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| 1. **Summary information**
 |
| **School** | Dale Community Primary School and Stonehill Nursery |
| **Academic Year** | 2017-2018 | **Total PP budget** | **Date of most recent PP Review** | 12.10.17Judicium |
| **Dale Community Primary School** | £248,160 |
| **Stonehill** | £1812 |
| **Total number of pupils Dale** | 541 | **Number of pupils eligible for PP** | 188 | **Date of next PP Strategy Review** | 16.01.18 |
| **Total number of pupils Stonehill Nursery**  | 42 | **Number of pupils eligible for PP** | 6 |

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| 1. **Current attainment**
 |
|  | **Pupils eligible for PP**Dale Community primary School | **Pupils not eligible for PP**Dale Community primary School | **Pupils not eligible for PP**National Other |
| **% achieving Good Level of Development** | 47% | 58% | 71% |
| **% achieving pass mark at Year 1 phonics**  | 86% | 91% | 84% |
| **% achieving ARE or above in KS1** | R: 54% | W:50% | M:67% | R: 65% | W: 53% | M: 71% | R: 79% | W: 72% | M: 79% |
| **% achieving greater depth in KS1** | R: 4% | W: 0 | M: 0 | R: 4% | W: 0 | M: 6% | R: 28% | W: 18% | M: 23% |
| **% achieving ARE or above in KS2** | R:52% | W: 52% | M: 70% | R: 57% | W: 57% | M: 77% | R: 77% | W: 81% | M: 80% |
| **% achieving greater depth in KS2** | R:18% | W: 15% | M: 15% | R: 9% | W: 11% | M: 21% | R: 29% | W: 21% | M: 27% |
| **% achieving combined ARE in KS2** | 42% | 43% | 67% |
| **% achieving combined greater depth in KS2** | 9% | 6% | 11% |
| **Progress measure KS1 to KS2** | R: -0.88 | W: -1.73 | M: 1.51 | R: -0.53 | W: -0.34 | M: 3.39 | R: | W: | M: |
| **Attendance 2016-2017** | 92.42% | 95.7% | 96.6% |

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| 1. **Planned expenditure**
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| **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  |
| 1. **Quality of teaching for all**
 |
| **Desired Outcome** | **What is the evidence and rationale for this choice?** | **Chosen action/ approach** | **How impact is to be measured** | **Staff Lead** |
| To ensure teaching is at least good and a proportion is outstanding:By July 2018100% Good Teaching36% Outstanding Teaching | At the end of last academic year all staff were graded at either good or outstanding- however due to staff changes we recognise the importance of offering high quality CPD to staff this academic year in view of the fact that there are10 new members of staff and of these 4 are NQTS | Provide good quality training to ensure that NQTs receive high quality mentoringProvide opportunities for peer observation and lesson studies and develop a more open and supportive cultureEnsure consistent application of the marking policyProvide CPD for staff to ensure that lessons provide sufficient challenge for more able pupilsProvide CPD for staff to ensure that there is support in lessons for vulnerable groups | Termly (ongoing evaluation using a range of evidence):Lesson observationsWork scrutinyPupil VoiceData | SLT/MLT |
| To improve levels of progress in order to raise attainment in Reading:

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| **Target based on same cohort from one academic year to the next** |
| **Year Gp****2017-18** | **2016-17****ARE %** | **2017-18****Target ARE %** |
| Year 1 | 72% | 68% |
| Year 3 | 61.6% | 63% |
| Year 4 | 53% | 60% |
| Year 5 | 60% | 66% |

To reduce the negative data shift from Year 1 to Year 2 and from Year 5 to Year 6

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| **Target based on same cohort from one academic year to the next** |
| **Year Gp****2017-18** | **2016-17****ARE %** | **2017-18****Target ARE %** |
| Year 2 | 76% | 65% |
| Year 6 | 47% | 55% |

In KS2, raise attainment of Girl’s reading in order to increase overall progress-July 2018:70% Target ARE 2018Early Learning Goal in Reading:By July 2018 = 74% (4% increase on last Year) | Reading attainment is below NationalA significant number of pupils struggle to achieve within test conditions- this is apparent in the data shift from Year 1 to Year 2 and Year 5 to Year 6 where data falls significantlyGirls reading is an additional focus because of analysis of 2016-17 data, which showed that girls make less progress in reading than boys: Girls -2.3 and boys +1.54. Also within our combined for KS2 9 children did not achieve combined as a result of reading and 8 of these were girls.Studies/research/advice show impact on attainment through developing a love of reading- Dfe: Reading the Next Steps (2015) “ By instilling in pupils a love of reading and books, we can ensure that they read widely and often, choose increasingly challenging books and come to appreciate our great literary heritage.” | General and targeted CPD (in response to observations, work scrutinies and pupil interviews) for Teachers and staffObservations/lesson study timeGirls reading- to be priority focus during Pupil Progress Meetings- monitored and tracked Embed Cracking Comprehension to provide regular opportunities to apply skills learnt including developing provision for the less able readersPut systems and resources into place to encourage children to develop a love of reading Develop the systems in place to reward reading outside of schoolAdjust timetables and the school environment to reflect reading as a school priority | Work scrutinyHalf termly Data tracking:[M:\SMT\FS & KS1 data\2017-18\KS1 SATS predictions 2017-18.docx](file:///M%3A%5CSMT%5CFS%20%26%20KS1%20data%5C2017-18%5CKS1%20SATS%20predictions%202017-18.docx)[M:\SMT\KS2 data\2017-18\KS2 Predictions 2017-18.docx](file:///M%3A%5CSMT%5CKS2%20data%5C2017-18%5CKS2%20Predictions%202017-18.docx) Analysis of progress through Early Learning Goals | LC/SP |
| To improve levels of progress in writing in order to raise attainment

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| **Target based on same cohort from one academic year to the next** |
| **Year Gp****2017-18** | **2016-17****ARE %** | **2017-18****Target ARE %** |
| Year 1 | 68% | 62% |
| Year 2 | 69% | 57% |
| Year 3 | 52% | 60% |
| Year 4 | 58% | 64% |
| Year 5 | 54% | 62% |
| Year 6 | 57% | 60% |

In KS1 and KS2, raise attainment of Boys’ writing-July 2018: KS2 : 55% target 2018KS1 : 55% target 2018Early Learning Goal in Writing:By July 2018 = 70% (4% increase on last year) | Writing attainment is below NationalBoys writing is an additional focus- as a result of analysis of 2016-17 data where: In KS2 37% of boys achieved the expected standard compared to 69% of girls. In KS1 44% of boys achieved the expected standard compared to 57% of girls | Provide increased opportunities to write across the curriculumEmbed consistency in use of previously introduced strategies for the teaching of writing | Work scrutinyHalf termly Data tracking: [M:\SMT\FS & KS1 data\2017-18\KS1 SATS predictions 2017-18.docx](file:///M%3A%5CSMT%5CFS%20%26%20KS1%20data%5C2017-18%5CKS1%20SATS%20predictions%202017-18.docx)[M:\SMT\KS2 data\2017-18\KS2 Predictions 2017-18.docx](file:///M%3A%5CSMT%5CKS2%20data%5C2017-18%5CKS2%20Predictions%202017-18.docx)Analysis of progress through Early Learning Goals | LC/SP |
| To improve outcomes in Number and Shape, Space and Measure in FS2:By July 2018 = 68% (6% increase on last year) | 2016-17 data shows a significant decrease in the number of pupils achieving Early Learning Goals in Mathematics (from 73% to 62% in Number and from 76% to 62% in Shape, Space and Measures) | Deputy Head (Maths specialist) to support FS1White Rose document to be used at PPA timeWhite Rose lessons taughtStaff Meeting with all FS2 staff to share White Rose document and Maths Development MattersMaths vocabulary list to be created and implementedDaily challenges set in provision which require mathematical thinkingMaths objective taught every week in outdoor provision | Track data half termly through Pupil Progress Meetings/ using flight paths to monitor accelerated progress  |  |
| **Total budgeted cost** | **£35,700** |
| 1. **Targeted support**
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| **Desired Outcome** | **What is the evidence and rationale for this choice?** | **Chosen action/ approach** | **How impact is to be measured** | **Staff Lead** |
| To improve children’s communication and language skills so that more than expected progress is made within an academic year.Progress accelerated termly- -more than one level of progress needs to be made each term-CL will impact on GLD  | Pupils baseline on entry is significantly lower than National (16-26 compared to National 30-50): developing pupil’s communication and language skills will impact on progress and attainment with a view to accelerating and diminishing the differenceEvidence re: best teachers delivering interventions- see below: CT to deliver 1:1Need to impact on GLD- as currently Early Learning Goals % in Reading, Writing and Maths are significantly higher than the subsequent % in Year 1- creating a dip in data. The % gap is more in line with pupils who do not obtain an overall Good Level of Development. Therefore there is a need to impact on GLD in order to reduce the data dip from EYFS to Year 1. This will then enable pupils to more readily access the curriculum in Year 1. | 1:1 interventions with PP children to be delivered by Nursery Lead | Otrack data to be analysed termly  | CT |
| In Years 1, 3, 4 & 5-by July 2018- A greater number of PP children to achieve ARE in Reading, Writing and Maths

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| **Reading: Pupil Premium**  |
| **Target based on same cohort from one academic year to the next** |
| **Year Gp 2017-18** | **2016-17****ARE %** | **2017-18****Target ARE %** |
| Year 1 | 82.4 (ELG) | 60% |
| Year 3 | 54.2 | 60% |
| Year 4 | 42.3 | 50% |
| Year 5 | 55.3 | 61% |

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| **Writing: Pupil Premium** |
| **Target based on same cohort from one academic year to the next** |
| **Year Gp 2017-18** | **2016-17****ARE %** | **2017-18****Target ARE %** |
| Year 1 | 71 (ELG) | 58% |
| Year 3 | 45.8 | 51% |
| Year 4 | 42.3 | 50% |
| Year 5 | 47.4 | 52% |

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| **Maths: Pupil Premium** |
| **Target based on same cohort from one academic year to the next** |
| **Year Gp 2017-18** | **2016-17****ARE %** | **2017-18****Target ARE %** |
| Year 1 | 65 (ELG) | 70% |
| Year 3 | 58.3 | 63% |
| Year 4 | 30.8 | 40% |
| Year 5 | 57.9 | 60% |

 | The need to diminish the difference between PP and non PP (with a view to diminishing the difference between PP and National Other at the end of each Key StageEvidence from The Education Endowment Foundation suggests the benefits of small group work to be delivered by teachers rather than teaching assistants in order to maximise impact. For this reason, interventions will be delivered by teachers- and Teaching Assistants to cover“Though comparisons with qualified teachers suggest that teaching assistants tend not to be as effective in terms of raising attainment (achieving, on average about half the gains)” (EEF teaching and learning toolkit) | Interventions to be delivered by teachers | Pupil Progress meetings- half termly tracking of Internal data (otrack) to measure progress towards ARE- compare against % of same cohort in previous year (B, W1, W2, W3, EXP) at each assessment point | SLT |
| July 2018- End of KS1(Year 2) pupil attainment of PP children will be increased in Reading, Writing and Maths

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| **Target based on end of key stage data compared with Other Pupils** |
| Year 2 | 2016-17 In school gap | 2017-18In school gap |
| Reading | -24.6 | 0 |
| Writing | -21.7 | -5 |
| Maths | -11.7 | 0 |

 | Research – as above- CF to deliver interventions across Year 2 (to use best literacy teacher to deliver interventions) in order to achieve ARE and diminish the difference between PP and National Other | Interventions to be delivered by teachers | Pupil Progress meetings- half termly tracking of Internal data | SLT |
| July 2018- End of KS2(Year 6) pupil attainment of PP children will be increased in Reading, Writing and Maths

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| **Target based on end of key stage data compared with Other Pupils** |
| Year 6 | 2016-17 | 2017-18 |
| Reading | -25.1 | -10 |
| Writing | -29.3 | -4 |
| Maths | -10.1 | -8 |
| Combined | -24.5 | -9 |

 | Teachers to deliver interventionsGreater depth PP – will peer mentor as part of the interventions delivered- in order to achieve ARE and diminish the difference between PP and National Other Research from the Education Endowment Foundation shows (+5 months impact):“Though all types of pupils appear to benefit from peer tutoring, there is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains.”After the success of a Maths intervention last academic year where pupils made accelerated progress- (4 children not on track to meet ARE achieved the expected standard at the end of KS2- repeat this intervention | Interventions to be delivered by teachers in Year 5 and 6 for Reading and WritingAdditional interventions to be delivered by Literacy consultant for Reading interventions In Year 5 and 6 HA PP pupils to act as peer mentors within interventions- this is also to be carried out within additional Literacy consultant interventionsTeacher and TA to deliver after school maths intervention to targeted pupils x2/week | Pupil Progress meetings- half termly tracking of Internal dataClose monitoring of Interventions delivered by Literacy Consultant to ensure impact and adjust groupings and provision as appropriate | LC/SLT |
| Learning opportunities for PP children will be at least equal to non PP children- PP chn to have appropriate targets set (academic/social depending on individual need) | “Having an individualised approach to barriers to learning and emotional support, at an early stage”(DFE supporting the attainment of disadvantaged pupils 2015)- setting up Provision Maps at FS1and FS2-Year 6Evidence of lack of parental support and involvement prevents progress and attainment- **“** parental involvement in a child’s schooling was a more powerful force than otherfamily background indicators such as social class, family size and level of parentaleducation and contributes to no less than 10% of variation in achievement” (Dfe research: The Impact of Parental Involvement onChildren’s Education)Therefore, tracking and monitoring of PP children to ensure that their individual needs are targeted appropriately is required | Development of PP provision maps and target setting- for Dale Community primary School and Stonehill NurseryBreakfast club- 1:1 reading interventionsTA’s to oversee the development and progression of targeted pupils reading. (This will be as part of TAs Performance Management Target) | Monitoring of Pupil Premium Provision Maps- Pupil Progress Meetings  |  |
| Learning opportunities for PP children will be at least equal to non PP children – for targeted chn, incidents of negative behaviour will be reduced from September 2017 to July 2018 | In order to prevent barriers to progress and attainment | Inclusion Officer to support the social/emotional wellbeing of targeted pupils  | Pupil Progress meetingsDataMonitor incidents of behaviour for targeted pupils/ link to progress and attainment of targeted pupils | LC/SR |
| **Total budgeted cost** | **£198,800** |
| 1. **Other approaches**
 |
| **Desired Outcome** | **What is the evidence and rationale for this choice?** | **Chosen action/ approach** | **How impact is to be measured** | **Staff Lead** |
| Vouchers redeemed to support- Learning opportunities for PP children to be at least equal to those of non PP children . An increase in % of vouchers redeemed compared with 60% redeemed 2016-17 | All children attend school in uniform which contributes to an overall raise in expectations | Vouchers to be given to PP families: these can be used to contribute to the cost of school uniform, school trips and residential trips- use of PP provision maps to identify PP children who specifically will benefit from this support- direct conversations may be required | Comparison of % PP children and Other children accessing residential tripsPupil voice- with regards to experiences PP provision maps | LC |
| Attendance of PP children will be 96% | Absence rate of PP is high in comparison to other- this impacts on progress and attainment of PP children | Regular monitoring/discussions between PP lead and Inclusion team -Rigorous monitoring and follow up of attendance data including use of parent contractsDevelop the use of displays to raise the profile of good attendanceDevelop the systems in place for rewarding good attendanceA policy of no term time absences will be made explicit with regular newsletter remindersUse of New Communities Team to liaise with families and reinforce the importance of good attendance | Attendance data to be tracked/monitored half termly  | KH/LC |
| To increase the number of PP participation in Sporting activities from the beginning of the academic year until July 2018 | In consideration of the Dfe advice (Promoting positive Mental Health and Behaviour document-March 2016)- Sporting activities and experiences to promote protective factors- particularly offering experiences lacking | To ensure that the Sports Coaches select and encourage PP children as part of school teams and sporting experiences- use of PP provision maps to target pupils | Track the % involvement of PP children within sporting activities/ teams termly to ensure that % involvement of PP children is increasing  | LC/CD/GK |
| **Total budgeted cost** | **£13,660** |

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| 1. **Monitoring/Tracking of Desired Outcomes**
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| **Academic year** | **2017-2018** |
| 1. **Quality of teaching for all**
 |
| **Desired Outcome** | **How impact is to be measured** | **Monitoring/Review of Outcome** | **Overall Impact** |
| **Autumn** | **Spring** | **Summer** |
| To ensure teaching is at least good and a proportion is outstanding:By July 2018100% Good Teaching36% Outstanding Teaching | Termly (ongoing evaluation using a range of evidence):Lesson observationsWork scrutinyPupil VoiceData | **Total good or outstanding- 83%****%outstanding- 28%** |  |  |  |
| **Actions:** | **Actions:** | **Actions:** |
|  **See Head’s report- December 2017- CPD to be delivered as appropriate in light of lesson observations, book scrutiny and pupil interviews****Target for Spring 2- 93%- good or outstanding****34%-outstanding** |  |  |
| To improve levels of progress in order to raise attainment in Reading:

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| **Target based on same cohort from one academic year to the next** |
| **Year Gp****2017-18** | **2016-17****ARE %** | **2017-18****Target ARE %** |
| Year 1 | 72% | 68% |
| Year 3 | 61.6% | 63% |
| Year 4 | 53% | 60% |
| Year 5 | 60% | 66% |

 | Work scrutinyHalf termly Data tracking:[M:\SMT\FS & KS1 data\2017-18\KS1 SATS predictions 2017-18.docx](file:///M%3A%5CSMT%5CFS%20%26%20KS1%20data%5C2017-18%5CKS1%20SATS%20predictions%202017-18.docx)[M:\SMT\KS2 data\2017-18\KS2 Predictions 2017-18.docx](file:///M%3A%5CSMT%5CKS2%20data%5C2017-18%5CKS2%20Predictions%202017-18.docx)  | **Year 1: 100% B****Year 3: 98.7% B** **2% W1****Year 4: 70.4% B** **29.5% W1****Year 5: 97.4% B** **2.6% W1** |  |  |  |
| **Actions:** | **Actions:** | **Actions:** |
| **Teachers to set half termly progress targets to allow more effective monitoring****Reading initiatives to be put in place in Spring 1- golden time linked to reading/ reading assemblies linked to school rules** |  |  |
| In Reading- To reduce the negative data shift from Year 1 to Year 2 and from Year 5 to Year 6

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| **Target based on same cohort from one academic year to the next** |
| **Year Gp****2017-18** | **2016-17****ARE %** | **2017-18****Target ARE %** |
| Year 2 | 76% | 65% |
| Year 6 | 47% | 55% |

 | Work scrutinyHalf termly Data tracking:[M:\SMT\FS & KS1 data\2017-18\KS1 SATS predictions 2017-18.docx](file:///M%3A%5CSMT%5CFS%20%26%20KS1%20data%5C2017-18%5CKS1%20SATS%20predictions%202017-18.docx)[M:\SMT\KS2 data\2017-18\KS2 Predictions 2017-18.docx](file:///M%3A%5CSMT%5CKS2%20data%5C2017-18%5CKS2%20Predictions%202017-18.docx)  | **Year 2:****October Prediction based on assessment:****56%****January prediction based on assessment:****63%****Year 6:****October prediction based on assessment:****61%****January prediction based on assessment:****67%** |  |  |  |
| **Actions:** | **Actions:** | **Actions:** |
| **Analysis of Year 1 assessment to bring into line Year 2 assessment systems** |  |  |
| In KS2, raise attainment of Girl’s reading in order to increase overall progress-July 2018:70% Target ARE 2018 | Work scrutinyHalf termly Data tracking:[M:\SMT\FS & KS1 data\2017-18\KS1 SATS predictions 2017-18.docx](file:///M%3A%5CSMT%5CFS%20%26%20KS1%20data%5C2017-18%5CKS1%20SATS%20predictions%202017-18.docx)[M:\SMT\KS2 data\2017-18\KS2 Predictions 2017-18.docx](file:///M%3A%5CSMT%5CKS2%20data%5C2017-18%5CKS2%20Predictions%202017-18.docx)  | **Girls in Years 3,4 and 5 are currently either out-performing or at the same level as boys in reading.****In Year 6- using assessment/ predictions, girls are out-perfoming boys overall apart from in 1 Yr 6 class- 39% boys predicted ARE against 25% girls** |  |  |
| **Actions:** | **Actions:** | **Actions:** |
| **To analyse girls performance within reading in identified Yr 6 class- Discussions with class teacher****Ensure appropriate support and interventions are put into place** |  |  |
| Early Learning Goal in Reading:By July 2018 = 74% (2% increase on last Year) | Analysis of progress through Early Learning Goals | **44/72 on target = 61%** |  |  |  |
| **Actions:** | **Actions:** | **Actions:** |
| **FS to identify pupils to support and accelerate progress** |  |  |

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| To improve levels of progress in writing in order to raise attainment

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| **Target based on same cohort from one academic year to the next** |
| **Year Gp****2017-18** | **2016-17****ARE %** | **2017-18****Target ARE %** |
| Year 1 | 68% | 62% |
| Year 2 | 69% | 57% |
| Year 3 | 52% | 60% |
| Year 4 | 58% | 64% |
| Year 5 | 54% | 62% |
| Year 6 | 57% | 60% |

 | Work scrutinyHalf termly Data tracking:[M:\SMT\FS & KS1 data\2017-18\KS1 SATS predictions 2017-18.docx](file:///M%3A%5CSMT%5CFS%20%26%20KS1%20data%5C2017-18%5CKS1%20SATS%20predictions%202017-18.docx)[M:\SMT\KS2 data\2017-18\KS2 Predictions 2017-18.docx](file:///M%3A%5CSMT%5CKS2%20data%5C2017-18%5CKS2%20Predictions%202017-18.docx)  | **Year 1: Otrack 100% B****Year 2: Predictions based on assessment October 48%****January 52%****Year 3: 100% B****Year 4: 92.3% B** **7.7% W1****Year 5: 100% B****Year 6: Predictions based on assessment****October 55%****January 62%** |  |  |  |
| **Actions:** | **Actions:** | **Actions:** |
| **Teachers to set half termly progress targets to allow more effective monitoring****Year 2 to have collaborative internal and external moderation****Ensure appropriate interventions are taking place for targeted pupils** |  |  |
| In KS1 and KS2, raise attainment of Boys’ writing-July 2018: KS2 : 55% target 2018KS1 : 55% target 2018 | Work scrutinyHalf termly Data tracking:[M:\SMT\FS & KS1 data\2017-18\KS1 SATS predictions 2017-18.docx](file:///M%3A%5CSMT%5CFS%20%26%20KS1%20data%5C2017-18%5CKS1%20SATS%20predictions%202017-18.docx)[M:\SMT\KS2 data\2017-18\KS2 Predictions 2017-18.docx](file:///M%3A%5CSMT%5CKS2%20data%5C2017-18%5CKS2%20Predictions%202017-18.docx)  | **KS2: Predictions based on assessment:****21/40 boys on target for ARE = 52.5%****KS1: Predictions based on assessment:****13/29 boys on target ARE = 45%** |  |  |  |
| **Actions:** | **Actions:** | **Actions:** |
| **Analyse Year 2 data to identify boys for support/ intervention****Discussions with class teachers: focus on pupils who achieved GLD but predicted ‘maybe’ for KS1 writing- ARE****Year 6:****Analyse Year 6 data and prediction. Support and intervention for identified pupils (x2)pupils in order to be on track** |  |  |
| Early Learning Goal in Writing:By July 2018 = 70% (2% increase on last year) | Analysis of progress through Early Learning Goals | **47% on target***Current data folder* |  |  |  |
| **Actions:** | **Actions:** | **Actions:** |
| **FS to identify pupils to support and accelerate progress** |  |  |
| To improve outcomes in Number and Shape, Space and Measure in FS2:By July 2018 = 68% (6% increase on last year) | Track data half termly through Pupil Progress Meetings/ using flight paths to monitor accelerated progress | **Number = 60% on target****Shape, space & measure = 57% on target** |  |  |  |
| **Actions:** | **Actions:** | **Actions:** |
| **FS to identify pupils to support and accelerate progress** |  |  |
| 1. **Targeted support**
 |
| **Desired Outcome** | **How impact is to be measured** | **Monitoring/Review of Outcome** | **Overall Impact** |
| **Autumn** | **Spring** | **Summer** |
| To improve children’s communication and language skills so that more than expected progress is made within an academic year.Progress accelerated termly- -more than one level of progress needs to be made each term-CL will impact on GLD  | Otrack to be analysed termly  | **See report:**[**..\Data Analysis\2017-18\PP actions.docx**](file:///%5C%5Cserver04%5Cmanagement%24%5CSMT%5CPupil%20Premium%5CData%20Analysis%5C2017-18%5CPP%20actions.docx) |  |  |  |
| **Actions:** | **Actions:** | **Actions:** |
| **See report:**[**..\Data Analysis\2017-18\PP actions.docx**](file:///%5C%5Cserver04%5Cmanagement%24%5CSMT%5CPupil%20Premium%5CData%20Analysis%5C2017-18%5CPP%20actions.docx) |  |  |
| In Years 1, 3, 4 & 5-by July 2018- A greater number of PP children to achieve ARE:

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| **Reading: Pupil Premium**  |
| **Target based on same cohort from one academic year to the next** |
| **Year Gp 2017-18** | **2016-17****ARE %** | **2017-18****Target ARE %** |
| Year 1 | 82.4 (ELG) | 60% |
| Year 3 | 54.2 | 60% |
| Year 4 | 42.3 | 50% |
| Year 5 | 55.3 | 61% |

 | Pupil Progress meetings- half termly tracking of Internal data (otrack) to measure progress towards ARE- compare against % of same cohort in previous year (B, W1, W2, W3, EXP) at each assessment point | **Data not sufficient to monitor** |  |  |  |
| **Actions:** | **Actions:** | **Actions:** |
| **To adjust Pupil Progress meetings and introduce target setting/ flight paths to ensure pupil progress from one academic year to the next. This will provide data to track if pupils are meeting their flight path targets on a termly basis.** |  |  |
| In Years 1, 3, 4 & 5-by July 2018- A greater number of PP children to achieve ARE:

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| **Writing: Pupil Premium** |
| **Target based on same cohort from one academic year to the next** |
| **Year Gp 2017-18** | **2016-17****ARE %** | **2017-18****Target ARE %** |
| Year 1 | 71 (ELG) | 58% |
| Year 3 | 45.8 | 51% |
| Year 4 | 42.3 | 50% |
| Year 5 | 47.4 | 52% |

 |  | **Data not sufficient to monitor** |  |  |  |
| **Actions:** | **Actions:** | **Actions:** |
| **To adjust Pupil Progress meetings and introduce target setting/ flight paths to ensure pupil progress from one academic year to the next. This will provide data to track if pupils are meeting their flight path targets on a termly basis.** |  |  |
| In Years 1, 3, 4 & 5-by July 2018- A greater number of PP children to achieve ARE:

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| **Maths: Pupil Premium** |
| **Target based on same cohort from one academic year to the next** |
| **Year Gp 2017-18** | **2016-17****ARE %** | **2017-18****Target ARE %** |
| Year 1 | 65 (ELG) | 70% |
| Year 3 | 58.3 | 63% |
| Year 4 | 30.8 | 40% |
| Year 5 | 57.9 | 60% |

 |  | **Data not sufficient to monitor** |  |  |  |
| **Actions:** | **Actions:** | **Actions:** |
| **To adjust Pupil Progress meetings and introduce target setting/ flight paths to ensure pupil progress from one academic year to the next. This will provide data to track if pupils are meeting their flight path targets on a termly basis.** |  |  |
| July 2018- End of KS1(Year 2) pupil attainment of PP children will be increased in Reading, Writing and Maths

|  |
| --- |
| **Target based on end of key stage data compared with Other Pupils (OP)** |
| Year 2 | 2016-17 In school gap | 2017-18In school gap |
| Reading | -24.6 | 0 |
| Writing | -21.7 | -5 |
| Maths | -11.7 | 0 |

 | Pupil Progress meetings- half termly tracking of Internal data | **Based on predictions****Reading = +1****PP 63% OP 62%****Writing = -9****PP45% OP 54%****Maths = +3****PP 55% OP 52%***(Excel tracking grids)* |  |  |  |
| **Actions:** | **Actions:** | **Actions:** |
| **Identify PP chn who need support/ intervention in writing. Monitor the impact of previous interventions and adjust provision to address pupils’ needs.** |  |  |
| July 2018- End of KS2(Year 6) pupil attainment of PP children will be increased in Reading, Writing and Maths

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| --- |
| **Target based on end of key stage data compared with Other Pupils** |
| Year 6 | 2016-17 | 2017-18 |
| Reading | -25.1 | -10 |
| Writing | -29.3 | -4 |
| Maths | -10.1 | -8 |
| Combined | -24.5 | -9 |

 | Pupil Progress meetings- half termly tracking of Internal data | **Based on predictions****Reading = -8****PP 59% OP 67%****Writing = -1****PP 59% OP 60%****Maths = -12****PP 41% OP 53%****Combined = -6%****PP 41% OP = 47%***(Excel tracking grids)* |  |  |  |
| **Actions:** | **Actions:** | **Actions:** |
| **Identify PP chn in need of support/ intervention in Maths. Monitor the impact of previous interventions and adjust provision to address pupils’ needs.** **Identify PP chn who are falling behind in one subject area and therefore impacting on combined** |  |  |
| Learning opportunities for PP children will be at least equal to non PP children- PP chn to have appropriate targets set (academic/social depending on individual need) | Monitoring of Pupil Premium Provision Maps- Pupil Progress Meetings | **Pupil Premium Provision Maps given to class teachers and individual targets set**  |  |  |  |
| **Actions:** | **Actions:** | **Actions:** |
| **Review Pupil Premium Provision Maps with staff to ensure targets are being set, reviewed and reset****Spring 1- start trial of PP Provision Map folders in 2F, 3T, 4W & 6C** |  |  |
| Learning opportunities for PP children will be at least equal to non PP children – for targeted chn, incidents of negative behaviour will be reduced from September 2017 to July 2018 | Pupil Progress meetingsDataMonitor incidents of behaviour for targeted pupils/ link to progress and attainment of targeted pupils | **Out of 14 chn with persistent seclusion 9 are Pupil Premium (64%)** |  |  |  |
| **Actions:** | **Actions:** | **Actions:** |
| **NB: This is a starting point (64%)-use this data to monitor impact of support in Spring 2/Summer 1/ Summer 2****Inclusion team to work with:****1 x Year 3 pupil****6- Year 5 pupils****2x Year 6 pupils****To target these chn and support with behaviour- discuss with class teacher and Inclusion team- with a focus on Yr 5 pastoral/behaviour support***(Integris)* |  |  |
| 1. **Other approaches**
 |
| **Desired Outcome** | **How impact is to be measured** | **Monitoring/Review of Outcome** | **Overall Impact** |
| **Autumn** | **Spring** | **Summer** |
| Vouchers redeemed to support- Learning opportunities for PP children to be at least equal to those of non PP children- An increase in % of vouchers redeemed compared with 60% redeemed 2016-17 | Comparison of % PP children and Other children accessing residential tripsPupil voice- with regards to experiences PP provision maps | **Voucher system not set up this term****No residential trips have taken place this term** |  |  |  |
| **Actions:** | **Actions:** | **Actions:** |
| **Voucher system to be set up in Spring Term****Discuss future residential trips with relevant Year Groups to identify PP chn to be targeted for support accessing trips** |  |  |
| Attendance of PP children will be 96% | Attendance data to be tracked/monitored half termly | **95.67%** |  |  |  |
| **Actions:** | **Actions:** | **Actions:** |
| **Continue to monitor**  |  |  |
| To increase the number of PP participation in Sporting activities from the beginning of the academic year until July 2018 | Track the % involvement of PP children within sporting activities/ teams termly to ensure that % involvement of PP children is increasing | **Autumn 1- 28 %****Autumn 2- 35%****Participation in sporting events** |  |  |  |
| **Actions:** | **Actions:** | **Actions:** |
| **In Spring term- track participation within Sporting Clubs as well as Sporting Events** |  |  |