**CAMBOIS PRIMARY SCHOOL**

**PUPIL PREMIUM ACTION PLAN and IMPACT UPDATE 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 & Ever6Predicted figure based on 2017 Jan:33 pupils @ £1320 £435607 pupil @£1500£11 300**TOTAL:****£54 860** |  |
| **EYFS** |  | **YR1** |  | **YR2** |  | **YR3** |  | **YR4** |  | **YR5** |  | **YR6** |  |  |
| ***EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT*** |  |
| **Objectives**  | **Success criteria**  | **IMPACT** |
| * 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 | * KS2 SAT RESULTS 2018 – in line with non- pupil premium for writing and Maths at 50% and above non pupil premium for reading at 58%
* All group analysis for every year group broken down for governors each term to show the gap between non pp and pp.
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| ***Quality of teaching, learning and assessment*** |  |
| **Objectives**  | **Success criteria**  | **IMPACT** |
| * 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 | Teaching improved across school. SIP report and school monitoring show good teaching across the board – reflected in pupil outcomes.All staff trained in tracking and three twilights to cover assessing and tracking pupils. |
| ***PERSONAL DEVELOPMENT AND WELFARE*** |  |
| **Objectives**  | **Success criteria**  | **IMPACT** |
| * 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.
 | * Attendance as at July 10th 97.6% for the school. No gap between non pp and pp.
* 94 %Pupil premium children achieved green standard compared to 96% non pp.
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| ***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 | * All pupils in yr 6 made at least 3 steps progress.
* All pupils from R- yr 6 who started the year in our school made at least 3 steps progress.
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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 | HTMiddle leaders | KS1Reading 66%Writing 66%Maths 66%Ks2 Reading 50%Writing 50%Maths 63% | KS1 all 3 pupils pp. 66% ARE in reading, writing and Maths.PP and non pp no gap in writing and Maths. In reading PP 8% better than non pp.In all year groups but yr3/4 PP outperform non pp children in reading, writing and Maths. |
| • Lead TA and TA apprentices running afternoon ‘catch up’ sessions to target gaps identified through AfL during quality first teaching | On-going | MA – HTCost – 2 x TA apprentice p.m. £5000Lead TA 25 hours per week £16000TA £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 staffHT 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 | HTEYFS 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 | HTMIDDLE LEADERS | GLD 60% ARE | GLD – 66% got GLD compared to 50% non PP2 y old children funded now in and places this year been full. |
| 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£1600025 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 | HTIntervention 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 | HTMIDDLE LEADERS |  | New systems in place for individual learning plans and intervention plans. Monitored rigorously and pupil progress meetings in light of this. TA all trained and lead interventions every afternoon. |
| Identify additional provisions which can be used to support teaching & learning | ON-GOING | HTSubject leaders |
| Increased TA hours to deliver focussed small group interventions to support progress writing | On- going | HTLiteracy lead£6000 |
|  | Additional teacher support for booster sessions for individuals and small groups | On-going | 2 days per week intervention lead teacher£9000 |  |  |  | PP Maths ages from intervention improved by average of 10 months after 7 weeks of intervention**.**  |
| 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 |  | Non curriculum areas attended well. However, need to look at engaging better and increasing opportunities for this more next academic year. Minimal impact on this area. |
| 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 | HTCost 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  |  | Green trip success on average over the year 95% achieved green standard. 28 children got ultimate green standard.Every PP child has gone to at least one green trip this year.  |
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**Total spend: £59 000**