

Pupil Premium Strategic Plan September 2016-17

Objective	Actions	Evidence and Rationale	Responsibility	Success Criteria	Cost
Improve school attendance	<p>Employ School EWO 0.1fte Embed school procedures</p> <p>Closely monitor PP attendance and implement actions to support</p> <p>Further develop joined up holistic approach to improving attendance - EWO/SJB school nurse/SERIS worker/SENCo/HT</p>	<p>Pre EWO 2012-13 94.9% EWO impact 2013-14 96.11% 2014-15 96.2% 2015-16 96%</p> <p>PP 2013-14 94.87% Other 2013-14 96.47 PP 2014-15 95.41% Other 96.17%</p>	HT/ EWO	PP attendance improving, above the national and in line with other children (or the gap closing)	
					£6060
Prevent mental/social/emotional barriers to learning	<p>SERIS worker available at lunchtimes and available for referrals Lunchtime club (small group) Sports provision at lunchtimes</p> <p>Family Support Manager working with families – self referral</p> <p>Referral to the school nurse where appropriate</p>	<p>School Questionnaire Children Happy at School 100%</p> <p>Children ready to learn at the start of lessons. Outstanding behaviour for learning evidenced by independent observers NLE</p> <p>Case studies of improved engagement, progress and attainment following involvement of family support manager and/or school nurse</p>	<p>SERIS</p> <p>STA Sports coordinator</p> <p>Family Support Manager</p> <p>School Nurse</p>	<p>Children demonstrate resilience and outstanding attitudes to learning throughout the school</p> <p>Every aspect of the school day/ culture supports learning</p>	

		EEF Research Social and Emotional Learning			
Further engage parents in children's learning	Build on positive relationships between Family Support Manager and PP parents to increase their knowledge of learning and how they can engage them in helping their children. 1-1 parental meetings – reading activities to support children	Internal Evidence of impact of parental engagement on children's learning EEF Research: Parental Involvement	Family Support Manager	Increased effective liaison with PP parents PP parents informed of pupil progress and increased awareness of how to support Increased engagement of PP parents in supporting children's learning	
					£13454
EYFS Sustain PP children attaining as well as or better than other children in the EYFS	High quality teaching based on a holistic view of the child and on-going assessment of need Increased staffing resource allowing differentiated teaching and bespoke early intervention Increased first hand experiences to close the gap in 'Early Years life experiences'	Evidence of : Started approach/strategy September 2014 Improving standards in EYFS GLD 2014 52% 2015 86% 2016 76% NATIONAL 66%	HT/EYFS leader EYFS team	EYFS Standards above the national % PP pupils with GLD at least in line with other children at SJB and nationally Good progress from starting points	
					£4105
KS1 Sustain current PP children attaining as well as or better than other children	Increased staffing resource allowing differentiated teaching and bespoke early intervention	EEF Research: Phonics Teaching Improved Y1 phonic screening scores	HT/SLT KS1 teachers	KS1 standards and progress in line or above the national and above floor targets	

<p>Increase number of PP children exceeding expectations</p>	<p>Small group phonic teaching across KS1 and on going assessment</p> <p>Further improve reading scheme resource and class book resource to inspire reading</p> <p>Targeted guided reading sessions Targeted reading/writing maths intervention where required</p>	<p>2015 74% 2016 83%</p> <p>Current PP KS1 pupils now working in line with other children and in line with the national</p>		<p>Sustain PP children working at least in line with other children</p> <p>% of PP exceeding national expectations at least in line with other</p>	
£4468					
<p><u>KS2</u></p> <p>Close the progress and attainment gap for PP children and other children at KS2</p> <p>Close the progress and attainment gap for PP children in different cohorts</p>	<p>Close evaluation of PP progress and attainment in each cohort and clear identification of need, leading to effective deployment of staff and intervention.</p> <p>Deployment of DHT x2 afternoons to coordinate early identification of need and implementation appropriate action</p> <p>Further improve SEND provision to close the learning gap</p> <p>Continue to provide 1-1 teacher or TA intervention and small group intervention based on identification of need. Timescale clearly identified with SMART measurable outcomes</p> <p>Implement good practice from 'Effective feedback' and 'Peer Mentoring' CPD</p>	<p>EEF Research: One to one tuition EEF Research: Small Group tuition EEF Research: Feedback</p> <p>Internal Evidence of impact of intervention</p>	<p>HT/DHT</p> <p>SENCo</p> <p>Support teachers</p>	<p>KS2 standards and progress in line or above the national</p> <p>PP children working at least in line with other children or the gap significantly improving</p> <p>% of PP exceeding national expectations improving across KS2</p>	

<p><u>KS2</u> Close the gap in progress and attainment in reading for PP children compared to other children</p>	<p>HT/DHT closely monitoring reading standards and progress across school using teacher formative assessments and summative assessments</p> <p>Further improve scheme reading books, whole class book selection and library resource to inspire reading and support step by step progression</p> <p>Daily reading for targeted children Additional guided reading for targeted children</p> <p>Implementation of Booktrust Story Hunters Reading Programme for identified children</p> <p>Oral Language Intervention – agreed whole school approach</p>	<p>Progress above national in 2016 for all children</p> <p>% PP children making expected progress improving over 3 year period (2013-15) (nb 2016 not comparable)</p> <p>EEF Research: Oral Language Intervention</p>	<p>HT/DHT KS2 teachers</p>	<p>In reading PP children working at least in line with other children or the gap significantly improving</p> <p>% of PP exceeding national expectations improving across KS2</p>	
<p><u>KS2</u> Close the gap in writing for PP children compared to other children</p>	<p>Spelling intervention across Y3 and 4 daily</p> <p>Oral Language Intervention – agreed whole school approach</p> <p>Effective feedback</p>	<p>Evaluation of school writing assessments based on national criteria</p> <p>EEF research: Feedback EEF research: Oral Language Intervention</p>	<p>DHT KS2 teachers</p>	<p>In writing PP children working at least in line with other children or the gap significantly improving</p> <p>% of PP exceeding national expectations improving across KS2</p>	

KS2 Close the gap in maths for PP children compared to other children	Effective use of Maths Clinic to ensure children do not fall behind in their learning.	EEF research: Mastery Learning Internal Evidence of impact of Maths Clinic	HT/Maths Leader KS2 teachers	In maths PP children working at least in line with other children or the gap significantly improving % of PP exceeding national expectations improving across KS2	
Improve the number of PP children at KS2 exceeding expectations for their age in reading/writing and maths	Additional teaching for the more able in: Y6 Maths Writing – identified children across KS2 Teaching Reading Comprehension systematically across KS2	EEF research: Reading comprehension	HT/DHT KS2 teachers	% of PP exceeding national expectations improving across KS2	
					£26700
Increase children's ability to effectively engage in the learning process	Whole school CPD on effective feedback. Improved practice as part of class teaching Increase the use of effective peer to peer mentoring	EEF Research: Feedback EEF Research: Peer Mentoring	HT/DHT Class Teachers	All staff trained Children able to confidently communicate how to improve Improved progress evident in workbooks across the school	
					£1000