Cambois Primary School

Pupil Premium Action plan – September 2016 – July 2017

Cambois Primary School

This is the action plan that we have set after looking at data and liaising with our parents, pupils and governors to set out the priorities and ways we can close the gap for our disadvantaged pupils. Impact will be added to as and when we move through the year.

Allocated sums for 2016/ 2017 – £54 000

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| **Action/ objective** | **Cost** | **Impact** |
| * Raise achievement and attainment levels with PP in Maths.
* Intensive group 1-2 sessions led by HLTA and Maths lead.
* Maths demo lessons for teachers/ parents to show benefit of quality first teaching.
* Maths CPD for all staff – mastery and fluency in Maths
* First Class @ number 1 KS1 pupils at L1
* First Class @Number 2 KS2 pupils and L2
* Success @ arithmetic training and then interventions led to key targeted PP pupils.
 | Teaching assistant– intervention 3 x per week– assess review progress and then 10 weeks. Resources and equipment to deliver programmes £500)Maths lead training and HLTA and teaching assistant delivering interventions two afternoons per week £900 for the training )AHT every afternoon delivering targeted interventions to PP pupils in the Early Years and KS1. (£23 000) | 66% ARE this year in Maths at KS2 compared to 28% 2016.63% ARE at KS1 2017 compared to 50% 2016.Average Maths increase in Months after programme of 6-8 weeks was 5 months progress.  |
| * Improve parent’s basic skills and access to learning support to help their child.
 | Parent sessionsParent support partner one day per week (£30 per hour)(£5830 for the year cost for one day per week) | Successful engagement with a number of parents. Improved behaviour at home and 2 chn now under SEND team and in receipt of higher needs funding in relation to need. |
| * Improve engagement with parents about getting ready for school particularly for pupils at transition times (Early years and Y6)
 | Half termly groups/ classes with parent support worker and assistant head teacher. £30 per hour) | Held a parent workshop for getting ready to High School (all year 6 parents attended and 6 other parents) However, the main readiness was improved transition arrangements with the feeder school and this has been a key part of work between us and the High school for next year esp. for the most vulnerable kids. |
| * Raise achievement and attainment in reading and writing – HLTA targeted precision teaching and interventions.

ReadingWritingSPAG  | HLTA – full- time interventions across school and group work in the morning. (£20,400) | PP children year 1 phonics achieved 75% pass compared. 63% got ARE in reading at KS163% ARE in Maths at KS113% writing at ARE – this is a real disappointment and needs to be a main targeted area for next year to get this in line with the other subjects.88% reading ARE for KS266% writing ARE for KS266% ARE for Maths at Ks2 |
| * Raise attainment with Key stage 2 pupils in reading. Inference programme. Employ an additional teaching assistant in KS2 to develop comprehension in line with the new standards of expectation.
 | Teaching assistant (24hours per week in KS2) £11 000) | 88% reading ARE for KS2A significant rise in reading and 2 children working above expected in reading. Also a increase compared to writing and Maths so the intervention was successful. |
| * Lego - therapy – for targeted pupils to support social skills, behaviour and attitudes to learning.
 | Teaching assistant/ AHT delivery 6 week programme to targeted pupils.  | Successful programme of social skills with some targeted individuals. Increased participation.  |
| * Whole school progress/ assertive mentoring system and engage parents.
* HT to have 1-1 with each child to discuss progress and things that affect progress (behaviour, effort, attitude, homework, attendance, punctuality, PE kit and reading at home. Children will have target time every week assessing whether they are green, yellow or red for these things. Update formally with 1-1 progress meetings with the teacher every half term (shared with parents) children who are green for all elements rewarded with whole school trip. Target children who are not with support and plans to improve. (punctuality – letter to parents with minutes of learning lost this half term)
* Termly progress meetings with staff to identify children and challenge progress.
 | * Green reward trips, trophies and celebrations

£4000 | Green rewards trips a huge success for both parents and pupils which is reflected in the pupil voice surveys. 22 children achieved every single green trip and 16 f these were PP pupils. Reading workshops and targeting reading at home for some PP show a significant increase in reading age. Text sent to parents every week to update of progress. Lateness for one PP family improved due to this system and they were rarely late by using this. |
| * Raise aspirations and long term generation of unemployed so address this need by showing children the value of work and enterprise.
* Tuck shop equipment/training
 | Tuck shop resources £200 | Tuck shop organised and ran by children successfully every week. Made a profit and improved enterprising and organisation skills. |
| * To continue to build links with hard to reach PP parents.
 | Parent partner worker – target those families who are not getting green for home support. (costed earlier in action plan) | Opened EHA with 3 additional families and attendance a focus for one family. This went from 88% attendance to 93% |
| * Funding of enrichment trips and experiences of PP pupils.
 | £1000 (extra -curricular ones)Dukes house woodTheatre visit whole schoolRestaurant and enrichment visits | All pupils in KS2 went on the visit.Visits and enrichment at least once per term and after school clubs free for PP pupils.  |
| * Improve readiness to learn for disadvantaged pupils
 | Extra fruit and milk purchased so a piece of fruit for all pupils each day. (£200) | This remains a priority and al children have access to fruit and extra milk each day so they are equipped and ready to learn. |
| * Teacher in Nursery to close the gap and provide quality first teaching from the beginning.

NQT teacher full-time Nursery a.m. and Reception/ Yr. 1 in the afternoon to help get those PP where there is a gap closer to their peers.  | NQT £22 400 FTE actual cost of PP use towards £11 000 –(used to backfill the SENDCO when she is delivering interventions in the afternoons to EY and Ks1) | Although GLD for Reception decreased from 2016, based on target at the beginning of the year of 2 chn predicted one extra achieved the standard but 2 missed out on the area of PSED. Writing, reading and Maths data all above average progress from starting points. Phonics progress through targeted intervention showed all but 2 reception at expected for reading phonics for their age (read,write, inc asssessments) |

**Total spend: £77 650**