

DD4D Action Plan To be completed by the school's Disadvantage Champion, in conjunction with Local Authority representatives

ASPIRE

To raise the attainment of disadvantaged pupils



Diminishing Differences for Disadvantaged Pupils: [School Name] Review

Action Plan

Section 1 – Identifying Barriers to Learning

Use this section of the Action Plan document to investigate the barriers to learning and subsequent needs of individual PPG eligible students, small sub-groups of PPG eligible students or the whole PP cohort. It is not anticipated that all sub-sections will be completed – this will be dependent upon the disadvantage profile of the school – however research suggests that schools with the most success at the raising attainment of disadvantaged students work at individual student level. Therefore drilling down as deep as possible is encouraged. Certainly, schools with small numbers of PPG eligible students should be working at individual student level.

1.1: Individuals

Student Name	Profile Portrait	Barriers to Learning (including how these have been identified)	Where did the gap first appear? How has this affected progress?	Needs (including how to close the initial gap and how to bring student into line with own ability)

1.2: Sub-group

Sub-group Name	Profile Portrait	Barriers to Learning (including how these have been identified)	Where did the gap first appear? How has this affected progress?	Needs (including how to close the initial gap and how to bring students into line with own ability)

1.3: Whole cohort/large group

Group Name	Profile Portrait	Barriers to Learning (including how these have been identified)	Where did the gap first appear? How has this affected progress?	Needs (including how to close the initial gap and how to bring students into line with own ability)
<p>Poor attendance and persistently absent</p> <p>Poor punctuality</p>	<p>The attendance of PP eligible pupils is lower than non PP eligible pupils in most year groups. Persistent absence is higher in PP eligible pupils than in non PP eligible pupils.</p> <p>Many PP eligible pupils have more late marks compared with non PP eligible pupils.</p>	<p>Lack of parental involvement/support</p> <p>Parents are unaware of the needs and importance of their children being in school and on time everyday. Build 'child pressure' and ensure children want to come to school and be on time.</p>	<p>Children who are not in school cannot be taught and the gap widens.</p> <p>Children who are late to school miss learning and disrupt lessons for others.</p> <p>Particular children miss the same lesson everyday which is impacting on learning.</p>	<p>Rewards and incentives to get them into school and on time.</p> <p>Consider walking bus and whether it would support families of PP eligible pupils.</p> <p>Parents and children need to be more aware of the importance of attending everyday and being on time.</p>
<p>Lack of parental support and engagement with school and their child's learning</p>	<p>High proportion of PP children whose parents rarely engage with school and/or their child's learning.</p> <p>Marked difference in the uptake of PP in KS1 compared to KS2. Offer an incentive for filling in of forms e.g. raffle tickets for food hampers.</p> <p>Benefits of being in receipt of PP funding is not thoroughly discussed with parents on entry to school and is currently not discussed at cluster feeder meetings.</p>	<p>Fewer PP eligible pupils parents attending events in school – workshops, parents evening etc.</p> <p>Fewer PP eligible pupils being supported in their learning at home e.g. completion of homework, reading, projects etc.</p> <p>Parental personal experiences or academic abilities prohibit the support they can offer their children.</p>	<p>Parents often unable to support children in their learning due to lack of knowledge about new strategies used for teaching different curriculum areas or lack of personal knowledge</p>	<p>Provide support for PP eligible families including helping them to develop their own academic skills and abilities in order for them to support their children with their learning.</p> <p>Develop parents' confidence in approaching school.</p>

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<p>Poorer performing pupils against other NPP eligible pupils</p>	<p>PP eligible pupils on entry to school have lower language and literacy skills compared to non PP children.</p> <p>Many PP eligible pupils throughout school attain less well than NPP eligible pupils.</p> <p>PP eligible pupils often do not submit homework or submit homework of a lower standard.</p>	<p>Lower language and literacy skills.</p> <p>Less access to quality resources for reading, writing and maths.</p> <p>Lack of quiet space to study at home and less support from parents.</p>	<p>Children with lower literacy and language skills find it harder to access the curriculum and articulate their needs and ideas. This impacts on all areas of learning.</p>	<p>Provide high quality research based interventions in school.</p> <p>Ensure children have access to high quality resources at home and in school.</p> <p>Provide a quiet space to complete homework/project work in school.</p> <p>Work with families to develop understanding of language and print rich environment especially in EY.</p> <p>Develop parents' perceptions of the importance of having a language and rich print environment and provide resources and direction with this e.g. children's centre information, story sacks/book loans library.</p>
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Section 2 – Action Plan

Use this section of the Action Plan document to consider what the school now needs to do to maximise the outcomes of Pupil Premium eligible students. Consider the School Self-Evaluation undertaken within Phase 1 (including the current data context analysed within sections 1 & 3 and the effectiveness of current provision investigated within sections 2 & 4 of the document) and the findings from the Phase 2 Diagnostic Review Visit to identify where gaps in provision lie and the focus of the project. Take an evidence-based approach to improvement using sources such as the East Riding's ASPIRE document, the Sutton Trust and the Education Endowment Fund Toolkit to develop a clear rationale as to why your chosen actions agreed have been selected.

Raising the profile of disadvantage within the school						
Desired outcome	Success Criteria	Chosen action / approaches	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>All staff know who their PP eligible pupils are, what their individual barriers to learning are and how these can be addressed.</p>	<p>Use of blue stickers is embedded across all classrooms in KS1&2.</p> <p>By the end of October 2018 all PP eligible pupils will have a one page individual pupil profile in place (completed by class teacher).</p> <p>Individual pupil profiles all include specific barriers to learning and by end of December 2018 they will include</p>	<p>CPD for all staff to focus on the DD4D project and the rationale for its implementation.</p> <p>Barriers to learning CPD to be delivered.</p> <p>One page individual pupil profiles to be created and compiled on Google Drive and in year group folders.</p> <p>Brief update on PP eligible pupils at weekly SLT and briefings – from myself or</p>	<p>Discussions with some staff, as part of the analytical phrase, identified a misunderstanding between barriers to learning and a learning need.</p> <p>Staff need to be clear on pupils' barriers in order for them to be addressed and for the gaps to be diminished.</p> <p>The profile of</p>	<p>Designated time for staff training summer term 1 and 2 2018 for teachers and TAs.</p> <p>Shared vision within SLT as why we need to raise the profile and how we are going to do it.</p> <p>Barriers to learning identified by teachers on one page individual</p>	<p>ZN</p> <p>Working party</p> <p>(JR, ES, VC, KR, CK to name a few.)</p>	<p>End of autumn term 1 (October 2018) then every ½ term thereafter.</p>

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	<p>strategies to overcome these barriers.</p> <p>All observations & learning walks include a clear focus on disadvantage</p> <p>All PPM will include a specific focus on all PP eligible pupils</p>	<p>others.</p> <p>Pupil voice interviews to be conducted with all PP eligible pupils, priority for summer term 2018 will be Y2 & 6, priority for Autumn term 2018 will be all other year groups. These will feed into one page individual pupil profiles and contribute to the provision provided for individuals.</p> <p>Designate time within year group meeting/PPA time to explore pupil voice findings and in-cohort data to identify additional barriers or provision</p> <p>Development of a Google Drive folder with suggestions/research into overcoming individual barriers to learning. ZN to upload all DD4D information, all DC network meeting/conference presentations and any other relevant information by September 2018. Other staff</p>	<p>disadvantaged pupils needs raising as a matter of urgency</p>	<p>pupil profiles and PP registers.</p> <p>Regular discussions in SLT meetings following TLT/PPM– what has been noted about PP children, how are they performing compared to others.</p>		
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		to be made aware they can add to this folder as a way of sharing good practice in September 2018.				
Addressing whole school barriers to learning: Attendance & Punctuality						
Desired outcome	Success Criteria	Chosen action / approaches	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance of PP-eligible pupils is at national levels Improved punctuality of PP eligible pupils	Attendance for PP-eligible pupils is at least 95% during the summer term 2017-18. Attendance of PP eligible pupils is above 95% in academic year 2018-19 Percentage of late marks for PP-eligible pupils decreases by 20% in the summer term when compared to Spring 2017-18. Punctuality of PP eligible pupils is the same if not higher than	Letter to be sent to all parents by 23.3.2018 informing them of attendance & punctuality focus. Use of text messaging/Twitter to inform parents of weekly attendance. Regular text/twitter reminders about attendance and punctuality focus – once per week. [Ensure parents are aware of the twitter feed (reminder on each newsletter) and that they are following the school. Ask CS/BL/MH/PB/EM to lead	The attendance of PP eligible pupils is lower than non PP eligible pupils in most year groups. Persistent absence is higher in PP eligible pupils than in non PP eligible pupils. Many PP eligible pupils have more late marks compared with non PP eligible pupils.	ZN to create the letter and ensure it goes out. Admin staff to be asked to text attendance figure every Friday. Attendance and punctuality reminders to be tweeted weekly with the attendance figures every Friday. (ZN) ZN to attend school council meeting and discuss rewards	ZN/JR PSA involvement	Initial review in May to ensure some of the planned actions are in place. Review rewards and incentives towards the end of Autumn Term 2018 to establish what needs to stay the same or be changed. These will need to be reviewed every term.

	<p>NPP eligible pupils.</p>	<p>a workshop on use of twitter for their phase with support from MH if necessary.]</p> <p>Raised profile of effects of poor attendance shared through displays in school entrances.</p> <p>Celebration and reward children and families for good attendance.</p> <p>Individual rewards –</p> <p>Above 95% entered into termly raffle draw (family meal vouchers, days out vouchers, entertainment vouchers, hampers etc.) To start from Sept 2018</p> <p>100% attendance at end of year - £5 book voucher, swim voucher etc. To start now</p> <p>Class rewards – highest attendance each week receive sweet treat Friday (trophy, text message, mentioned in worship and sweet treat). To start now</p> <p><i>The above will be reviewed part</i></p>		<p>and incentives.</p> <p>SLT/Admin in each school to be responsible for ensuring rewards and incentives happen.</p> <p>ZN to have regular meetings with JR to discuss attendance of PP eligible pupils – at least fortnightly.</p>		
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		<p><i>way through the year to see which incentives are working and being effective.</i></p> <p>JR to continue to monitor attendance and punctuality records of all children; action plans to be put into place for individuals but JR must liaise with ZN for PP eligible pupils.</p>				
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Addressing whole school barriers to learning: Parental Engagement

Desired outcome	Success Criteria	Chosen action / approaches	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Parents are confident to engage in learning dialogue with teachers and seek out opportunities to support their children	<p>Percentage attendance of parents of PP-eligible pupils increases at parent events by 20% in the autumn term when compared to summer 2017-18.</p> <p>High number of responses (70%) from parent questionnaire</p>	<p>Personal invitations to parents of PP children to attend school learning events e.g. stay and read sessions, class worship in Y2, celebration afternoons etc.</p> <p>FS2 home visits to be used to gather FSM eligibility information.</p> <p>Nursery cluster meetings to</p>	Parents are unaware of the needs and importance of their child being on time and in school every day. Build 'child pressure' and ensure children want to come to school and be on time.	<p>Discussions with FS lead and Assistant Headteacher at the Infant school</p> <p>ZN to arrange for personal invitations to be sent out for parent events in autumn</p>	<p>ZN/PSA</p> <p>FS2 lead involvement with intake information gathering</p> <p>Working party</p> <p>(KR, KG, CK,</p>	End of autumn term 2018 then ongoing throughout the year.

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	and positive attitudes towards their child's learning. Spring Term 2019 compared to autumn term 2018.	<p>be used to gather FSM eligibility information.</p> <p>½ termly family challenges to be established :</p> <p>Reading challenges with parent's prizes for children who read the most in a given period with a parent (book marks, books etc.)</p> <p>Whoever completes homework every week? – stationary sets</p> <p>Family values challenges – family treat vouchers.</p>	<p>High proportion of PP children whose parents rarely engage with school and/or their child's learning.</p> <p>Marked difference in the uptake of PP in KS1 compared to KS2. Offer an incentive for filling in of forms e.g. raffle tickets for food hampers.</p> <p>Benefits of being in receipt of PP funding is not thoroughly discussed with parents on entry to school and is currently not discussed at cluster feeder meetings.</p>	term 2018 and ZN to write questionnaire and ensure they are distributed and collected. Included in the questionnaire whether the time/day for meetings is a barrier, what support they feel they or their children need and what family activities they like to do.	RT to name a few.)	
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Addressing whole school barriers to learning: Home Learning Environment

Desired outcome	Success Criteria	Chosen action / approaches	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>PP eligible pupils attain and progress at the same rate as non-PP in terms of language, literacy and mathematical skills.</p>	<p>EYFS – 75% of PP eligible pupils achieve a GLD</p> <p>KS1 - 80% of Y1 PP eligible pupils pass their phonics screening and is at least in line with national expectations.</p> <p>KS1 - 75% of PP eligible pupils in Y1 meeting EOYE/landmarks and it is at least in line with cohort target.</p> <p>KS1 - 75% of PP eligible pupils in Y2 meeting EOYE in English (S&L, reading and writing) and maths and is at least in line with national data.</p> <p>KS2 - 75% of PP eligible pupils in Y3-5 meeting EOYE/landmarks is at least in line with cohort target.</p>	<p>Ensure PP eligible pupils have access to good quality literature (book loans/donations, visits to school and community library) and to range of writing materials (books, paper, pencils, pens, rulers, erasers and pencil sharpeners.)</p> <p>Refer children to SALT as necessary and provide training for parents when needed. Ensure children with SALT needs are catered for within school through high quality teaching and intervention.</p> <p>Establish a homework club to provide a quiet space for children to complete homework and receive advice and support as necessary</p> <p>Develop parents' perceptions of the importance of having a language and rich print environment and provide resources and direction with</p>	<p>PP eligible pupils on entry to school have lower language and literacy skills compared to non PP children.</p> <p>Many PP eligible pupils throughout school attain less well than NPP eligible pupils</p> <p>PP eligible pupils often do not submit homework or submit homework of a lower standard.</p> <p>Parental personal experiences or academic abilities prohibit the support they can offer their children.</p>	<p>Hold regular discussions with staff about PP eligible pupils as part of the PPM, TLT, SEND surgeries etc.</p>	<p>ZN</p> <p>SLT, subject leads and inclusion lead to form part of discussions</p>	<p>July 2018 and then again in December 2018</p>
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	<p>KS2 - 75% of PP eligible pupils in Y6 meeting EOYE in English (reading, writing and EGPS) and is at least in line with national data.</p>	<p>this e.g. children centre information, story sacks and book loans library.</p> <p>1:1 discussions with PP parents at start of new term in each year group and for new starters during the school year to discuss the rationale behind what we are doing and the value in that home school collaboration – is there anything that the need to support them with their learning as part of a bursary. Keep it positive and make it clear we would like their input on how we spend all the money</p> <p>Simple survey – about homework – how often do you do it? Is there a quiet place for you to complete your work? Does anybody help you etc.</p>				
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