

## COLLABORATION PUPIL PREMIUM PLUS (4P) IMPROVEMENT PLAN

<b>PINVIN PUPIL PREMIUM PLUS GROUP (4P)</b> <ul style="list-style-type: none"> <li>● Pupil Premium FSM Ever 6 and Forces Families</li> <li>● GRT</li> <li>● Other identified vulnerable pupils (SEN, FSM Characteristics) where pupils can benefit in groups from strategies/investment</li> <li>● Single Feeder Entrants</li> </ul>		<u>LINK WITH PFS, HFS AND SNMS SIP</u>  <p style="text-align: center;"><u>Pupil Premium Expenditure</u> <u>Progress and attendance of vulnerable groups.</u></p>		
<p>Overview of the current 4P position and where the evidence has been gathered:</p> <ul style="list-style-type: none"> <li>● SNMS SIAMS and Ofsted reports</li> <li>● Federation SEF and CIP</li> <li>● internal data (2017-2018, 2018-2019), Attendance data for GRT and Pupil Premium pupils</li> <li>● GL assessment data</li> <li>● Lesson observations during 2018-2019</li> <li>● Learning walks during 2018-2019</li> <li>● Book trawls and pupil interviews 2018-19</li> <li>● Parent Voice at parent consultation meetings and Pupil Voice through work of Inclusion Leader</li> <li>● Pupil support from the Learning Mentor</li> </ul>				
<p>Key priorities for the 4P group</p> <ol style="list-style-type: none"> <li>1) To implement a new support structure for Pupil Premium Pupils</li> <li>2) To create an equity of provision for PP pupils against Non-PP pupils.</li> <li>3) To address common strand weaknesses in <b>Math's, Science and English.</b></li> <li>4) To close the gap in attainment within <b>Mathematics, English and Science.</b></li> </ol>				
<p>Intended Outcomes for 4P 2018-2019:</p> <ul style="list-style-type: none"> <li>● For those in receipt of the Pupil Premium: English and Mathematics GL assessment scores as an average are more closely aligned (within an overall SAS of 2)</li> <li>● Outcomes for those in receipt of the Pupil Premium in Statutory testing/LA reporting years are in line with peers (YR, Y1, Y2, Y6)</li> <li>● Individual reports e.g. Forest School/targeted teacher support show an impact in terms of pupil outcomes from start to end point</li> <li>● Pupil and parent surveys indicate that they have seen an academic and social impact due to the expenditure.</li> </ul>				
Priority	Actions	Timeline	Key personal	RAG rate
1) To implement a new support structure	<p><b>To establish a new Pupil Premium management structure</b> for monitoring, caseload and support of pupils.</p> <p><b>To implement a full time Learning Mentor to support</b></p>	Set up October half term 1 Ongoing for the rest of the year	<p>N. Rushton Pastoral HoS</p> <p>Jamie Ash - 4P teacher</p>	

<p>ure for pupils in receipt of Pupil Premium.</p>	<p><b>PP children across the federation</b>  <b>Dedicated 4P teacher</b>  Learning Mentor in place to provide specific tuition and support for vulnerable pupils (co-teaching model). This role will be purely based around core subject support for the next academic year. A caseload of pupils will be given to the dedicated 4P teacher, with initial assessments for these pupils and then regular assessments to track the impact of the provision. Remit of PP teacher will be around Maths in Year 2, 4 and 7.</p> <p><u>For core-subject leaders to be clear on their</u> role in improving the outcomes for pupils in receipt of Pupil Premium. Teaching, learning and Assessment lead to complete 'vulnerable to 100' pupils progress data this to then be shared and action plans in the form of Provision maps are to be created. reviewed every term</p> <p><u>Speech and Language Support</u>  Dedicated speech and language therapy support for the 2017-2018 academic year.</p>	<p>Vul to 100 progress meetings every term.  Ongoing plan, do, review cycle of provision.</p> <p>PFS start after October half term  HFS start after Christmas (current PP teacher employed)</p> <p>Summer term</p>	<p>Teaching and Learning HoS</p> <p>Assistant Head teachers/Faculty Leads</p>	
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	<p>This will be targeted specifically in the EYFS and KS1 to enable and support early intervention for those in receipt of the Premium</p> <p><b>Transition (Pre-school to PFS, Avonbrook to SNMS, SNMS to PHS)</b>  Early dedicated release for pastoral HoS/4P Teacher to visit all cluster schools to assess pupils who attract the Premium (Pre-school, Avonbrook Cluster &amp; PHS). This may involve pupil conferencing, meeting the staff and potentially parents.</p>			
<p>2) To create an equity of provision for PP pupils against Non-PP pupils .</p>	<p><b>Reading Ambassadors</b> –and 1x weekly parent reader/governor reading opportunity CRB</p> <p><b>Homework club – Study sessions</b>  Homework club to be operated by the Inclusion Team for 45 lunchtimes a week for all vulnerable learners and those who do not have access to ICT at home.  In addition the Thursday session will be for Vulnerable pupils and NR and MB to join Homework club support on Thursday for Pupil Premium.</p>	<p>Ongoing</p> <p>Oct half term</p>	<p>English lead and deputy leads.  N.Rushton to organise additional readers.</p>	

	<p><b>Resources for pupils in receipt of PP</b> – pencil cases or equipment available, maths dictionaries, reading comprehension books.</p> <p><b>Relationship building</b> Form teachers gives up 10 minutes of one lunch time a week to talk to Pupil Premium pupils (playground/lunch hall/classroom).</p> <p><b>Marking of Pupil premium books first</b>, greater depth and targets to have an example.</p> <p><b><u>Music Tuition</u></b> As an alternative for the pupils who do not receive music therapy the school will provide subsidised music tuition via the music service on a targeted basis.</p> <p><b>Educational Visits</b> The Federation are to subsidise half the cost of Residential trips during the course of the academic year for any pupil in receipt of the Pupil Premium to ensure equality of access. All other trips to be subsidised with half the cost being paid by the schools</p>	<p>After christmas to the end of the year.</p>		
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	<p><b>Parental Engagement and actions on improving attendance</b>  Pupil Premium leader to look at ways in which some of the hard to reach Pupil Premium family's' needs can be met. This will include a focus on areas such as transition, communication and language and supporting families in mathematics. Areas include:  GRT Pupil Premium site visits and events  Stay and plays to support Year R transition  Parent workshops e.g. phonics/reading etc...</p> <p><b>Subsidised Breakfast Club and or/access to nurture group</b>  Opportunities for all Pupil Premium students to have Breakfast Club subsidised and/or covered on a daily basis, as and when required. Aim - to improve attendance. This to be a Federated in September 2016.</p> <p><b>Attendance Support and GRT surgeries</b>  The Federation implemented a new attendance policy and has invested the time of the EHT and Pastoral HoS in conducting regular attendance surgeries and site</p>			
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	<p>visits for pupils causing concern. In addition the Federation fully funds a minibus to the local GRT site to collect the pupils and bring them to school. This has improved attendance</p>			
<p>3) To address communication strand weaknesses in Maths, Science and English.</p>	<p><b>English wave 2</b> Spelling start of English lessons 3 sessions a week with Pupil Premium.</p> <p><b>Reading strand focus:</b> Invest in comprehension books for Pupil Premium</p> <p><b>Additional specialist Teacher support:</b> Huw Evans UPS Tues and Wed Collective Worship – maths problem solving for PP.</p> <p><b>Maths strand focus:</b></p> <p><b>Science:</b></p> <p><b>Learning mentor study skills sessions after school:</b>  <u>Summer term</u> Year 4, Year 5  <u>October focus:</u> Year 6 session, 30 minutes Engl and 30 mins maths.</p> <p><b>All year phonics:</b> Year 1 phonics screening practise/support higher ability to release Teacher to support PP/GRT</p>			

	<p><b>Universal support for classes with high needs</b></p> <p><b>LAC pupil provision</b> One 1-1 session a week with the designated LAC teacher based on PEP targets. Mentor links/relax kids for social and emotional support</p>			