**CAMBOIS PRIMARY SCHOOL**

**PUPIL PREMIUM ACTION PLAN and IMPACT UPDATE 2018/2019**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | | | | | | | **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 2018-19 - 26 and 1 special guardianship and 1 LAC pupil are entitled to benefit from the additional funding.  The school receives £42080  (Based on figures from annual census – January, 2018)  • 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?  **For the 2018 cohorts** | | | | | | | | | | | | | | £1900 LAC  Special guardianship x 1 £1900  Predicted figure based on 2018 Jan:  £38 280  **TOTAL:**  **£42 080** |  |
| **EYFS**  **3** |  | **YR1**  **3** |  | **YR2**  **5** |  | **YR3**  **2** | |  | **YR4**  **8** |  | **YR5**  **3** |  | **YR6**  **3** |  |  |
| ***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. Send the action plan each year and update in each HT report | | | | | | | * 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 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** | | | | | | | | **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   * New recruited teachers with experience to teach the year 4 group where there is a gap of PP and non PP to ensure this is addressed. | | | | | | | | Ofsted judged the school in July 2019 |
| ***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. * Ensure that at least 95% get the green standard each half term. | | | | | | | | Attendance 96.8% for all pupils. For PP pupils it was 97.1%  Behaviour 3 children did not get green for behaviour. 2/3 were pupil premium. 95% of PP achieved green over the year. |
| ***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 6 steps on target tracker. No PP child to make less than expected progress.   • End of KS results exceed floor standards for progress.   * 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 | | | | | | | | There is no gap at KS2- pupil premium outperformed non pupil premium in 2019 SATS. ¾ pupil premium achieved ½ non pupil premium |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | 75% KS2 achieved reading, writing and Maths. This is above national.  KS2 progress data – Maths 2.1  Reading 8.3  Writing 2.1 | All year groups made greater progress from the beginning of the year and increased the number of PP children at the expected standard for R<W, M from the beginning of the academic year. |
| • Lead TA   * From Jan lead teacher 2 days a week doing interventions for PP across Maths | On-going | Teahcher UPS2 x 2 days per week £17000  Cost – 2 x TA apprentice p.m. £5500  Lead TA 25 hours per week £16000  TA £5000 |
| • Small group intervention with teaching assistant for action plan children not making good progress. Also in class support targeting these pupils in Eng and Maths lessons. | Reviewed every half term | HT |  |  | Average increase for children doing 10 weeks Maths intervention was 8 months of progress |
| 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 scaled score 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 |  | Speech input weekly showed all 6 children made at least two bands of progress during the intervention.  Oxford reading buddy and increased reading at home shows that all children by the end of the year achieved 100% children getting green for reading at home.  GLD 60% compared to 12% on entry. |
| Early identification of 2 y old speech intervention and getting them school ready. Additional speech therapist time to support | Autumn term | HT  £2000 per annum |
| • 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 (included above)  25 hours (5 hours of this time a week engaging parents focus) |
| • Afternoon interventions for PSED & Literacy and Mathematics. Start EYFS interventions in the afternoon and use TA and EYFS teacher to release teacher to target key intervention. | On-going | £4000 4 x afternoon a week |
| 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. Every half term reviewed. | 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 |  | 100% passed phonics skills test  All children leaving REC at ARE for reading in phonics and reading at ARE in line with RWI assessments. |
| 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 |
|  | Additional teacher support for booster sessions for individuals and small groups | On-going | 2 days per week intervention lead teacher  Already budgeted above |  |  |  | Maths 83% KS2 SATS following maths intervention and compared to 25% at the beginning of the year**.** |
|  | Purchase new apps and resources for key PP pupils to have daily access to online resources. (IDL, spelladrome, timestable rockstars)  One child to have Ipad purchased to support at home with reading. | On-going purchased and ready to use Sept 2018  £2000 ipad and subscritions | HT – Literacy and Numeracy lead  SENDCO | * Children have equal access to technology to support learning. * Parents have resources to help children at home | **HT**  **Middle leaders** |  | Ipad was broken and this strategy did not work. Supported with accessing more engaging boy books instead. |
| 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 |  | 32 parents attended a reading morning. 22 of these were PP parents.  100% attendance at parents evening at both events during the year. |
| Provide reading workshops and weekly catch up reading sessions for those children not reading at home. Key PP to read during breakfast club with a TA every single day. | On-going | Intervention teacher  £1000 cover time  ½ hour a day TA time for reading. |
| 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. * Children to gain experiences they would not normally have. | HT |  | Green trips 37 children achieved ultimate green 24 of these were PP |
| World of work and experiences – fund towards educational out of bounds trip for PP pupils | Summer term | £1000 |

**Total spend: £ 55 500**