



Pupil Premium Action Plan

"Individual care and classroom rigour"

Priority: To narrow the attainment gap between pupils who are not in receipt of the PPG and those who are.

In 2015/16, the school has been allocated its funding based on 4 children LAC/Post LAC, 9 services children, 19 FSM and 6 EYPPG.

Objective	Actions	Success criteria	Monitoring	Resource	Evaluation/Impact
100% of teaching for PPG children is quality first teaching	<ul style="list-style-type: none"> PPG children are reported on separately during 'book look' and classroom observations. Aspirational targets are set for all PPG children and communicated clearly to all staff PPG children receive additional teacher conferencing time to ensure any barriers to learning are identified and actioned. Link governors to meet with Inclusion leader to monitor data 	100% of teaching over time is good or better.	Book Look Observations Learning Walks Conferencing Attendance checks	(See People Plan) Inclusion leader time with SLT	How much has quality first teaching improved progress for PPG children?
To accelerate the learning of more able PPG children	<ul style="list-style-type: none"> Specialist teaching for those children identified as able in maths. 	Performance management of staff reflects aspirational	PM reviews VGA meetings	Inclusion leader time Phase leader time	How much has attainment of more able PPG children improved?



	<ul style="list-style-type: none"> • Performance management reviews to take account of PPG data • Link governors to meet with Inclusion leader to monitor data 	<p>targets for PPG children.</p> <p>Governor are aware of PPG systems, data and spend.</p>	<p>Attendance checks</p> <p>Governor meetings</p>		
<p>To ensure intervention is provided as early as possible in school.</p>	<ul style="list-style-type: none"> • VGA meetings to be held with phase leader. AHT and IL to analyse data and information to form actions for individual children. • Staff to carefully consider the type and nature of intervention recorded. 	<p>Children likely to fall behind are quickly identified and nurture is put in place.</p> <p>PPG children are priority group within VGA process.</p>	<p>Conferencing</p> <p>VGA meetings</p>	<p>Release time for teachers</p> <p>Phase leader time</p>	<p>To what extent have interventions been successful in raising standards?</p>
<p>To regularly monitor impact of all interventions used for children drawing down PPG.</p>	<ul style="list-style-type: none"> • Baseline data to be collected on entry and updated at the end. • VGA • Inclusion leader to monitor and regularly meet with support staff delivering programmes. 	<p>Intervention delivery is high quality.</p> <p>PPG children make progress in line with non PPG children.</p> <p>PPG spend shows value for money.</p>	<p>Observation of nurture groups</p> <p>SPTO cost effectiveness tool</p>	<p>Inclusion leader and AHT time</p>	<p>How have we ensured that vulnerable learners receive quality intervention?</p>
<p>To be responsive to the needs of the individual learner.</p>	<ul style="list-style-type: none"> • Conferencing with pupils and parents every term. • Inclusion leader to set up additional nurture and manage additional resource in response to learner need. 	<p>PPG spend shows value for money.</p> <p>Parents and children feel their individual needs have been addressed.</p>	<p>Conferencing</p>	<p>Release time for teachers</p>	<p>To what extent have funds been allocated to meet specific needs?</p>



How much has quality first teaching improved progress for PPG children?

Quality First Teaching is the primary way in which we at Broadstone First School look at to narrow the gap. Investment this year into QFT has included peer to peer coaching for those not consistently performing good or better lessons. Supply costs to cover colleagues in order for shared good practice to be observed has support this. Achieving 100% good or better teaching has also required support from SLT which has impacted on the spend. We can report that end of academic year 2015/16, on average, teaching across school was judged at 95% good or better.

The following table shows the attainment (as a %) of PPG children at the end of 2015/16. This is based on a final cohort of 28 pupils. (Yr R to Y4)

Due to the small cohort of 28 children we have not provided % only numbers of children.

	Below NE	At NE	Beyond NE	At least NE	Good or better progress	Whole school comparison *	Gap
Reading	2	13	13	26	23 (82%)	78%	+4%
Writing	8	12	8	20	17 (61%)	72%	-11%
Maths	8	9	11	20	18 (64%)	69%	-5%

Attainment and progress in reading is pleasing. PPG children outperform their peers.

Progress in maths is broadly in line with the rest of the school and reflects the number of children who are PPG+SEND.

The trends in writing mirror those of the whole school. Of the 8 children who were below ARE, 5 of them were PPG+SEND.

(* Whole school progress values are distorted by Yr3 issues as described in HT report)

Allocated funds:

£ 4 500



How much has attainment of more able PPG children improved?

Pupil conferencing at the end of academic year 2014/15, revealed the number of girls who did not feel confident in their maths ability – even though their attainment data showed progress in line with ARE. Coupled with research into the gap between boys and girls achievement with maths at the start of the Year 2015/16, PPG children were offered the chance to see a specialist maths tutor to support learning. This was then rolled out to less able PPG children in order to support aspirational learning. Borough focus this year was on raising the standards in reading and training to support children to access higher order reading skills was invested in. Alongside this, all children across school were set aspirational targets across the curriculum.

Allocated funds:

£ 1 000 (Plus staffing for 1:1 provision detailed below)

To what extent have interventions been successful in raising standards?

New and robust monitoring systems for tracking pupil progress, ensured that identified children were quick to be added to our intervention programmes. Staff were deployed and re-deployed according to need throughout the year to run interventions. PPG children were prioritised in this process. TAs undertook precision teaching training to work with pupils on a 1:1 basis to tackle gaps in learning. Staff training during spring term focussed on developing our use of evidence based intervention (as recommended by EEF research) and determined the differences between intervention and differentiation within the curriculum. This mean that programmes would only be delivered if they have been proven to raise standards. Evidence based interventions have been further invested in to support pupils including PPG for the year 2016/17 e.g Power of 2/Plus 1, Speed Up, Get Writing!

How have we ensured that vulnerable learners receive quality intervention?

Data shows that PPG learners are broadly in line with their peers' progress for Maths and Reading. Individual learners needing catch up programmes were identified via pupil progress discussions (see School Pupil Tracker for notes)

School has trained specialist providers for Speech and Language and Reading intervention. The provision is high quality. Through staff training staff understand the need for evidence based high quality interventions and delivery and impact of this has been monitored by SLT. (see performance management evidence)

Combined Allocated funds (for #3 and 4):

£ 1 500 (Plus CPD and staffing for interventions detailed below)



To what extent have funds been allocated to meet specific needs?

Parents are invited to school to discuss their child's needs and support the allocation of the PPG. The Trust have recently introduced a personal allowance for parents to determine how they wish to spend a proportion of the grant. Funds have been used to overcome barriers to learning through assessments, specialist staff training and employment of private therapists to assist in QFT.

Allocated funds:

£ 2 000 (Plus staffing for interventions detailed below)

Staffing costs

(awaiting finance report)