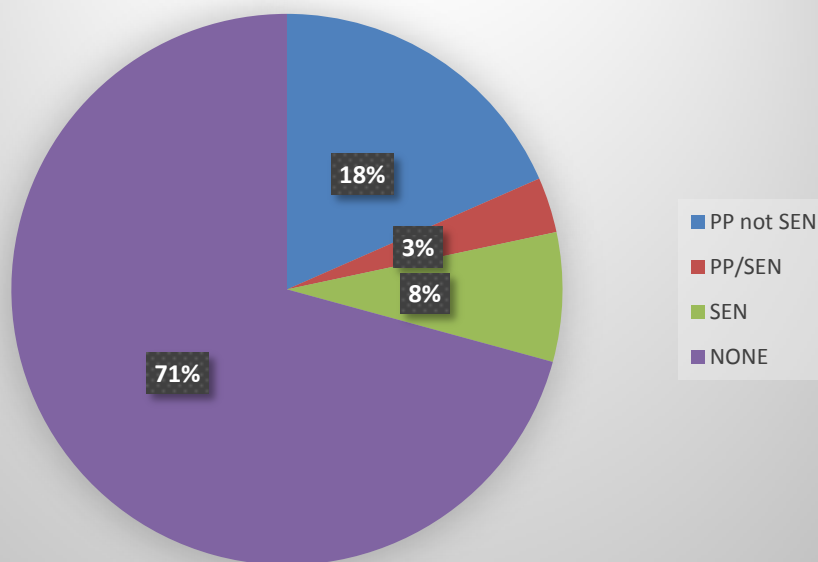




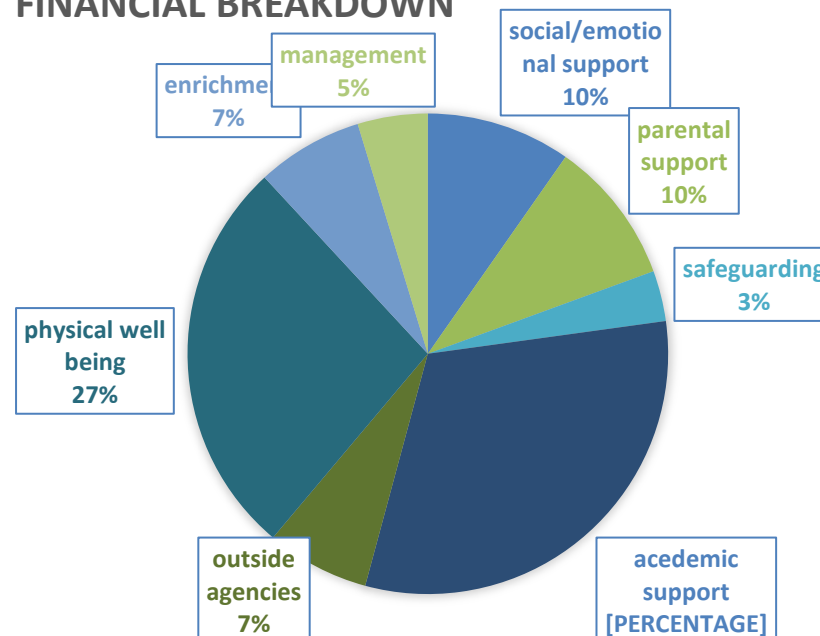
Projected Spending Action Plan- Castle Hill Pupil Premium Grant (PPG) 2017/18

Allocation 2016/17: £81,840 Spending- 84362.19 Allocation 2017-18: £86,240 Projected Spending - 83,681.39		PPG (FSM)	PPG/SEND	Other SEND
<ul style="list-style-type: none"> Number of pupils on roll -277 (30 SEND - 10.83%) Number of pupils eligible for PPG- 60 (22% of school) (64- 2016) Of which - 8 SEN Support, 1 Education Health Care Plan (15% of PPG down from 21%) Ever6 31 and FSM 29 (FSM: 10.5%) (11.91% - 2016) 36 stage 2+ of Continuum of Need & Vulnerability 	YR	5 (5)	0	1
	Y1	11 (3)	1	3
	Y2	6 (2)	0	2
	Y3	8 (3)	1	2
	Y4	12 (6)	3	2
	Y5	5 (2)	0	6
	Y6	13 (8)	4	3
		22% (10.5%)	3.2%	6.9%

Pupil Groups PP/SEN 2017



FINANCIAL BREAKDOWN



(See Review of Pupil Premium Impact Document 2016-17 for last year's data)**2017-18 Objectives:****Achievement of Pupils**

- To close / narrow the gap between FSM/Ever 6 pupils and non FSM/Ever 6 children both in school and with their peers nationally
- To continue to provide early targeted intervention for underperforming groups as identified through data analysis and pupil progress meetings
- To analyse progress of Focus PP Group termly for the causes of under achievement and through the Appraisal Process
- The Educational Psychologist to enable staff to feel confident in meeting needs and that needs are identified clearly

Quality of Teaching

- To provide never less than good / outstanding teaching for those children through Quality First Teaching approach
- Provide Teaching Assistants who are highly trained to use Formative Assessment Strategies
- Ensure access to full range of educational experience
- Learning Mentor to provide support and intervention for PP and More Able pupils

Behaviour and Safety

- To monitor attendance / punctuality and behaviour of children in receipt of PPG to ensure it is in-line with other children in school
- To meet the needs of vulnerable pupils through liaison with agencies and parental support
- To use a THRIVE approach to meet the Social, Emotional & Mental Health (SEMH) needs of the pupils
- To ensure children are safe in the playground through an effective Inclusion team
- To provide Universal Free School Meals which are nutritional, so that pupils in KS1 & Reception class are ready to learn after lunch
- Pupils with Speech and Language are able to communicate effectively and their SEMH needs are addressed
- To provide counselling and 1:1 Thrive sessions as appropriate through the pastoral care team

Leadership and Management

- Ensure high quality early intervention from experienced teaching staff
- Analyse progress of children in receipt of Ever 6 pupils to determine and identify strategies / interventions to address any issues in performance
- Identify children in receipt of FSM/Ever 6 to all staff, set targets and track their progress
- To ensure the provision map is in place and meeting the needs of the pupils
- Appointed Learning Mentor to monitor targets assess progress reporting to SLT, HT, Governing Body and Parents
- Appointed Inclusion Manger to oversee provision and impact reporting to SLT, HT, Governing Body and Parents
- Ensure governing body have full knowledge and awareness of allocation / spending / impact of actions

Success Criteria:**Achievement of Pupils**

- Pupils make at least expected year on year progress and meet / exceed year group expectations in all areas, exceeding floor standards (year 2/6 achieve Expected Standards or above)
- Analysis of children taking part in early targeted intervention demonstrates progress above that expected and is being accelerated
- Analysis of this cohort demonstrates a closing / narrowing of the gap with peers in school and nationally
- Booster/intervention groups for KS2
- Targeted early intervention (FS/KS1) in reading, writing and maths
- TA deployment for pupil support in the Provision Map
- Educational Psychology supports the identification of learning needs and strategies for support for staff and parents

Quality of Teaching

- Teaching to be never less than good - using data / lesson observations (linked to Appraisal process) to evaluate impact
- Targeted intervention for underperforming groups to take place, assessment embedded and impacting on quality of teaching and thus progress of children - linked to Appraisal process
- Provision map for PP and More Able pupils shows impact

Behaviour and Safety

- If attendance / punctuality and behaviour of children are not in-line with other children in school and nationally then provide school based interventions such as additional Learning Mentor intervention/ parenting support or signpost to other services
- Learning mentor and Inclusion Manager identifies pupils and assesses impact of intervention or work with class teachers and TAs to address performance
- Inclusion Managers track additional information and distribute resources appropriately, based on outcome.
- SEMH needs of pupils are met and gaps are filled using a THRIVE approach, which is measurable
- Pupils accessing counselling provision are monitored and feedback/strategies given
- Monitored areas: attendance, vulnerabilities, Speech & Language, SEMH, parental attendance at consultations, involvement in extra - curricular activities

Leadership and Management

- Action plan identifies provision and expected impact
- Learning Mentor acts as advocate and is able to carefully track progress and impact of intervention strategies with children
- Named governor and rest of governing body have a detailed knowledge of actions / their rationale / cost and impact
- Inclusion Manager to collate information regarding progress and impact across range of interventions and activities offered to this cohort.

Actions: (based on EEF Toolkit evidence to support provision choices)	Staff Responsible	Evidence	Resources / costs	Time
Pupil Progress Foundation Stage <ul style="list-style-type: none"> • Forest school • School milk • Stay and Play • Baby singing sessions • Speech & Language Support for pupil (EHC 	KG LS TF SENTA- LC	pupil provision map Parental engagement <i>EEF - Early Intervention - moderate impact /high cost: +5 months progress</i>	£750 (FSPP) £634.46 £2,414 TA (NB)	Summer Ongoing
KS1 <ul style="list-style-type: none"> • KS1 Provide targeted intervention for children underperforming in Maths as well as more able provision • Dyslexia identification TA • SALT intervention, Social use of language programme (SULP) TA support staff • VI resources • Braille course 	SENCo Class teachers KS1 TAs SALT EPS TVI	<i>EEF - Phonics - moderate impact/low cost: +4 months progress</i> Impact of interventions Provision map Identification of pupils - progress meetings Raised attainment outcomes at KS1 SATs and TA	£14,439.75 FS/KS1 TA	Autumn ongoing
Class TAs in KS1 Provide targeted early intervention for children underperforming in English <ul style="list-style-type: none"> • Better reading X 3ch 1S,1/2S 2L, (20 mins x3 weekly) • 1:1 reading x2 children - daily • Y1 1:1 phonics - afternoons • Y2 Spelling support X 7 children 1:1 phonics X3 classes • HW interventions 	SENCO KW CH DC JW	Performance of PPG children Analyse Data Perspective Lite JW HLTA training	Additional staff through SEN Notional Budget	Termly
KS2 Provide targeted intervention for children underperforming in Maths/English <ul style="list-style-type: none"> • Y5 additional support x 10 hours • Learning Mentor to provide class support on a rota basis (see timetable) • Class TAs provide interventions and support in class 	KW CA,KE,RH, KAM,	Progress Pupil report Impact of interventions KC - HLTA training	£4757.52 £1410.85 x 3 (KW) SEN Notional budget	Summer Term ongoing

<p>Quality of Teaching:</p> <ul style="list-style-type: none"> • Use Formative Assessment strategies - including effective feedback / peer support, including TAs • Teaching to be never less than 'good' across the school. • School focus - Lesson Study Approach to develop effective teaching • Termly moderation activities 	<p>JL, HS, SL HB, KG</p>	<p><i>EEF - Feedback - low cost/high impact: +8 months progress</i> <i>Mastery Learning - moderate impact/low cost: +5 month progress</i></p> <p>Appraisal documentation Lesson observations Work scrutiny Moderation portfolio</p>	<p>INSET Oct 31st Staff Meetings Staff liaison time Cluster meetings</p>	<p>Termly</p>
<p>LM Provides targeted intervention for more able pupils or children underperforming in English / Maths /Science in KS2:</p> <ul style="list-style-type: none"> • One half-term of Maths 5 hours weekly with PPG groups • One half-term of English 5 hours weekly with PPG groups • Y5 Science - More able • School priority focus (as identified during data analysis) - mastery in maths, writing • Additional Group guided reading / small group / 1:1 school newspaper • Learning Mentor continues Assertive Mentoring sessions across the whole school - 2 hours daily PM. 	<p>Leaning Mentor KS2 staff</p>	<p><i>EEF - Individualised instruction - low cost/low impact: +2 months progress</i> Performance of PPG children Analyse Data Perception Lite <i>EEF - Reading comprehension strategies - moderate cost /low impact: +5 months progress</i> Guided reading records 1:1 profiles School Improvement Plan Subject action plans Pupil profiles Provision maps Impact of interventions Pupil targets <i>EEF - metacognition and self-regulation - high impact/low cost: +8 months progress</i></p>	<p>£10203.10 £8162.48 £6121.86</p>	<p>Autumn ongoing</p>

<p>Provide access to full range of educational experiences:</p> <ul style="list-style-type: none"> • On-line learning at school and home • Weekly Clubs - extending the school day • Provision for enrichment and engagement activities • Lunchtime and after school clubs • Enterprise clubs for More Able Pupils 	<p>TB SENCO</p> <p>TB/JW KE/JW</p>	<p><i>EEF - extending school day - low impact/ moderate cost: +2 months progress</i></p> <p>Provision maps More able provision</p> <p><i>EEF - collaborative Learning - moderate impact/low cost - +5 months progress</i></p>	<p>Learning Mentor salary Inclusion staff Pastoral care team</p>	<p>ongoing</p>
<p>Behaviour and Safety:</p> <ul style="list-style-type: none"> • Vulnerable children meetings to identify PP children • Attendance analysed by FSM / PPG / SEND • Supervised children arriving on buses • Monitoring lateness and addressing concerns with parents • Learning mentor playground supervision 	<p>TW</p> <p>TB/CA EWO</p> <p>TB RH SENCO</p> <p>CA/KE/TB</p>	<p><i>EEF - Behaviour Interventions evidence- moderate impact/moderate cost: +3 months progress</i></p> <p>Individual Support Plans for PP children School council Pupil records Strengths & Difficulties Questionnaire (SDQ) analysis Continuum of Need & Vulnerability (CofN&V) termly updates</p> <p>Playground pals Pupils safe and behaviour good in the playground</p>	<p>(RH) SEN Notional Budget £908 x 3 KE- £1,277.99 x 3 VB - SEN Notional Budget</p>	
<p>FSM calculation - KS1 x 3 terms</p>	<p>Admin</p>	<p>Children ready to learn</p>	<p>£5460 x 3</p>	<p>Termly</p>
<p>Educational Welfare Officer services</p>	<p>TB</p>	<p>All children attending</p>	<p>£500 x 3</p>	<p>Termly</p>

Leadership and Management: <ul style="list-style-type: none"> • Renew CPOMS (Child Protection Online Monitoring System) • Provide supervision sessions for all staff to ensure well being • Inclusion monitoring time 1pm/wk @£75 • SENCO release time 1pm/wk @£75 • Pupil support plan review days per term x 2 supply teacher (8 days) • THRIVE training SEMH x 1 staff for KS2 (KA) 	SLT	Behaviour/vulnerable/SEN/Child protection tracked and monitored Clear actions set out	£805 £975 x 3 £975 x 3 £1,645	Summer ongoing
Additional Resources <ul style="list-style-type: none"> • Educational Psychology Service • Residential school fund • Residential contribution x2 pupils • THRIVE induction • THRIVE online subscription • Guitar lessons x 2 pupils 	J Mitchell SL JW JW		£1,743X3 £500 £133 £812 £1001 £504	Summer
Monitoring and Evaluation: <ul style="list-style-type: none"> • What has the impact of our actions been on pupil progress? • Progress data analysed termly for impact to determine success of strategies - linked to Appraisal process • Progress data analysed annually to measure overall impact of intervention strategies used • Inclusion Manager to work alongside HT/PP Governor to publish PPG grant report on school website • SENCO to produce report to Governors annually, meet with SEN Governor termly • Governors monitor action planning / spending / impact • Regular feedback to staff / governors / parents / children on impact of actions and of audits / reviews / self-assessment on the school website 				