



Pupil Premium Action Plan – 2018-2019

Priorities:

- To monitor and track the progress and quality of provision on offer for **most able disadvantaged** children within school.
- To use data tools such as DCPRO and ASP to measure progress of PP children over time and ensure that all PP children are making at **least expected progress**.
- To monitor and assess progress of children in **core year groups** – Current year 6 cohort in R, W, M and current year 4 cohort in R, W, M.
- To review the effectiveness of Pupil Premium provision across school in line with current needs, enhancing provision by using **a specialist PP teacher** to target individual needs at a whole school level.

Successes:

“Pupil premium funding is spent wisely, it is used to fund a dedicated member of staff with responsibility for working with individual pupils.” (OFSTED, 2015)
Prior to 2017, there was a dip in data for progress and attainment of PP children, particularly in reading. Last year, 89% of Pupil Premium children achieved expected or above at the end of KS2 statutory assessment tests, a 69% increase on the previous academic year.

Action plan purpose – To provide a clear handle on the provision and impact of pupil premium spenditure at a whole school level. Also, to look at progress over time from individual starting points (KS1 to KS2) to measure inclusiveness of PP children across school.

School development Plan links / School priorities –

“The proportion of disadvantaged pupils, those who are supported through pupil premium, is below the national average.” (OFSTED, 2015)
“All teachers to use assessment to reshape activities during the lesson to better meet the needs of all pupils.” (OFSTED, 2015)

Action	How?	Who?	When?	Impact?
To use a specialist PP teacher to deliver quality first interventions at a whole school level to target disadvantaged children.	<ul style="list-style-type: none"> • MP to deliver weekly interventions to PP children across school. • AW to embed the vision that every PP child in school should be a target to make accelerated progress. • Class teachers to offer quality first teaching and provision, catering for the needs of all PP children, ensuring they are challenged and make progress from their individual starting points. • MP to liaise with class teachers to 'teach to gaps' to target individual needs, using formative and summative assessment to underpin next steps. • AW to oversee and support MP in the quality of provision being provided during PP interventions and monitor and respond to this accordingly. 	<p>AW to oversee</p> <p>MP to deliver targeted support</p> <p>Class teachers</p> <p>JC</p>	Autumn 1 – end of year	

	<ul style="list-style-type: none"> Record of interventions to be used weekly to measure impact and track progress over time. Pupil progress meetings to monitor impact Book scrutinies 			
To ensure that ALL PP children across school make at least expected progress in Reading, Writing and Maths.	<ul style="list-style-type: none"> AW to deliver PP CPD to all staff EYFS, KS1 and KS2 All teachers to monitor, track and assess progress of PP children, taking account for individual starting points and knowing end of year targets in Reading, Writing and Maths for all disadvantaged children. AW to monitor progress across core subjects through planning and book scrutinies. AW to liaise with AR Maths lead in school to quality assure provision in Maths, Reading and Writing. AW to track progress of PP children (in year progress) from previous year group data and share with teachers 	AW to oversee AR All teachers	Termly reviews Autumn Spring Summer	
To monitor and track the progress of most able disadvantaged pupils within school.	<ul style="list-style-type: none"> AW to use data tools to have oversight of individual starting points, DCPRO and ASP analysis to compare most able disadvantaged in last years cohort to this years cohort. Staff CPD Targeted questioning on plan Book scrutinies to evidence the quality of teaching and learning for most able disadvantaged. Pupil voice Monitor the quality of intervention marking – used for stretch and challenge Learning walks 	AW to oversee All teachers JC/RF	Termly reviews Autumn Spring Summer	
To track and monitor the progress of all PP children in core year groups, to ensure they make at least expected progress in Reading, Writing and Maths.	<ul style="list-style-type: none"> To use specialist PP teacher to deliver weekly interventions in Years 6 and 4. PP teacher to have x1 afternoon to plan quality first provision for group needs Reading boosters delivered by PP teacher and Maths boosters delivered by PP teacher. Pupil progress meetings Staff CPD for pupil premium Monitoring – book scrutinies, learning walks and planning checks for PP children in reading, writing and maths. Professional conversations with DHT and HT, using data to inform next steps and respond to needs over time. 	AW MP JC/RF Class teachers	Termly	

