**Our Lady of the Angels Pupil premium strategy statement 2017-18**

**“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”**

**(A.P.J. Abdul Khan, 11th President of India)**

***“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi***

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

**Principles**

* To ensure that teaching and learning opportunities meet the needs of all pupils.
* To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
* In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
* We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
* Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **Academic Year** | 2017-18 | **Total PP budget** | £60,000 | **Date of most recent PP Review** | March 2017 |
| **Total number of pupils** | 187 | **Number of pupils eligible for PP** | **46** | **Date for next internal review of this strategy** | July 2017 –  September 2017 |

|  |  |  |  |
| --- | --- | --- | --- |
| **FSM** | **Ever6** | **Pupil Premium Plus**  **(Adoption Premium)** | **Services** |
| 16 | 30 | 2 | 0 |

**Current Academic Year**

**(Percentages are for each cohort and the totals across the school) 2016-2017**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year Group** | **Total** | **FSM** | **Ever 6** | **Services** | **Adoption Premium** |
| Year 6 | 6 (27%) | 2 (9%) | 4 (18%) | 0 (0%) | 0 (0%) |
| Year 5 | 9 (30%) | 3 (10%) | 6 (20%) | 0 (0%) | 1 (3%) |
| Year 4 | 5 (17%) | 2 (9%) | 3 (10%) | 0 (0%) | 0 (0%) |
| Year 3 | 8 (28%) | 2 (9%) | 6 (21%) | 0 (0%) | 1 (3%) |
| Year 2 | 8 (28%) | 1 (3%) | 7 (24%) | 0 (0%) | 0 (0%) |
| Year 1 | 3 (14%) | 2 (10%) | 1 (5%) | 0 (0%) | 0 (0%) |
| Reception | 7 (23%) | 4 (13%) | 3 (10%) | 0 (0%) | 0 (0%) |
| Total | **46 (100%)** | **16 (35%)** | **30 (65%)** | **0 (0%)** | **2 (4%)** |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Current achievement** | | | |
| **End of KS1 & 2 Attainment for: July 2017** | *Pupils eligible for PP* | *Pupils not eligible for PP* | |
| *School* | *National* |
| % achieving expected standard or above in reading, writing and maths |  | **KS2: 18%** | **KS2 : 61%** |
| % achieving expected standard or above in reading | **33.3%** | **56.3%** | **71%** |
| % achieving expected standard or above in writing | **33.3%** | **12.5%** | **76%** |
| % achieving expected standard or above in SPAG | **50.0%** | **75.0%** | **77%** |
| % achieving expected standard or above in maths | **33.3%** | **56.3%** | **75%** |
| Progress score in Reading | **5.7** | **5.5** |  |
| Progress score in Mathematics | **5.5** | **6.0** |  |
| Progress score in Writing | **5.2** | **5.0** |  |
| % achieving expected standard or above in reading at KS1 | **37.5%** | **90.5%** |  |
| % achieving expected standard or above in writing at KS1 | **25%** | **76.2%** |  |
| % achieving expected standard or above in maths at KS1 | **12.5%** | **90.5%** |  |

|  |  |
| --- | --- |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
|  | Social and emotional barriers to learning: Providing funding for dedicated Emotional and Psychological support for vulnerable pupils to raise their self-esteem and confidence, so that they are ready for learning. Use of the THRIVE and SEAL programmes within school. Children in Y2, Y3, Y5 and Y6 have identified emotional needs that impact on their behaviour and ultimately affect whether or not they present to be learning ready. Using the THRIVE assessment at the beginning and end of the planned sessions we aim to show progress. We are providing our children with these individual and group interventions to ensure they are learning ready by supporting their personal social and emotional needs. |
|  | Access to extra-curricular activities - educational experiences such as trips, and participation in additional activities. The percentage of Pupil Premium children accessing clubs is 44% (20/45) Residential visits (Y5 and Y6 only) is 80% and 83% (5/6) who have been nominated for an Enrichment Workshop so far have attended these. Target: for at least 70 % to access these activities this academic year. If we did not provide this, then many of our children would not access these opportunities. |
| **External barriers** (issues which also require action outside school, such as low attendance rates) | |
|  | Raise the level of current academic achievement for ALL Pupil Premium children by at least 5 steps of progress. Improve learning outcomes in reading, writing and maths meeting or exceeding end of year age-related objectives.  More Able Pupil Premium children  SEND Pupil Premium children  EAL Pupil Premium children  Pupil Premium children who have identified social and/or emotional behaviours  Other identified cohorts of Vulnerable Pupil Premium children including those who have FSM, Summer born birthdays: |
|  | Attendance and in particular punctuality. Up to and including the end of Autumn half-term 1, the 40% (18/45) Pupil Premium children have an attendance of below 96%. With the exception of one child – whose parent is now being supported by the Family Support Worker, the remaining children have a valid medical reason for being absent or they have suffered prolonged illness. We have introduced the weekly ‘Attendance Aspiration’ competition during our Friday Celebration Assemblies. This will communicate the message that attendance at school is extremely important and that as individual classes we should all strive for the best it can be. The class with the highest attendance will win and this will be recorded on a hall display board for all to see throughout the year. The class with the highest attendance each week will also expect a small treat from their class teacher to be decided by the children. Friday Celebration Assemblies are attended by parents/carers, so they too will receive the message clearly that we have high expectations regarding attendance – and punctuality, unless there is a significant reason. We will keep track of the winners, to measure trends in the outcome of this. Analysing the Pupil Premium attendance data from 2015-16 demonstrated that there were 3 families that needed an intervention to improve their children’s ATTENDANCE at school. The data for 2015-16 is as follows: 89.2% for child (family 1) 92.1% for child 1, 92.4 % for child 2, 91.6% for child 3 (family 2) 86.3% for child 1 and child 2 (family 3) The data so far for 2016-17 is as follows: 86.9% for child (family 1) \*This includes 8 late arrivals after the register closed – 9.5%\* 100% for all three children (family 2) 97.6% for child 1 90.5% child 2 (family 3)  We are monitoring closely the attendance of child 2 from family 3. One of the three identified families who were causing concern have improved their children’s attendance; family 2 is working hard to ensure the attendance percentage remains high. We are continuing to monitor all three families closely to ensure we can further encourage a positive percentage of attendance above 96% overall by the end of the year. The family that remains a concern is working alongside our Family Support Worker to improve their child’s punctuality, ensuring the child is in school BEFORE the register closes; therefore reducing the amount of unauthorised absences. Overall, the data from 2015-16 does not demonstrate any serious concerns regarding the punctuality of our Pupil Premium children, apart from the one family now receiving interventions from the Family Support Worker. 2016 – 17 data to date: Attendance: % of authorised absence: 64% (29/45) % of unauthorised absences: 20% (9/45) % for persistent absence 2% (1/45) Punctuality: % of children who are late BEFORE the register closes: 27% (12/45) % of children who are late AFTER the register closes: 13% (6/45) % for persistent absence 2% (1/45)  Reducing the number of children who arrive late into school is a priority and a target to improve. |

|  |  |  |
| --- | --- | --- |
| 1. **Desired outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Providing funding for dedicated Emotional and Psychological support for vulnerable pupils to raise their self-esteem and confidence, so that they are ready for learning:  • Use of the THRIVE and SEAL programmes within school provide dedicated time and support to help build pupils emotional development and/or assess cognitive development. Regular use of THRIVE questionnaires, completed by teachers, will regularly assess the needs of each child to inform of future social and emotional interventions.  • Programmes of appropriate interventions will be designed to fulfil the needs of each child based upon the outcomes of these questionnaires.  • Use of the correct procedures in place to allow the social and emotional interventions to take place appropriately.  • Feedback meetings to families regarding progress and additional support signposted when necessary | • The self-esteem, social skills and behaviour of identified pupils will improve leading to increased confidence and attainment in the classroom.  • A regular review (half-termly) of the designated children involved in the THRIVE and SEAL programmes, will ensure the correct children are always identified and receiving support.  • Regular opportunities for support staff to feedback to relevant parties – SLT, SENDCo, teachers and parents will enable a whole school approach to improving the social and emotional needs of the identified children. |
| **B.** | Access to extra-curricular activities - educational experiences such as trips, and participation in additional activities:  • Pupils are able to participate fully in school trips and residential trips  • Learning is supported by trips that are carefully planned to enhance the school’s curriculum  • Initial letters and meetings include information for parents about available funding  • PTA to liaise with parents and HT regarding specific requests for funding  • Teachers made aware of funding available – can approach parents if appropriate | • Pupil Premium children do not miss out on social skills, independence, perseverance and team-work which are developed through participation in group activities and/or over- night stays on residential school trips.  • Children involved in the THRIVE and SEAL programmes within school have further opportunities to put the skills learnt at these interventions into practice. |
| **C.** | • Raise the level of current academic achievement for ALL Pupil Premium children by at least 5 steps of progress. Improve learning outcomes in reading, writing and maths meeting end of year age-related objectives:  **TEACHING AND LEARNING STRATEGIES:**  • Consolidation of learning completed in classes – time for practise and application of skills. More Able Pupil Premium children are given the opportunity to attend Enrichment workshops run by the University of Exeter Graduate School, in addition to workshops and ‘Booster Groups’ that can be designed and delivered by experienced members of staff within school.  • Specified teaching staff are being trained using ‘Lilac Sky Coaching strategies: Staff will be more confident in planning lessons and small group intervention activities using the skills of Co-operative learning, frequent assessment and questioning - and learning to learn strategies to be used in daily teaching and learning activities for the benefit of ALL children. Jan 2017: Staff need to review their coaching input and its impact by the end of Spring 1. What difference(s) has the coaching made to their teaching and learning outcomes?  • Pre-teaching to prepare all for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology.  • Where Pre-teaching tasks are set as home learning, Pupil Premium children will have time to complete these tasks in school if they are unable to do so at home. Our expectation is that Parent Learning overviews are sent to parents a few days before starting the new learning experience, so that parents have the opportunity to see future teaching input, with the Hook and Outcome clearly highlighted. The Learning Experience Parent Topic Webs are also on each class page and updated regularly.  **FOCUSED INTERVENTIONS AND TA SUPPORT WITHIN CLASS:**  • Learning tasks are tailored to meet the specific needs of all Pupil Premium children, therefore ‘closing the gaps using clear and specific AFL activities and strategies such as PALS to allow the children to assume an active role in their own learning and take more responsibility for their learning in a less prescriptive manner.  Jan 3rd 2017: INSET was devoted to learning and embedding AFL strategies that can be used across the curriculum.  • 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting)  • Support within lessons to improve understanding of learning in reading, writing and maths.  • Homework will be completed regularly, including entries in Reading Diaries.  • Priority reading with TAs if pupils are unable to read at home  • Tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific areas  • Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress. \*GEPs need to link specifically to targets and progress overall. This needs to be clear in the reviews written by teachers.  • Interventions will adopt the proven classroom management strategies – rapid pace of instruction, valuing all pupil responses and maintaining the common language for discipline outside the classroom.  • Teacher and SENCO reviews – careful planning of interventions to be completed each half term/phase  • Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or  **EMPHASIS ON COMBINED ACHIEVEMENT:**  Within the changes to accountability, there is an emphasis on a combined achievement.  • In the Primary School Performance tables there's a very strong emphasis given to the percentage of pupils who achieve expected standard in all three of Reading, Writing and Maths.  • Ours last year was 20%. The national average of 53%. The attainment element of the floor standards is 65%.  • WE HAVE PURCHASED THE PUMA AND PIRA STANDARDISED TESTS FOR Y1 – Y6 TO COMPLETE AT THE START OF EACH TERM TO MONITOR PROGRESS AND ASSESS THE IMPACT OF QUALITY FIRST TEACHING AND LEARNING.  • Think about V1 V2 and V3 – vulnerable in 1, 2 or all 3 subject areas. V0 if there are no issues!  • It's helpful to assess children as being either vulnerable in 1 subject, in 2 or in all 3. (Some won't be vulnerable in any of course!) That then will help us to know where and how to concentrate our efforts.  • When we're responding to our main assessments from Insight (i.e. in Pupil Progress Meetings), this will be a useful exercise to complete in all year groups.  • Pupil Premium children will remain a focus regardless, but the nature and extent of that focus might change. Similarly with SEND.  • Potential to look at this as a three way VENN DIAGRAM:    R    M  W  Potentially a useful tool and working document that is regularly updated to show where the children have come from and where we still need to focus our efforts, both with the disadvantaged children and the remainder of the class. The Venn Diagram of progress can be obtained through Target Tracker.  **EAL CHILDREN:**  • Support specific concepts such as comprehension, sequencing, actions, pronoun usage, categorization & grammar through regular intervention groups and strategies such a PALS to improve reading fluency and comprehension.  • Support pupils to develop appropriate social skills which are a key component to interacting with others through close communication between TAs, teachers and HT to track pupils with concerning difficulties with S&L and develop action plan as necessary  • Feedback meetings to families regarding progress and additional support signposted when necessary. | • All Pupil Premium children will have improved their learning outcomes in reading, writing and maths (meeting end of year age-related objectives)  • All Pupil Premium children will be developing confidence in these specified areas of the curriculum both within school and in wider school initiatives.  • All Pupil Premium children will have developed a love of learning and a willingness to improve their academic ability further outside the school environment e.g. analyse the completion of home learning tasks to monitor how far Pupil Premium children and their families are engaging with these set tasks. Monitor Reading Diaries for recorded and dated entries. Pupil Premium children are reading independently and with enjoyment both within and outside the school environment.  • Clear communication with the SENCO will ensure that strategies utilised in interventions remain as robust and relevant to raising the achievements of all Pupil Premium children.  • Pupil Premium children will receive high level, quality interventions leading to improved learning outcomes overall.  As a result, Pupils who are on the SEN register and in receipt of PP have their  individual targets reviewed regularly and aspirational targets are  set for their progress each half-term.  • EAL Pupil Premium children will reach their fullest potential in terms of their speech, language and communication development, which in turn will enable them to function and participate more fully in all aspects of daily life, both in school and in a wider school or home learning environment. |
| **D.** | **Attendance and in particular punctuality:**  • All Pupil Premium children will be in school at the correct time – calm and ready to learn. Support will be given to children and families by the newly appointed Parental Support Advisor (PSA)  • Support to children and families requiring additional support including working with multi-agency approach to ensure children are ready for learning and are supported by their families.  • Children who are deemed ‘at risk’ are closely monitored and tracked and early intervention ensures that school and families work together to meet the needs of the child. | • Punctuality of Pupil Premium children will improve. The intervention of the PSA as appropriate will help to reduce the number of persistent number of absentees among pupils eligible for Pupil Premium and ensure that all these children meet the expected attendance target of 96%.  • Use of CPOMS will be used efficiently to highlight and monitor children who are deemed at risk.  • The PSA will communicate with the school safeguarding team on a weekly basis, ensuring that all children and their families are receiving the correct support as required.  • Direct communication with the on-site Pre School, ensures that the families who require support are identified early. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | |
| **Academic year** | **2017/18** |
| The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column. | | | | |
| **a. Additional Teaching Staff** | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Target Pupil Premium children for support within the lesson.  Support for More Able children.  \*Malou Evans: experienced teacher employed x2 days per week to work with Y6/Y5 Booster Groups including Pupil Premium children. | Check the children understand what is required of them and challenge their knowledge through questioning e.g. Blooms Taxonomy.  Check the children know exactly where they are aiming for within the lesson and they know what they need to do to improve.  Encourage the More Able Pupil Premium children to attend an Enrichment Workshop at University of Exeter & Exeter Maths School. | PP children feel supported with their learning  IN SCHOOL, even though this might not be  the case at home.  PP children’s belief in their own ability should  develop, especially if this is used alongside  Growth Mindset strategies for improving the  attitudes to learning for the class as a whole  group.  \*Jan 2017: New SEAL groups set up and  regularly reviewed to ensure all children are  learning ready. 1:1 mentoring is also available  where needed.  Workshops led by well-qualified and specialist  teachers will enhance the existing strengths,  skills and abilities of the children where relevant.  Children will be able to meet with their peers  from other schools with the aim of challenging  their thinking and to improve their self-esteem  and confidence. | Ensure staff know confidently who their PP children are through regular monitoring e.g. lesson drop in, learning walks, formal observations  A register of attendance and the workshops attended will be recorded in school.  Discuss the workshops and their outcomes with parents to gauge their opinions on the Enrichment opportunities provided. | JF SG |
| **Outcomes of Mid-Year Review: Not using workshops at Shiphay Learning Academy; to investigate opportunities at Exeter Maths School instead.** | | | | |
| **Total Planned Expenditure:** | | | | **£10,500** |
| **b. 1-1 Intervention - Academic** | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Consolidation of learning completed in classes – time for practise and application of skills.  Pre-teaching to prepare all for future learning in order to build confidence and give higher level starting points to learning. | More Able Pupil Premium children are given the opportunity to attend Enrichment workshops run by the University of Exeter Graduate School, in addition to workshops and ‘Booster Groups’ that can be designed and delivered by experienced members of staff within school.  Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology. | All Pupil Premium children will have improved their learning outcomes in reading, writing and maths (meeting end of year age-related objectives)  All Pupil Premium children will be developing confidence in these specified areas of the curriculum both within school and in wider school initiatives.  As above | All Pupil Premium children will have developed a love of learning and a willingness to improve their academic ability further outside the school environment e.g. analyse the completion of home learning tasks to monitor how far Pupil Premium children and their families are engaging with these set tasks. Monitor Reading Diaries for recorded and dated entries. Pupil Premium children are reading independently and with enjoyment both within and outside the school environment.  Where Pre-teaching tasks are set as home learning, Pupil Premium children will have time to complete these tasks in school if they are unable to do so at home. Our expectation is that Parent Learning overviews are sent to parents a few days before starting the new learning experience, so that parents have the opportunity to see future teaching input, with the Hook and Outcome clearly highlighted. The Learning Experience Parent Topic Webs are also on each class page and updated regularly. | S G SH |
| **Outcomes of Mid-Year Review: Each workshop at cost of £25 per pupil.** | | | | |
| **Total Planned Expenditure:** | | | | **£375** |
| **c. 1-1 Intervention - Social** | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Counselling/THRIVE for individual children who have been identified as having specific social and emotional needs. | Sam Hill has been trained as our ‘In-House’ Counsellor to meet the needs of individuals who will benefit from this intervention.  Use of the correct procedures in place to allow the social and emotional interventions to take place appropriately. | The self-esteem, social skills and behaviour of identified pupils will improve leading to increased confidence and attainment in the classroom. | A regular review (half-termly) of the designated children involved in the THRIVE and SEAL programmes, will ensure the correct children are always identified and receiving support.  Regular opportunities for support staff to feedback to relevant parties – SLT, SEND Co, teachers and parents will enable a whole school approach to improving the social and emotional needs of the identified children.  Feedback meetings to families regarding progress and additional support signposted when necessary | JF SG  HS  SH TC |
| **Outcomes of Mid-Year Review: HLTA (HS) leading SEAL programme in KS2 & lunch time club 3 x week, refers pupils for Thrive as identified through these activities.** | | | | |
| **Total Planned Expenditure:** | | | | **£15,265** |
| **d. Group Intervention - Academic** | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Meeting the children’s specific learning needs: Appropriate and timely interventions  To provide additional support to children who are Statement of Special Educational Need or are on School Action or School Action Plus\*  To provide additional support to pupil premium children who are not fluent speakers of English  To provide additional support for reading across the school.  To provide additional support for Maths & Grammar across the school. | Group Learning Plans, Individual Learning Plans  Three distinct waves of intervention:  Wave 1: Quality first classroom teaching.  Wave 2: Time limited small group intervention outside the classroom.  Wave 3: Specific targeted interventions for children outside the classroom.  Small Group Education plans detail additional interventions that are needed to close the attainment gap.  Employment of Language Teaching Assistant to support children with English as an additional language  Purchase of Accelerated Reader programme.  Purchase of No Nonsense Number Facts & No Nonsense Grammar. | Specific learning targets and small group interventions planned and managed by experienced teaching staff, have proven effective in enabling all children to aspire and achieve their potential.  This approach will tackle fundamental gaps in skills, knowledge and understanding which is preventing progress.  These could be conducted on a 1 to 1 basis where the teacher does not expect pupils to make the expected progress in a group situation.  Enables these children to fully access all of the curriculum and allows one to one support to ensure the child is able to progress as quickly as possible.  \* This is in addition to the support we are required to provide by any statement of SEN  Teaching Assistants alongside teachers work directly with children eligible for Pupil Premium and support them with their learning and development.  To accelerate the progress of children learning English as an additional language through targeted, small group work  To accelerate progress in reading, writing & spelling of children who find reading difficult, EAL children & those who are not well supported at home in these core subjects.  To further progress standards in maths & grammar. | Regular review of group and individual targets by all teaching staff will enable targets and approaches to be changed and amended as necessary.  Teachers monitor, adapt and adjust teaching and learning targets as appropriate for the designated children.  Class teachers to monitor individual pupil’s progress in English  The English leader, Assistant Head & Year 6 teacher in additional to TAs will be fully trained in delivering this initiative across the school.  English Leader, Maths leader & all teaching staff will develop the resources & monitor impact. | JF SG  TC |
| **Outcomes of Mid-Year Review: On track although staff costs may increase due to use of more experienced TAs for small group work. Please note Accelerated Reader & No Nonsense resources have been added to this section & will also increase costs.** | | | | |
| **Total Planned Expenditure:** | | | | **£6,547** |
| **e. Group Intervention - Social** | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Providing funding for dedicated Emotional and Psychological support for vulnerable pupils to raise their self-esteem and confidence, so that they are ready for learning.  Raise the self-esteem of Pupil Premium children as individuals and learners. | Use of the THRIVE and SEAL programmes within school provide dedicated time and support to help build pupils emotional development and/or assess cognitive development. Regular use of THRIVE questionnaires, completed by teachers, will regularly assess the needs of each child to inform future social and emotional interventions.  Programmes of appropriate interventions will be designed to fulfil the needs of each child based upon the outcomes of these questionnaires.  Use of the correct procedures in place to allow the social and emotional interventions to take place appropriately.  To develop our use of the THRIVE and SEAL initiatives to enhance our nurturing and supportive learning environment in addition to academic interventions. | The self-esteem, social skills and behaviour of identified pupils will improve leading to increased confidence and attainment in the classroom.  Both the THRIVE and SEAL initiatives are successfully used in daily school life. Our THRIVE room provides a secure and safe environment for those children who need it. | A regular review (half-termly) of the designated children involved in the THRIVE and SEAL programmes, will ensure the correct children are always identified and receiving support.  Regular opportunities for support staff to feedback to relevant parties – SLT, SEND Co, teachers and parents will enable a whole school approach to improving the social and emotional needs of the identified children.  Feedback meetings to families regarding progress and additional support signposted when necessary.  Teachers and support staff receive regular training and advice. Weekly meetings are held to discuss the support required by individual children. We are proactive in ensuring all of our children are closely monitored and receive the correct input as appropriate to nurture and support their needs. | JF SG  SH HS  TC |
| **Outcomes of Mid-Year Review: Additional support package from Torbay Council for SLE (Behaviour support) & Ed Psych visits.** | | | | |
| **Total Planned Expenditure:** | | | | **£6,880** |
| **f. Learning Resources** | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| TUFC In The Community  Lunchtime Play Leaders:  MTAs leading play based games | Encourage Pupil Premium children who might not necessarily be involved in sports clubs.  Encourage Pupil Premium children who might not necessarily be involved in sports clubs. | Specialist coaches from TUFC ITC are contracted to come in and deliver organised sports coaching and games.  Play Leaders give time to support children and develop games at lunch time, particularly in supporting those who do not otherwise participate in sport clubs in school.  Designed to encourage children of all abilities, working alongside the Pupil Premium children where relevant and needed. | The TUFC sessions are timetabled into our school day, so that children receive quality first teaching in multi-skills sports.  Weekly. The TUFC coaches share their planning and outcomes with members of staff.  Lunchtimes are used proactively to encourage children to participate in a variety of activities in different playground zones. Children’s behaviour is calm and they are engaged.  Daily and weekly. | JF SG |
| **Outcomes of Mid-Year Review: Potential for this cost to decrease as TUFC costs partly funded by Sports Premium funding.** | | | | |
| **Total Planned Expenditure:** | | | | **£8,020** |
| **g. Staff Training** | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Staff will be more confident in planning lessons and small group intervention activities using the skills of Co-operative learning, frequent assessment and questioning | Specified teaching staff – English Leader, Maths Leader, EYFS teacher and Y6 teacher are being trained using the support from Babcock, who are then training other members of staff and TAs to raise attainment effectively and quickly across the whole school | Learning to learn strategies to be used in daily teaching and learning activities for the benefit of ALL children. | Maths and English review their coaching input and its impact through regular book and planning scrutiny in addition to learning walks and lesson observations. We are now focusing on team teaching where possible to further improve standards. What difference(s) has the coaching made to our teaching and learning outcomes? | JF SG  SH KD  CF |
| **Outcomes of Mid-Year Review: Babcock support on-going. Impact recorded in Pupil Progress reports (see end of strategy).** | | | | |
| **Total Planned Expenditure:** | | | | **£9,460** |
| **h. Enrichment/Raising Aspirations** | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Access to extra-curricular activities - educational experiences such as trips, and participation in additional activities.  Help the children view school as a positive and engaging place to be. | Initial letters and meetings include information for parents about available funding  PTA to liaise with parents and HT regarding specific requests for funding  Teachers made aware of funding available – can approach parents if appropriate  Appoint Curriculum Ambassadors who first and foremost are Pupil Premium More Able children who can appoint their own Deputy from other PP children in their class. | Pupil Premium children do not miss out on social skills, independence, perseverance and team-work which are developed through participation in group activities and/or over- night stays on residentials.  Children involved in the THRIVE and SEAL programmes within school have further opportunities to put the skills learnt at these interventions into practice.  Curriculum Ambassadors should be more engaged with school as a learning environment as a mutually respectful relationship should develop as their role is recognised as significant. Use of praise and rewards, including a visible ‘badge of honour’ should lead to an improvement in their own self-esteem as learners and their aspirations.  SPR 2: Ask for PP children in the first instance from Y4, Y5 and Y6. | Ensure that all staff are aware that Pupil Premium funding can be used to support trips and that Pupil Premium children should not be discounted on an inability to pay.  Pupils are able to participate fully in school trips and residential trips  Learning is supported by trips that are carefully planned to enhance the school’s curriculum.  Curriculum Ambassadors will meet regularly with senior members of staff to review and highlight their work.  The Curriculum Ambassadors should aim to visit at least two other schools throughout their time in their role, to observe and report on the curriculum elsewhere to inspire them and think of ideas to enhance their home school curriculum. | JF SG |
| **Outcomes of Mid-Year Review: Aim is for Curriculum Ambassadors to be in place by the end of the summer term 2018.** | | | | |
| **Total Planned Expenditure:** | | | | **£1,100** |
| **i. Home Support (e.g. breakfast club, EWO etc.)** | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| Attendance and in particular punctuality:  All Pupil Premium children will be in school at the correct time – calm and ready to learn. Support will be given to children and families by the newly appointed Parental Support Advisor (PSA)    Children who are deemed ‘at risk’ are closely monitored and tracked and early intervention ensures that school and families work together to meet the needs of the child.  To further improve School Attendance. | Support to children and families requiring additional support including working with multi-agency approach to ensure children are ready for learning and are supported by their families.  Children who are deemed ‘at risk’ are closely monitored and tracked and early intervention ensures that school and families work together to meet the needs of the child. Employment of an experienced and well-qualified parental support advisor.  Hall Display to encourage attendance through weekly Assembly class competition. | Punctuality of Pupil Premium children will improve. The intervention of the PSA as appropriate will help to reduce the number of persistent number of absentees among pupils eligible for Pupil Premium and ensure that all these children meet the expected attendance target of 96%.  Attending a ‘Late Gate,’ once per week will identify families who are in need of support in ensuring their children arrive in school promptly and ready to learn. The parental support advisor will also be able to visit the home addresses of children who fail to attend if there is not any prior evidence of communication between home and school. | Use of CPOMS will be used efficiently to highlight and monitor children who are deemed at risk.  The PSA will communicate with the school safeguarding team on a weekly basis, ensuring that all children and their families are receiving the correct support as required.  Direct communication with the on-site Pre School, ensures that the families who require support are identified early.  The Head and SLT will monitor the names of individual families who are persistently late arriving in school during our weekly SLT Meeting and Vulnerable Children meetings. SLT members will be present in the morning when the parental support advisor is attending the gate. Children with attendance issues will be provided with work to ensure they catch up with their peers. | JF SG  SH TC (SENDCo) |
| **Outcomes of Mid-Year Review: On track.** | | | | |
| **Total Planned Expenditure:** | | | | **£1,353** |
| **j. Other, not captured by any of the above** | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** |
| OFSTED ACTION POINTS:  PUPIL PREMIUM: June 2017  At the start of a sequence of work in English and Maths, all children whether PP or non PP complete an Elicitation task. At the end of a sequence all children complete an Application task.  Primary Writing Project to raise achievement in writing across the school. | Clear elicitation tasks will take place at the start and end of a sequence of work, to track the progress within the sequence and to monitor where we need to include timely interventions.  Babcock English sequences will work alongside the framework of the Primary Writing Project to improve our outcomes in Reading, Writing, Spelling and Punctuation. | This will help inform us of the children who are not making ARE and/or accelerated progress. The children who are highlighted will be in an intervention group to ensure their progress is as expected or better.  This will enable us to have a clear line of sight for Reading, Writing, Spelling and Punctuation from EYFS to the end of Y6. There are other local schools within CAST that are working on this, so this gives us further opportunities for moderation and to ensure our children are making accelerated progress in these core subject areas. | Regular Book Scrutinies by English, Maths (and Science Leaders.)  Monitoring of all year groups and the children not working at ARE using an XCEL spreadsheet to track the names of individual children in each year group.  Three members of the SLT are overseeing the introduction of the Primary Writing Project - one teacher is KS1 based (also the English Leader) with the other based in KS2 (also the Assistant Head Teacher). This will ensure the expectations of the Primary Writing Project are being scrutinised effectively across the school. The Assistant Head Teacher will keep an oversight of the how the whole project is raising standards quickly and effectively working with the Head Teacher. | SLT Members:  JF SG  SH |
| **Outcomes of Mid-Year Review: Primary Writing Project established across school.** | | | | |
| **Total Planned Expenditure:** | | | | **£500** |

|  |
| --- |
| 1. **Additional detail** |
| This strategy will be subject to ongoing monitoring throughout the year. Changes will be made dependent on the needs of individual children and cohorts as deemed necessary. Jan 18 – Head Teacher went on sick leave; her duties in this strategy covered by SG & AH. |

Progress Reports: September 2017 – February 2018:

   