

St Chad's CE Primary School Pupil Premium Strategy Action Plan – updated January 2018

Summary information					
Academic Year	2017/2018	Total PP budget	£40,262	Number of pupils eligible for PP	January 2018 Whole school 29/242 (12%) Main school 26/210 (12%)
Total number of pupils	210 Main school 242 including Nursery	Date for next internal reviews	December 2017 W/C 8.1.18	April 2018	July 2018

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Behaviour for learning and self-esteem for pupil premium pupils
B.	Attachment needs affecting pupils behaviour and their ability to learn
C.	Attainment gap between pupils eligible for PP and non-PP at the end of Reception and Year 1.
External barriers	
D.	Parents/carers are kept fully informed about their child's progress, barriers and any issues or concerns.
Desired outcomes	
<p>Over all aims</p> <p>A. To improve behaviour for learning and self-esteem for pupil premium pupils.</p> <p>B. To support pupils with attachment needs develop, secure attachments and enable them to access learning more fully.</p> <p>C. Gaps in attainment close between all groups of learners, with focus on those eligible for PP in the current Year 1 and Year 2 cohorts.</p> <p>D. Ensure parents/carers are kept fully informed about their child's progress, barriers and any issues or concerns through regular contact whether face to face meetings, phone calls or emails</p>	

Planned expenditure					
Academic year	2017 - 2018				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Initial review
A. To improve behaviour for learning and self-esteem for pupil premium pupils.	<p>Embed new behaviour policy and 'zone board' with particular focus on the positives – green, silver gold!</p> <p>Personalised behaviour strategies in place for pupils with additional behavioural needs.</p> <p>Pre-teaching to individuals/small groups</p> <p>Appropriate interventions in place.</p>	<p>All behaviour links back to the school motto, the half termly value and the weekly ethos statements. The new behaviour policy promotes positive behaviour and is accessible to the majority of pupils.</p> <p>Some individuals need additional support as using the zone board alone may result in negative behaviour.</p> <p>Build self-confidence, allowing children to participate more fully in lessons, resulting in improved behaviour for learning.</p>	<p>Pupil interviews, feedback from children through Junior Leadership Team, learning walks. Book scrutiny – focusing on children's feedback.</p>	SLT	March 2018

C. Gaps in attainment close between all groups of learners, with focus on those eligible for PP in the current Year 1 and Year 2 cohorts.	Team teaching in maths with the Y2 teacher and lead practitioner.	Through mentoring and support improvement in planning, delivering and assessing lessons resulting in improved progress and over time sustainable learning.	Plan, do, review cycle. OTrack assessment data. Joint lesson evaluation using Iris. Formal observations. Pupil progress meetings.	ECB	February 2018
	Team teaching in reading, writing and maths in Year 2 with EO.			SLT	
	Same day maths intervention.	Identification of target children within the lesson allows for immediate intervention.	Learning walks, data analysis, book scrutiny, pupil interviews, staff discussions.	GM/ECB	
	Use of Assertive Mentoring and Classroom Monitor to identify gaps in learning.	Planning can be targeted to address individual gaps in learning.	Monitoring of quality of teaching and learning through monitoring calendar. Analysis of teacher assessment data.	SLT	

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Initial review
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<p>A. To improve behaviour for learning and self-esteem for pupil premium pupils.</p>	<p>Embed new behaviour policy and 'zone board' with particular focus on the positives – green, silver gold!</p> <p>Personalised behaviour strategies in place for pupils with additional behavioural needs.</p> <p>Pre-teaching to individuals/small groups</p> <p>Appropriate interventions in place.</p>	<p>All behaviour links back to the school motto, the half termly value and the weekly ethos statements. The new behaviour policy promotes positive behaviour and is accessible to the majority of pupils.</p> <p>Some individuals need additional support as using the zone board alone may result in negative behaviour.</p> <p>Build self-confidence, allowing children to participate more fully in lessons, resulting in improved behaviour for learning.</p>	<p>Pupil interviews, feedback from children through Junior Leadership Team, learning walks. Book scrutiny – focusing on children's feedback.</p>	<p>SLT</p>	<p>March 2018</p>
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<p>B. To support pupils with attachment needs develop, secure attachments and enable them to access learning more fully.</p>	<p>Individual behaviour strategies in place.</p>	<p>Children with attachment difficulties are often unable to control their behaviour therefore require additional support and strategies to enable them to access whole class learning and cope during unstructured times.</p>	<p>Half termly SEN/VL meetings. Meetings and regular communication with parents. Evaluated pupil passports.</p>	<p>EO</p>	<p>March 2018</p>
	<p>Attendance at Sarah Lloyd Sensory Integration course</p>	<p>To meet the needs identified in some of our pupils.</p>	<p>Attendance at course. Cascade information to staff through staff training.</p>	<p>EO</p>	
	<p>Increased adult support at breaks to develop appropriate social skills and build friendships.</p>	<p>Children have demonstrated good social skills within small group activities but are currently unable to apply these elsewhere.</p>	<p>Key adults to check in with pupils. Half termly SEN/VL meetings. Observe children throughout the school setting.</p>	<p>EO</p>	
	<p>An additional adult to support three pupils in accessing the unstructured time after eating their lunch.</p>	<p>This time of the day has proved a challenging for the three identified pupils.</p>	<p>CPOMs Additional adult feedback.</p>	<p>EO</p>	

C. Gaps in attainment close between all groups of learners, with focus on those eligible for PP in the current Year 1 and Year 2 cohorts.	Team teaching in maths with the Y2 teacher and lead practitioner.	Through mentoring and support improvement in planning, delivering and assessing lessons resulting in improved progress and over time sustainable learning.	Plan, do, review cycle. OTrack assessment data. Joint lesson evaluation using Iris. Formal observations. Pupil progress meetings.	ECB SLT SLT	February 2018
	Team teaching in reading, writing and maths in Year 2 with EO.	Identification of target children within the lesson allows for immediate intervention.	Learning walks, data analysis, book scrutiny, pupil interviews, staff discussions.	GM/ECB	
	Same day maths intervention.	Swift intervention provided in class by qualified teachers has shown accelerated progress in previous years.	Flexible identification of needs through short-term planning.	AD	
	Additional teacher support in identified classes.	Targeted support can be provided to address gaps (eg phonics/maths skills/reading comprehension) to support class learning.	Termly pupil progress meetings will identify focus children for .Ensure planning of intervention or support is carried out alongside	AD/EO	
HLTA providing targeted support in identified classes.					

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Initial review
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<p>B. To support pupils with attachment needs develop, secure attachments and enable them to access learning more fully.</p>	<p>Individual behaviour strategies in place.</p> <p>Attendance at Sarah Lloyd Sensory Integration course</p> <p>Increased adult support at breaks to develop appropriate social skills and build friendships.</p> <p>An additional adult to support three pupils in accessing the unstructured time after eating their lunch.</p>	<p>Children with attachment difficulties are often unable to control their behaviour therefore require additional support and strategies to enable them to access whole class learning and cope during unstructured times.</p> <p>To meet the needs identified in some of our pupils.</p> <p>Children have demonstrated good social skills within small group activities but are currently unable to apply these elsewhere.</p> <p>This time of the day has proved a challenging for the three identified pupils.</p>	<p>Half termly SEN/VL meetings. Meetings and regular communication with parents. Evaluated pupil passports.</p> <p>Attendance at course. Cascade information to staff through staff training.</p> <p>Key adults to check in with pupils. Half termly SEN/VL meetings. Observe children throughout the school setting.</p> <p>CPOMs Additional adult feedback.</p>	<p>EO</p> <p>EO</p> <p>EO</p> <p>EO</p>	<p>March 2018</p>
<p>D. Ensure parents/carers are kept fully informed about their child's progress, barriers and any issues or concerns through regular contact whether face to face meetings, phone calls or emails</p>	<p>Through discussions with individual parents/carers agree on the best ways to communicate.</p> <p>Schedule additional meetings if something else arises.</p> <p>At the end of a meeting, schedule the next one.</p> <p>Invite relevant people to share information at the meeting (they don't have to be present for the whole meeting).</p>	<p>Parents can only act on the information they have. Communicating with parents/carers in an agreed way ensures they receive the information.</p> <p>Some information needs to be shared immediately to ensure it can be acted in appropriately.</p> <p>Ensures they happen.</p> <p>The staff teaching the pupils have the best knowledge of them and can also answer any questions parents/carers may have.</p>	<p>Parental questionnaires, CPOMS, feedback, possibly pupils attitude/behaviour/academic achievements.</p>	<p>EO</p>	<p>March 2018</p>