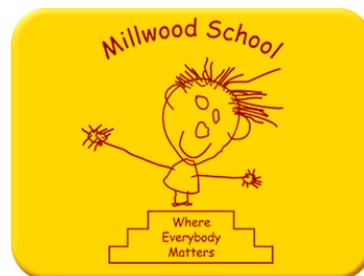


# MILLWOOD SCHOOL, BURY – ACTION PLAN

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SUBJECT OR AREA: PUPIL PREMIUM – ENGLISH AND MATHS

NAME OF TLR LEADER OF PERSON RESPONSIBLE FOR ACTION PLAN

NATALIE PARKES-THOMPSON

START DATE	END DATE	OVERALL JUDGEMENT	OUTSTANDING	GOOD
Sept 2017	July 2018		REQUIRES IMPROVEMENT	INADEQUATE

## MILLWOOD SCHOOL, BURY – ACTION PLAN

<b>Starting point</b>	Solar training.
<b>ACTION 1</b>	<b>To use SOLAR to add evidence, track and monitor the progress of all PPG children in 2017/18.</b>
<b>Impact</b>	<p><b>To decrease the amount of disadvantaged children who are not making expected progress in English and Maths.</b></p> <p><b>To further increase the amount of disadvantaged children making expected progress in English and Maths.</b></p> <p><b>To narrow the gap between PPG children and non-PPG children.</b></p>
<b>Resources</b>	Solar Class Teams
<b>Timescale</b>	July 2018
<b>Success criteria</b>	Data added to Solar on a weekly basis.
<b>Evidence</b>	Solar half-termly reports 2017/18 data
<p><b>EVALUATION AND REVIEW</b> Post it notes from each session were added as evidence to Solar. This made it easier to share progress with class teams.</p> <p><b>What are the next steps?</b> To continue to use Solar to track and monitor PPG children.</p>	
<b>Starting point</b>	PPG children performed less well in Maths compared to non-PPG children.

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<b>ACTION 2</b>	<b>To ensure that at least 95% of PPG children make more progress in Maths this year compared to 2016/17.</b>
<b>Impact</b>	<p><b>To decrease the amount of disadvantaged children who are not making expected progress in Maths.</b></p> <p><b>To further increase the amount of disadvantaged children making expected progress in Maths.</b></p> <p><b>To narrow the gap between PPG children and non-PPG children.</b></p>
<b>Resources</b>	<p>Time</p> <p>Maths Planning</p> <p>Maths Interventions every half term</p> <p>Maths TLR</p>
<b>Timescale</b>	July 2018
<b>Success criteria</b>	Solar data shows that 95% of PPG children have met their targets in Maths.
<b>Evidence</b>	<p>Maths Planning</p> <p>Maths Interventions every half term</p> <p>Solar reports on Maths every half term</p>
<p><b>EVALUATION AND REVIEW</b></p> <p><b>A change of assessment tool makes comparison difficult.</b></p> <p><b><u>Maths – Number</u></b></p>	

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24% of PPG children were below target in this aspect of Maths. 55% were on target and 21% exceeded their number targets this year.

In National Curriculum Number, 20% children failed to meet their targets. At this level, Number expectations are challenging and our children don't always have the breadth of knowledge needed to achieve some of these targets compared to their mainstream peers. Other factors can impact on teaching time, for example: Speech Therapy, Physiotherapy, Occupational Therapy, Sensory Diet, Rebound, Swimming etc. This trend is the same for non-PPG children.

### **Maths – Using and Applying**

Using and Applying was a PPG focus this year. 12% of PPG children were below target in this aspect of Maths. 65% were on target and 24% exceeded their Using and Applying targets this year.

In National Curriculum Using and Applying, all PPG children met or exceeded their Solar targets.

### **Maths – S,S,M**

18% of PPG children working within the P-Scales were below target in this aspect of Maths. However, all the PPG children working within the National Curriculum met or exceeded exceeded their geometry targets this year. Progress in this area of Maths is reliant on using and understanding a variety of complex vocabulary. Many children working in the lower p-scales find the language demands challenging.

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<b>What are the next steps?</b>	
Maths Language Interventions focussing on SSM and Using and Applying	
<b>Starting point</b>	More PPG children exceeded their targets in Reading compared to Writing this year. More PPG children failed to meet expected targets in Writing than Reading.
<b>ACTION 3</b>	<b>To ensure that at least 95% of PPG children make more progress in Writing this year compared to 2016/17.</b>
<b>Impact</b>	<p><b>To decrease the amount of disadvantaged children who are not making expected progress in Writing.</b></p> <p><b>To further increase the amount of disadvantaged children making expected progress in Writing.</b></p> <p><b>To narrow the gap between PPG children and non-PPG children.</b></p>
<b>Resources</b>	<p>Time</p> <p>Time</p> <p>Writing Planning</p> <p>Writing Interventions every half term</p>
<b>Timescale</b>	July 2018
<b>Success criteria</b>	Solar data shows an increase in PPG children making expected progress in Writing.
<b>Evidence</b>	<p>Writing Planning</p> <p>Writing Interventions every half term</p>

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	Solar reports on Writing every half term
<p><b>EVALUATION AND REVIEW</b></p> <p>Writing was a focus of the School Improvement Plan and teacher appraisals this year which may have contributed to a raise in the PPG Writing results. Only 6% of pupils were below target, 44% met their targets and 50% exceeded their Writing targets in 2017/18.</p> <p>In National Curriculum Writing, all children met or exceeded their targets in Handwriting, Composition and Vocabulary. More children (25%) failed to meet their targets in Spelling. At this level, Writing expectations are challenging and our children don't always have the breadth of knowledge needed to achieve some of these Writing targets compared to their mainstream peers. Other factors can impact on teaching time, for example: Speech Therapy, Physiotherapy, Occupational Therapy, Sensory Diet, Rebound, Swimming etc. This trend is the same for non-PPG children.</p> <p><b>What are the next steps?</b></p> <p>Spelling and link to Read Write INC</p>	
<b>Starting point</b>	In, the EYFS rate of progress for children in Literacy slows down at 30-50 months and beyond.
<b>ACTION 4</b>	<b>To identify Gifted and Talented PPG Early Years pupils by half term and provide interventions and support to challenge these learners in Reading and Writing.</b>
<b>Impact</b>	<b>To increase the amount of children in EYFS achieving Literacy targets from 30-50 months and beyond.</b>
<b>Resources</b>	Time to identify Gifted and Talented learners – JH/Early years staff; Read Write Inc

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	<p>Pupil Premium staff</p> <p>Time for interventions</p> <p>Time to observe these children</p>
<b>Timescale</b>	<p>October 2017 to identify the children</p> <p>July 2018 for Interventions</p>
<b>Success criteria</b>	<p>Solar data shows an increase in children achieving 30-50 month targets</p>
<b>Evidence</b>	<p>IAT and Solar data</p> <p>Pupil Premium planning</p> <p>Record of interventions and support</p> <p>Read Write Inc planning</p> <p>Photos and examples of work.</p>
<p><b>EVALUATION AND REVIEW</b></p> <p>This was done in class by each individual teacher. PPG lead was on maternity leave.</p> <p><b>What are the next steps?</b></p> <p>Continue to next year</p>	
<b>Starting point</b>	<p>To reduce barriers to learning by using out-of- school services.</p>
<b>ACTION 5</b>	<p><b>To arrange for Oily Cart to run sensory workshops for PPG children with PMLD and ASC.</b></p>
<b>Impact</b>	<p><b>To remove potential barriers to learning.</b></p> <p><b>To ensure that disadvantaged children are ready to learn.</b></p>

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	<p><b>To narrow the gap between disadvantaged children and non-disadvantaged children.</b></p> <p><b>To broaden the experiences of PMLD and ASC children.</b></p>
<b>Resources</b>	<p>Theatre</p> <p>£3000</p> <p>Premises team</p> <p>Class teams</p>
<b>Timescale</b>	September 2018
<b>Success criteria</b>	Children’s enjoyment.
<b>Evidence</b>	<p>Photos</p> <p>Solar evidence</p>
<p><b>EVALUATION AND REVIEW</b></p> <p>Oily Cart was a huge success for the children that took part as it broadened their experiences and reduced challenging behaviour.</p> <p><b>What are the next steps?</b></p> <p>Continue using out of school services</p>	
<b>Starting point</b>	To reduce barriers to learning by using out-of- school services.
<b>ACTION 6</b>	<b>To arrange for Twinkleboost to run weekly story sessions for groups of 6 PPG children.</b>
<b>Impact</b>	<b>To remove potential barriers to learning.</b>

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	<p><b>To ensure that disadvantaged pupils are ready to learn.</b></p> <p><b>To narrow the gap between disadvantaged children and non-disadvantaged children in English.</b></p> <p><b>To broaden the experiences of PPG children.</b></p>
<b>Resources</b>	<p>Class teams</p> <p>JB/NPT</p> <p>Planning</p> <p>Light Room</p> <p>Twinkleboost</p>
<b>Timescale</b>	September 2018
<b>Success criteria</b>	Children’s enjoyment and progress over time
<b>Evidence</b>	<p>Half termly before and after data</p> <p>Photos</p> <p>Planning</p> <p>Solar reports – half termly</p>
<p><b>EVALUATION AND REVIEW</b></p> <p>.Twinkleboost sessions run weekly for targeted children.</p> <p><b>What are the next steps?</b></p> <p>Continue this year if the budget allows.</p>	
<b>Starting point</b>	To reduce barriers to learning by using out-of- school services.

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<b>ACTION 7</b>	<b>To organize for DIY Theatre to work with a group of PPG PMLD pupils on a project.</b>
<b>Impact</b>	<p><b>To further increase the amount of disadvantaged PMLD children making expected progress across the curriculum.</b></p> <p><b>To remove potential barriers to learning.</b></p> <p><b>To ensure that disadvantaged pupils are ready to learn.</b></p> <p><b>To broaden the sensory experiences of PPG children.</b></p>
<b>Resources</b>	<p>Time</p> <p>Pupil Premium funding</p> <p>DIY Theatre</p> <p>Planning</p>
<b>Timescale</b>	May 2018
<b>Success criteria</b>	
<b>Evidence</b>	<p>Before and after data</p> <p>Photos</p> <p>Planning</p> <p>Solar reports</p> <p>Staff Feedback</p> <p>Video</p>
<p><b>EVALUATION AND REVIEW</b></p> <p>This couldn't happen this year as the PPG lead was on maternity leave.</p> <p><b>What are the next steps?</b></p>	

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Continue using out of school services	
<b>Starting point</b>	To use ICT and out of school services to challenge Gifted and Talented boys
<b>ACTION 8</b>	<b>To organise for Technola Education to run weekly ICT-based sessions for 2 groups of Gifted and Talented PPG boys.</b>
<b>Impact</b>	<p><b>To remove potential barriers to learning by using ICT.</b></p> <p><b>To narrow the gap between disadvantaged children and non-disadvantaged children in Spoken Language, Maths and Computing.</b></p> <p><b>To broaden the experiences of PPG children.</b></p> <p><b>To ensure more PPG children exceed their targets in Maths this year.</b></p>
<b>Resources</b>	Technola – planning plus equipment PPG Time
<b>Timescale</b>	December 2017
<b>Success criteria</b>	Solar data shows an increase in boys making expected progress in Maths, Computing and Spoken Language
<b>Evidence</b>	Before and after data Photos Planning Solar reports Staff Feedback Video

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<b>EVALUATION AND REVIEW</b>	
Technola ran throughout the year and was a huge success as the groups challenged the boys and reduced challenging behaviour which allowed them to make progress. The sessions were well planned and well resourced. There was a slight increase in boys meeting their targets in Maths, Spoken Language and Computing.	
<b>What are the next steps?</b>	
Continue using out of school services for PPG children	
<b>Starting point</b>	To remove barriers to learning
<b>ACTION 9</b>	<b>To purchase new resources to meet the needs of disadvantaged children.</b>
<b>Impact</b>	<b>To remove potential barriers to learning.</b>  <b>To narrow the gap between disadvantaged children and non-disadvantaged children in English and Maths.</b>
<b>Resources</b>	Time Pupil Premium funding New Resources
<b>Timescale</b>	July 2018
<b>Success criteria</b>	Solar data shows an increase in PPG children meeting their targets.
<b>Evidence</b>	Solar data Invoices Planning using new resources
<b>EVALUATION AND REVIEW</b>	

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Resources purchased and used by individual pupils to make progress in English and Maths. See GB report for Maths and English data.	
<b>What are the next steps?</b> Continue if budget allows	
<b>Starting point</b>	Current Pupil Premium Teacher going on Maternity Leave in Autumn 2017
<b>ACTION 10</b>	<b>To successfully handover Pupil Premium to a new Pupil Premium Lead (Maternity Cover)</b>
<b>Impact</b>	<b>To continue the current PPG work and action plan.</b>  <b>To ensure that all PPG pupils continue to receive additional support.</b>  <b>To report on PPG progress on a termly basis.</b>  <b>To narrow the gap between disadvantaged children and non-disadvantaged children in English and Maths.</b>
<b>Resources</b>	Time for handover Planning
<b>Timescale</b>	Autumn 2017
<b>Success criteria</b>	For current PPG work and action plan to continue.
<b>Evidence</b>	A successful handover
<b>EVALUATION AND REVIEW</b>	

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The teacher initially employed to cover maternity leave left the school. An experienced HLTA was then appointed to the role and continued to work on this action plan. There was a high level of absence amongst pupil premium staff this year which will have impacted on learning.

**What are the next steps?**

New PPG teacher.