

Subject Leader Action Plan

Subject: Pupil Premium/Disadvantaged Learners

Subject Leaders: Simon Futchter (Headteacher)

School Year(s): 2018/19 (to correspond to financial year)

Overall Aim:

To secure at least good progress for pupils in receipt of Pupil Premium that is at least in line with their peers.

Success Criteria:

- Children in receipt of Pupil Premium have their needs identified and appropriate strategies are used to address this need.
- Pupil make at least good progress across the school in all core areas.
- Parent and pupils report that the children's needs are being met.

This plan related to key action points to be addressed across the year and does not represent all spending. Please read this action plan and evaluation alongside the main summary of strategies employed at the school, available on the website for further information on how the PP grant is spent. Pupil specific in-school records (e.g. PP evaluations, CAF reviews and Pupil Case Studies) alongside general in-school records (e.g. PP data analysis, work scrutinies and pupil conferences) are available to evidence the impact of the school's work.

Key:

T=Term

PP= Pupil Premium

Last updated: **June 2019**

Objectives	Personnel	Tasks/ Resources	Cost	Timescale	Monitoring Process/Success Criteria	Evaluation
Identify specific pupils areas of need and corresponding spending	SF lead	SF work with finance officer and staff to identify and plan spending for 18/19 financial year (most will be ongoing until end of 18/19 academic year).	£17580 allocation	April 2018 then September 2018	<p>Areas of need clearly identified.</p> <p>Strategies to address areas of need clearly identified.</p> <p>Strategies monitored for impact and adjusted if required.</p>	<p>Mid-year review: Much of our pp spending plan must be determined termly with whole year in mind as variables exist which cannot be definitely planned for in advance. This is good practice as it allows the school to respond to pupils' needs over time rather than following a plan that can be out of date several months after it is written. The core spending plan encompasses a wide variety of support strategies that address academic, social and emotional needs. See spending plan and below for further details.</p> <p>T6 review: Money has mainly been spent on intervention work relating to academic, social and emotional needs. It has also been allocated on the full variety of strategies the school has listed on the website in varying proportions. See below for impact of this spending.</p>
Sustain the impact of work already completed in order to further close attainment and achievement gap in core subjects of reading, writing and maths through introduction of	Subject leaders	<p>Subject leaders to conduct case studies on disadvantaged KS2 pupils relating to core subjects to identify areas for development</p> <p>Ensure progress over the Key Stage (rather than the previous year) is used as the key</p>	£9k	Term 2	Case study in T3 then on-going monitoring of identified strategies with final evaluation of impact in T6.	Mid-year review: Outcomes of term 2 pupil progress meeting determined funding for terms 3 and 4. Such interventions and other use of funding is now being put into place e.g. Third Space learning maths intervention for 3x year six PP pupils; musical instrument tuition at children's requests; targeted interventions for pupils falling off track in year. 2 evaluations of support indicate where support is to continue, run in a different form or stop altogether.

<p>subject leader pupil progress meetings to hone pupil interventions and support further</p>		<p>marker for intervention and support</p>				<p>T6 review: Triangulation of data, including pupil work scrutiny, data analysis and pupil case studies has indicated that the majority of our PP work has been successful at moving children forward in their learning or addressing their social/emotional needs. By end T4 2019 Pupil Premium children were behind in writing (-1.5) and maths (-1.3) attainment overall. They were above in reading at +0.4. Their progress in writing was only 1.2 and was also below in maths (1.5) and reading (1.4). English leader to investigate why data indicates good attainment and achievement has not been achieved in writing, particularly in year five and those in receipt of Pupil Premium funding (along with PP leader) or with SEN (along with SENCO). Maths leader to work with PP leader and SENCO to ensure provision for vulnerable learners is fit for purpose. Third Space Learning intervention has been dropped as has not provided sufficient evidence of progress for the cost. We are now awaiting end of Key Stage results to benchmark the full effectiveness of our PP provision to fully update this section.</p>
<p>Secure the social and emotional needs of pupil premium children</p>	<p>SF/ SENCo/ ELSA</p>	<p>Ensure ELSA programme is effective and responsive to the needs of pupils</p>	<p>£2k</p>	<p>Termly</p>	<p>Ongoing monitoring by SENCO</p>	<p>Mid-year review: ELSA programme continues to run and responds to needs on the fly. ELSA availability does mean that her time is highly sought after and children must reach certain thresholds before being able to work with her. This means that TAs are required to pick up lower level needs at</p>

						<p>the present time. SF look into the possibility of temporarily increasing ELSA time using unexpected surplus Pupil Premium funding obtained through retrospective adjustment.</p> <p>T6 review: ELSA is working over both school bases effectively. Pupils, parents and teachers report that children are more able to engage in their learning, are happier and are able to form and sustain positive and productive relationships with their peers.</p>
Support families of PP children (e.g. through CAF process) to ensure home life supports school's aims of improving pupils' life chances	SF/SENCo/ Teachers	SF work with SENCo to identify parenting needs and address as required. This could include parenting classes, CAF process, and physical resources.	£500 allocated (<i>more spent due to need</i>)	From April 2018 then termly	Pupils/ parents/ staff indicate home life more conducive to learning overall.	<p>Mid-year review: Currently two families are engaged in the CAF process with SF. PP funding has been allocated to pay for external Parent Support Advisor for family and this has proving to be effective and support children who attend our school.</p> <p>T6 review: One family is fully engaged with this process and has attended external support courses and engaged with a Parent Support Advisor for a number of sessions, funded by the school. The outcomes for this family have been good, with the work to continue after child has transferred to secondary school; One family is not fully engaging with the CAF process so alternative arrangements/provision may now need to be considered.</p>

Date	Current Evaluation of Impact	Next Steps
June 2019	<p>Triangulation of data, including pupil work scrutiny, data analysis and pupil case studies has indicated that the majority of our PP work has been successful at moving children forward in their learning or addressing their social/emotional needs. By end T4 2019 Pupil Premium children were behind in writing (-1.5) and maths (-1.3) attainment overall. They were above in reading at +0.4. Their progress in writing was only 1.2 and was also below in maths (1.5) and reading (1.4).</p> <p>ELSA is working over both school bases effectively. Pupils, parents and teachers report that children are more able to engage in their learning, are happier and are able to form and sustain positive and productive relationships with their peers.</p> <p>One family is fully engaged with this process and has attended external support courses and engaged with a Parent Support Advisor for a number of sessions, funded by the school. The outcomes for this family have been good, with the work to continue after child has transferred to secondary school.</p>	<p>One family is not fully engaging with the CAF process so alternative arrangements/provision may now need to be considered.</p> <p>English leader to investigate why data indicates good attainment and achievement has not been achieved in writing, particularly in year five and those in receipt of Pupil Premium funding (along with PP leader).</p> <p>Maths leader to work with PP leader and SENCO to ensure provision for vulnerable learners is fit for purpose. Third Space Learning intervention has been dropped as has not provided sufficient evidence of progress for the cost. We are now awaiting end of Key Stage results to benchmark the full effectiveness of our PP provision to fully update this section.</p>