils: Reading - 75% achieved expected levels in SC, compared to LA 76% Writing - 80% achieved expected levels in SC, compared to LA 78% Maths - 78% achieved expected levels in SC, compared to LA 76% R+W+M - 65% achieved expected levels in SC, compared to LA 63%		
<b>Barriers to future attainment for pupils eligible for Pupil Premium</b>		
<b>In school barriers:</b>		
- SEBD issues for approximately 1/3 of pupil premium children: - One on an IBP; 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 date for reading in Years 2, 3, 4 and 5; writing in Years 3, 4 and 5; and maths in Years 3,4,5 and 6; although it must be noted the numbers of Pupil Premium children in the year groups and school are low.		
<b>External barriers:</b>		
- Difficult family circumstances for approximately ½ of pupil premium pupils		
<b>Desired Outcomes and how they will be measured:</b>		<b>Success Criteria</b>
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 support and relevant actions, reviewed regularly; implementation of Restorative Practice.		Continued reduction of behaviour incidents Increase in the emotional well-being of all PP pupils
b. Class teachers continue to use information about Pupil Premium progress compared with non-Pupil Premium progress following analysis of termly data by SLT.		Continued focused support leading 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.		Continued focused support leading to accelerated progress towards end of KS targets aimed at closing the gap between non/pupil premium pupils

d. Whole school interventions using active maths and English				Improvement in results due to active participation	
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	On-going training for all staff. Review of tracking data using OTrack to ensure consistency across the year groups (in particular years 3 and 5) QLA summative assessment to inform planning and intervention	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 staff to further develop school action plans. ii) Pupil progress tracked and evaluated half termly by middle leaders; reviewed termly by middle leaders and Senior Leadership Team	English and Maths Senior Leaders	Dec Mar July
Further improve behaviours for learning and behaviour around the school.	Continued monitoring of behaviour management system. Further develop Restorative Practice across the school. Training on Growth Mindset/ Calmaclass/	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, Growth Mindset and Calmaclass. Meetings with parents/pupils/staff. ii) Continued reduction in number of behaviour issues following strategies put in place. Maintain the low numbers of IBPs (Individual Behaviour Plans) in place.	SENDCo	Dec Mar July
Improved progress and attainment in English and maths	Continue with in school support and training in Mastery Maths, Talk For Writing and Restorative Practice to ensure consistency across the school. Monitoring by middle leaders: including learning walks, book scrutiny, pupil voice and observations Targeted support in English and Maths classes	EEF identifies mastery learning as an effective method for developing progress/OFSTED identified the need for better problem solving opportunities for higher attainers	i) evaluated Middle leaders' action plans; PPMs ii) data analysis; discussion of the impact of the monitoring plan in monthly leadership meetings	middle leaders	Dec Mar July

<b>Total budgeted cost</b>	Cover supervisor 3 ½ days £5,659 Staff training of Talk for Writing and Growth Mindset £2 000 TA hours for interventions £53,809 Total = £61,468
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<b>2 Targeted support</b>					
<b>Desired Outcome</b>	<b>Chosen action/ approach</b>	<b>Evidence and rationale for this choice</b>	<b>i) How we will ensure it is implemented well and ii) measure the impact</b>	<b>Staff lead</b>	<b>When we will review implementation</b>
Improve confidence, self-esteem and social skills for identified PP pupils.	Elevate - play based programme Restorative Practice Peer Mediation CalmaClass SEAL/ELSA	EEF toolkit identifies secure emotional literacy improves the mindset for learning.	i) Observations; pupil voice; staff records of work carried out. Monitoring and recording of training. Behaviour records. ii) Baseline assessment followed up by end of year/sessions assessment.	SENDCo/ Middle leaders/SLT	Oct Dec Feb Mar May July
Accelerated progress of PP pupils in: Reading in years 2, 4, 5 and 6 Writing in years 3, 4 and 6 Maths in years 3, 4 and 6	In class support for identified pupils On-going training for all staff in mastery maths and talk for writing Further interventions when needed.	EEF toolkit identifies small group tuition as effective progress method	i) Staff training on Maths mastery and talk for writing; PPMs; observations; monitoring by middle leaders ii) continued collection of data half termly/provision map evaluations	SENDCo/ middle leaders/SLT	Oct Dec Feb Mar May July
Improved outcomes for PP pupils using active maths and English interventions	Training for TAs Bank of resources	EEF toolkit identifies small group tuition and sports participation as effective progress methods	i) performance management termly meetings/reviews for TAs; TA specific training; observations ii) Monitored implementation and data reviewed half termly; data tracking; PPMs	SENDCo/ middle leaders/SLT	Oct Dec Feb Mar May July
<b>Total budgeted cost</b>				TA costs: 5 £31,255 2 ½ hrs ELSA £2 330 SENDCo 1 x am and 1 x pm per week £ 11,200 Total = £44,785	
<b>3 Other approaches</b>					
<b>Desired Outcome</b>	<b>Chosen action/</b>	<b>Evidence and rationale for this</b>	<b>i) How we will ensure it is implemented</b>	<b>Staff lead</b>	<b>When we will review implementation</b>

	<b>approach</b>	<b>choice</b>	<b>well and ii) measure the impact</b>		
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	LAC meetings
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	
<b>Total budgeted cost</b>					LAC funding £5,400 £1 000 visit subsidy Total = £6, 400
<b>1 + 2 + 3 Total</b>					<b>£112,653</b>