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| Key Issue | Meadows Primary School 2017-18 Pupil Premium Action Plan |
| This information will be checked against the secure access when I have received information concerning the username and password. | Meadows Primary School has been allocated £128,080 pupil premium grant. 94 pupils are eligible for the deprivation grant £124,080. £1,320 per pupil. (This is based on the LA Schools Version PPG Allocation 2016-17) We now have 103 pupils eligible for funding so the extra 9 are without (difference of 9 pupils is £2700) EYFS funding Service 3 pupils £900 £300 per pupil LAC 1 pupil £1,900 CIC 1 pupil £1,900 26% of school population are PP children 108/410 pupils |
| Objectives | Achievement of Pupils <ul style="list-style-type: none"> To close / narrow the gap between FSM and non FSM children in school and with their peers nationally To continue to provide early targeted intervention for underperforming groups. Analyse progress of Teacher Focus Group (those children in receipt of PPG and Ever 6 pupils) termly for the causes of under achievement and through the Appraisal process Quality of Teaching <ul style="list-style-type: none"> To ensure never less than good / outstanding teaching for those children in receipt of PPG Teaching Assistants are highly trained and understand and use Formative Assessment Strategies Behaviour and Safety <ul style="list-style-type: none"> Attendance / punctuality and behaviour of children in receipt of PPG is monitored and in-line with other children in school and nationally Leadership and Management <ul style="list-style-type: none"> Ensure high quality early intervention from experienced teaching staff Analyse progress of children in receipt of PPG and Ever 6 pupils to determine and identify strategies / interventions to address any issues in performance Identify children in receipt of FSM to all staff and track their progress and provision DHT to oversee provision and impact, reporting to SLT, HT, Governing Body and Parents Ensure governing body have full knowledge and awareness of allocation / spending / impact of actions |
| Priority | To ensure that the school gap is closed in attainment for pupils in receipt of pupil premium. In Reading, Writing and Numeracy. To ensure that pupil premium pupils have an attendance of 97%. To ensure that pupil premium pupils have regular access to individual reading sessions with an adult to ensure that the more disadvantaged pupils meet the expected standard in phonics in Y1 and in Y2 (when retaking). |
| Overarching Success Criteria | The attainment gap between pupils who are in receipt of pupil premium and those who are not will be closed by the end of Summer 2018 in Reading, Writing and Numeracy. |

| Objective | Actions | Timescales | | Success Criteria (Impact on learning outcomes) | Monitoring activity | Governor monitoring for evaluation | Key/ Governor Questions: |
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| | | From | To | | | | |
| To ensure that all PP pupils receive quality first teaching that is pitched accurately to their learning needs providing appropriate challenge and to allow progress to be made | <ul style="list-style-type: none"> Phase leaders and teachers are held accountable for attainment and progress of pupils in their phase PP pupils named on literacy/Numeracy/ Guided Reading planning Targets are set for PP pupils that are aspirational, yet achievable Assessment data is used accurately to track the progress and attainment of PP pupils Close the Gap marking is used effectively to provide appropriate feedback to extend learning PP pupils are named on all planning Model learning and support learning | Sept 2017 - July 2018 | | <ul style="list-style-type: none"> 100% of teaching for PP is quality first teaching Teachers and TA`s to know who the PP pupils are in the phase/class Pupils receive quality feedback to support learning | Monitoring of PP books Pupil progress meetings to take place ½ termly and focus on PP pupils | Termly report to Governors on the impact of PP work and spending | Is the school identifying its vulnerable groups and pupils? Who are they and which group is most vulnerable? |
| For teachers to have a clear view of how they are going to close the gaps and raise attainment. | <ul style="list-style-type: none"> Rigorous Performance Management cycle objectives that clearly link to raising standards. Termly pupil progress meetings - Class Action Plans to have been set up and to identify PP pupils and strategies that are being used to raise standards and close gaps. Regular monitoring of PP, Pupil conversations, ensuring that any actions have been implemented and follow-up discussions look at the impact of the actions taken | Sept 2017 - July 2018 | | <ul style="list-style-type: none"> Termly review and each half term Immediate with feedback to DHT/HT | Monitoring of PP books Pupil progress meetings to take place ½ termly and focus on PP pupils | Termly report to Governors on the impact of PP work and spending | Is the school identifying its vulnerable groups and pupils? Who are they and which group is most vulnerable? |
| To accelerate the progress and raise attainment for the higher ability PP children in reading, writing and maths across the school so that the attainment gap closes with the non PP children. | <ul style="list-style-type: none"> Teachers to plan and deliver appropriate interventions for children who are working below ARE-supported by TA's. Teachers and TA`s plan and deliver appropriate work to small groups of identified children both in school time and out. (After school booster groups-taking place in the Spring term) DH & JR to monitor effectiveness of provision and measure the impact 1:1 provision is given to targeted pupils Teachers to use Blooms higher level questions to deepen pupils thinking and | Sept 2017 - July 2018 | | <ul style="list-style-type: none"> Progress is evident for PP pupils Impact of intervention is seen in class Pupils are able to reason Pupils are able to apply learning and work independently | DH to monitor data of PP pupils Pupil progress meeting held ½ termly to focus on PP pupils | Termly report to Governors on the impact of PP work and spending | Is tracking of PP in place and how is this monitored? How does the progress and attainment of PP pupils compare to local and National? |

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| | knowledge. | | | | | |
| To ensure that all pupils in Year 2 achieve the expected level in phonics (retake) to close the gap with non-PP children. | <ul style="list-style-type: none"> Quality first teach - the more experienced teacher teaching the most challenging groups. Daily phonics Additional focused phonics Identify gaps Parent workshops to inform parents Improved tracking of PP pupils to identify clear strategies for intervention. | Sept 2017 - July 2018 | <ul style="list-style-type: none"> Interventions are of a high quality PP pupils make accelerated progress Interventions quickly raise standards and children are on target | DH/Phonics co-ordinator to monitor the data with phase leader | Termly book scrutiny Phase book scrutiny | Have interventions been successful in raising standards? |
| To close the gap between disadvantaged pupils and non-disadvantaged pupils across school in Reading, Writing and Numeracy (combined) | <ul style="list-style-type: none"> Quality first teach Teachers to plan and TA`s to deliver appropriate interventions, time limited and evidence based. DH to assess data and work with JR, HLTA to identify pupils who require additional support (including SEN) Teachers and TA`s plan and deliver appropriate work to small groups of identified children both in school time and out. (After school booster groups) DH, JR, HLTA to monitor effectiveness of provision and measure the impact 1:1 provision is given to targeted pupils Model and support learning | Sept 2017- July 2018 | <ul style="list-style-type: none"> DH to monitor data of PP pupils Pupil progress meeting held ½ termly to focus on PP pupils | Class teachers to monitor and become part of appraisals DHT to monitor ½ termly | Termly report to Governors on the impact of PP work and spending | Is tracking of PP in place and how is this monitored? How does the progress and attainment of PP pupils compare to local and National? |
| To ensure that PP pupils have access to Pastoral support | <ul style="list-style-type: none"> To provide support for vulnerable pupils To provide counselling for pupils with additional needs To monitor attendance of PP pupils and others TAC process used to identify pupils for breakfast club, after school support, | Sept 2017 - July 2018 | <ul style="list-style-type: none"> Raise attainment and accelerate progress by removing barriers to learning Parents are involved in family learning | JR/ DHT to monitor | Termly book scrutiny Phase book scrutiny Pupil progress meetings | How does the school work with parents and carers to help them support their children's learning? |

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| | <p>walking bus.</p> <ul style="list-style-type: none"> • Provide adult learning for parents on a range of subjects • LM to work with identified children to develop social skills, provide support for those with needs such as bereavement, behavioural difficulties etc • Staff to make referrals to the LM of any vulnerable children or families who are causing concern or who may need support. • LM to work with outside agencies to provide support for any of our families in need • LM to report to <i>Governors</i> on attendance | | | | | |
| Current PP children to be provided with curriculum enrichment activities such as after school clubs, educational visits, extra-curricular lessons e.g. music | <ul style="list-style-type: none"> • To ensure equal opportunities for learning • All year groups will organise at least one visit and an enrichment experience • To provide financial support for pupils who would like to join a club, music lesson, Arthog • Enrichment activities are planned in school and out of school to allow all children to engage fully in the curriculum. Support will be provided for any family unable to manage payments of these activities | Sept 2017 - July 2018 | <ul style="list-style-type: none"> • PP pupils are confident and enthusiastic • Office track number of PP children in clubs. | JR to keep a register of activities taken up by PP pupils | Termly report to <i>Governors</i> on the impact of PP work and spending | Have all PP pupils had access to after school clubs, music lessons and educational visits? |
| To ensure that whole school attendance is 97% with no gap | <ul style="list-style-type: none"> • Implement Action plan with EWO and attendance panel • Continue to implement the following: • First day calling with follow up | Sept 2017 - July 2018 | <ul style="list-style-type: none"> • Attendance panel to monitor attendance | LR office admin Weekly class data overview to be | Termly report to <i>Governors</i> | What Is the attendance of the PP pupils |

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| <p>between Pupil premium and non-pupil premium by the end of 2018/19.</p> <p>Learning Mentor to scrutinise attendance data to identify pupils and families who need support to improve their child's attendance.</p> | <ul style="list-style-type: none"> Letter to parents if there is no response to first day calling Attendance rewards/cups/certificates/prizes Attendance on the RAP/SDP Routine appointments to be taken after 3pm Reinforce unauthorised holiday absence in line with T & Wrekin policy Meetings held between EWO and attendance panel Pupils with 100% attendance to have a special celebration with the attendance panel in consultation with the school council Attendance information on the school website and in newsletters | | fortnightly | <p>given to HT</p> <p>Fortnightly EWO meetings</p> <p>Termly SIP meeting</p> | | <p>compared to others in school, local, national?</p> <p>How many persistently absent pupils are there?</p> <p>What strategies/interventions do the school use to improve attendance?</p> |
| <p>Further strengthened Governance PP information to be shared with governors and other stakeholders.</p> | <ul style="list-style-type: none"> Governors will have greater detail of the impact of PP spending from: PP Termly reports to link governor, Web page statement and Governor reports | Sept 2017 - July 2018 | <ul style="list-style-type: none"> Termly meeting with link governor to review this action plan. Autumn, Spring and Summer report to governors. Website updated Autumn 2017 | | Termly Governor meetings | <p>Are the Governors able to reflect upon the data?</p> |
| <p>Strategies used to raise enjoyment in school of PP pupils and provide them with new experiences.</p> | <ul style="list-style-type: none"> Questionnaires to see what the children enjoy about school - enrichment activities - followed by questionnaire about new learning | Sept 2017 - July 2018 | <ul style="list-style-type: none"> Half termly data reviews with DHT with Feedback to HT | <p>Teachers to provide a balanced curriculum.</p> <p>SM/ co-ordinators to look at the curriculum for curriculum enrichment opportunities</p> | Termly Governor meetings | <p>Are children able to access an enriched curriculum?</p> <p>Does this reflect in the pupil voice?</p> |
| <p>For pupils to be fully aware of next steps and targets especially in KS2</p> | <ul style="list-style-type: none"> Regular monitoring schedule of marking created and shared with staff Book scrutiny shows that all pupils are acting on formative comments with assessment practice showing a significant improvement in formative | Sept 2017 - July 2018 | <ul style="list-style-type: none"> Pupils | | Termly Governor meetings | <p>Are children able to express their learning as next steps?</p> |

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| | <p>assessment scrutiny with senior leaders</p> <ul style="list-style-type: none"> Pupil conversations shows PP pupils can clearly articulate next steps | | | | | |
| To ensure the social and emotional wellbeing of PP pupils. | <ul style="list-style-type: none"> Weekly social and emotional group sessions for Y5 and 6 Meetings with the LM Using rewards to raise esteem. By providing financial support for the families on trips ,clubs, uniform etc | HT/class teachers | <ul style="list-style-type: none"> Raise attainment and accelerate progress by removing barriers to learning Parents are involved in family learning | JR/ DHT to monitor | <p>Termly book scrutiny</p> <p>Phase book scrutiny</p> <p>Pupil progress meetings</p> | How does the school work with parents and carers to help them support their children's learning? |
| Breakfast Club available daily before school for PP and vulnerable pupils to ensure children receive breakfast, a calm start to the day and are in school ready to learn when lessons start | <ul style="list-style-type: none"> Offered to all PP children and vulnerable children. This provides pupils with a healthy breakfast before school as well as positively impacting on pupil's punctuality and attendance. | Sept 2017 - July 2018 | <ul style="list-style-type: none"> Raise attainment and accelerate progress by removing barriers to learning | Office to monitor | | Have all PP pupils had access to Breakfast Club? |
| <p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> What difference has this AP made? How do we know? What has the impact of our actions been on pupil progress? Progress data analysed termly for impact to determine success of strategies - linked to Appraisal process (3 x LO per teacher) Progress data analysed annually to measure overall impact of intervention strategies used Governors monitor action planning / spending / impact of the PPG funding. Regular feedback to staff / governors / parents / children on impact of actions. | | | | | | |