**CAMBOIS PRIMARY SCHOOL**

**PUPIL PREMIUM ACTION PLAN 2017/ 2018**

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|  | | | | | | | | | | | | | | **Allocated sums** |
| The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM, or have been known to be eligible within the last 6 years, and children who have been looked after continuously for more than six months.  For the financial year 2017-18 - 33 and 1 special guardianship and 5 LAC pupils are entitled to benefit from the additional funding.  The school receives £54 860 (Based on figures from annual census – January, 2017)  • How well do our children achieve?  • How good is the overall personal development and well-being of the children?  • How well are additional learning needs of children diagnosed and provided for?  • What opportunities do they have to develop self-confidence and to raise aspirations?  • How well is equality of opportunity and inclusion promoted?  • How effectively do we make links with parents, other providers, services and organisations to promote the integration of care, education and any extended services to enhance learning and promote well-being? | | | | | | | | | | | | | | £1500 LAC  £1320 PP & Ever6  Predicted figure based on 2017 Jan:  33 pupils @ £1320 £43560  7 pupil @£1500  £11 300  **TOTAL:**  **£54 860** |
| **EYFS** |  | **YR1** |  | **YR2** |  | **YR3** | |  | **YR4** |  | **YR5** |  | **YR6** |  |
| ***EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT*** | | | | | | | | | | | | | | |
| **Objectives** | | | | | | | **Success criteria** | | | | | | | |
| * Ensure high quality early intervention from experienced teaching staff   • Analyse progress of disadvantaged pupils to determine and identify strategies / interventions to address any issues in performance  • Identify disadvantaged pupils to all staff and track their progress and provision  • Headteacher to oversee provision and impact, reporting to governors and staff, Governing Body and Parents  • Ensure governing body have full knowledge and awareness of allocation / spending / impact of actions | | | | | | | * Action plan identifies provision and expected impact   • HT acts as advocate and is able to carefully track progress and impact of intervention strategies  • Named governor (Julie Molloy) and rest of governing body have a detailed knowledge of actions / their rationale / cost and impact  • Information collated regarding progress and impact across range of interventions and activities offered to this cohort | | | | | | | |
| ***Quality of teaching, learning and assessment*** | | | | | | | | | | | | | | |
| **Objectives** | | | | | | | **Success criteria** | | | | | | | |
| * To ensure never less than good / outstanding teaching for disadvantaged   • Teaching Assistants are highly trained and understand and use formative assessment | | | | | | | Good/outstanding teaching has a positive impact on accelerating the progress of disadvantaged pupils - using pupil achievement data, lesson observations & book scrutiny to evaluate impact (linked to Appraisal Targets)  • Targeted intervention demonstrate accelerated outcomes for targeted pupils  • Formative Assessment strategies embedded and impacting on quality of teaching and thus progress of children – linked to Appraisal process  • Targeted early intervention (EYFS/KS1) in reading, writing and maths established  • Internal value-added data shows a positive gap for disadvantaged pupils | | | | | | | |
| ***PERSONAL DEVELOPMENT AND WELFARE*** | | | | | | | | | | | | | | |
| **Objectives** | | | | | | | **Success criteria** | | | | | | | |
| * Attendance / punctuality of disadvantaged pupils is monitored and in-line with other children in school and nationally * Behaviour and effort of disadvantaged pupils is monitored and in-line with other children in school especially the disadvantaged boys. | | | | | | | * If attendance / punctuality and behaviour of children in receipt of PP not in-line with other children in school and nationally then provide school based interventions such as EHA/ daily calls and attendance monitoring plan with EWO.   • HT to monitor cohort half termly within classes to assess impact of intervention or work with class teachers to address any issues in performance  • HT to track additional information and direct resources appropriately based on outcomes using target areas: attendance, parental attendance at meetings, involvement in extra-curricular activities   * HT and class teachers to monitor the weekly and half termly progress file records and act on information. | | | | | | | |
| ***OUTCOMES FOR PUPILS*** | | | | | | | | | | | | | | |
| **Objectives** | | | | | | | **Success criteria** | | | | | | | |
| * To narrow the gap between disadvantaged & non-disadvantages pupils in school and with their peers nationally * • To provide early targeted intervention for underperforming disadvantaged pupils as identified through achievement data * • Analyse progress of disadvantaged pupils termly for the causes of under achievement and through the Appraisal process | | | | | | | * Pupils make at least expected year on year progress of 3 steps   • End of KS results exceed floor standards   * year 2/6 achieve National Average levels or above) * • Analysis of children taking part in early targeted intervention demonstrates progress above that expected and is being accelerated   • Internal VA measure demonstrates a positive gap between disadvantaged and non-disadvantaged pupils | | | | | | | |

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| Target | How will this be achieved? | By When? | Responsibility? COST | Success Criteria | Monitored/ Evaluated by? | OUTCOMES | IMPACT |
| To narrow the attainment gap at the end of Key Stage 1 & 2 in Reading, Writing & Maths. | Ensure quality of teaching, learning & assessment is good or better. | ON-GOING | Yr. 2 and yr. 6 teachers | \*% of disadvantaged children reaching AREs increased  • Reduced scaled score gap between disadvantaged pupils and their peers  • Positive internal VA measure across Y6  • Positive VA measure from KS1 – KS2  • Disadvantaged pupils will meet the national standard in R, W & M in their 2017 NCTs | HT  Middle leaders |  |  |
| • Lead TA and TA apprentices running afternoon ‘catch up’ sessions to target gaps identified through AfL during quality first teaching | On-going | MA – HT  Cost – 2 x TA apprentice p.m. £5000  Lead TA 25 hours per week £16000  TA £5000 |
| • Small group intervention with teaching assistant for action plan children not making good progress | Reviewed every half term | HT |  |  |  |
| Achievement & progress discussions | ½ termly | All staff  HT lead |
| Analysis of pupil progress & attainment | termly | All staff  HT lead |
| To raise the % of disadvantaged pupils achieving a good level of development | Ensure quality of teaching, learning & assessment is good or better | On-going | HT  EYFS lead | \*% of disadvantaged children achieving GLD increased  • Reduced APS gap between disadvantaged pupils and their peers  • % of disadvantaged children achieving ELG in PSED, Literacy & Mathematics increased, leading to gap reduction  • Parents feel confident in supporting learning and development at home | HT  MIDDLE LEADERS |  |  |
| Review admissions procedures to ensure early identification of disadvantaged pupils. Start to admit 2 Y olds to close that gap quicker Sept 2017. | Autumn term | HT |
| • Identify a named ‘Pupil Premium Champion’ for EYs to oversee families & children. | On-going | Nursery teacher |
| * Provide additional parent support for disadvantaged pupils. | On-going | New lead TA  £16000  25 hours |
| • Review provision available for PSED & Literacy and Mathematics. Start EYFS interventions in the afternoon and use the new TA to release teacher to target key intervention. | On-going | £2000 |
| To ensure the in school provision meets the needs of pupil premium children at EYFS, KS1 & Year 6 | Review the range of targeted provisions in school and decide what ones had most impact and target key children. | FIRST TERM | HT  Intervention team | • Provision available reflects impact evidenced and results and successes from previous years.  • Interventions demonstrate accelerated progress over time  • Disadvantaged pupils make at least good, and often better, progress term on term  • Additional provision is delivered consistently each term | HT  MIDDLE LEADERS |  |  |
| Identify additional provisions which can be used to support teaching & learning | ON-GOING | HT  Subject leaders |
| Increased TA hours to deliver focussed small group interventions to support progress writing | On- going | HT  Literacy lead  £6000 |
|  | Additional teacher support for booster sessions for individuals and small groups | On-going | 2 days per week intervention lead teacher  £9000 |  |  |  |  |
| To improve the engagement of parents in supporting disadvantaged children at home | Lead curriculum support events at various times | On-going | Middle leaders | \*School is aware of what parents need/want in supporting their child/ren  • Parents feel confident in supporting children at home • Parents know what they can do to help their child | HT MIDDLE LEADERS |  |  |
| Provide ‘drop-in’ opportunities for families of disadvantaged pupils to access on-going support | On-going | Intervention teacher  £1000 cover time |
| Gather parental views on support required | Termly | HT |
| To improve aspirations and readiness to learn.  Promote growth mind-set and effective behaviour for learning | Continue success of green trips and progress file programme.  Growth mind-set curriculum embedded across school. | On-going | HT  Cost of trips and incentives £5000 | * Behaviour for learning across school outstanding. * Children have a can do attitude * Children having long term goals and ambitions. | HT |  |  |
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**Total spend: £59 000**