



## Pupil Premium Improvement Plan 2017 2018

Reported by: Inclusion Lead

<p><b>USL PUPIL PREMIUM INCLUDES;</b></p> <ul style="list-style-type: none"> <li>• Primary pupils recorded as known to be eligible for Free School Meals in any of the previous six years (Ever 6 FSM) as well as those first known to be eligible at January 2017 (£1,320pp)</li> <li>• Pupils eligible for the Service Child premium in 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016 or 2016-2017 as well as those recorded as a Service Child for the first time on the January 2017 Census (Ever 5 SC) (£300pp)</li> <li>• Pupils recorded on the January 2017 School census who were looked after immediately before being adopted on or after 30 December 2005, or were placed on a Special Guardianship or Residence Order immediately after being looked after</li> </ul>	<p><b>PUPIL PREMIUM ALLOCATIONS 2017-2018:</b></p> <p>Total number of pupils on roll (January 2017): <b>417</b>  Total number of pupils eligible for PPG: <b>52</b>  Amount of PPG received per pupil:  <b>45 x £1,320, 3 x £300 &amp; 4 x £1,900</b>  Total amount of PPG received: <b>£67,900</b>  Total number of PP pupils represented as a %: <b>12.47%</b></p>	<p><b>LINK WITH School Improvement Plan (SIP):</b></p> <p><b>SIP Priority 2)</b> To diminish the difference in achievement for vulnerable learners by;</p> <ul style="list-style-type: none"> <li>• providing vulnerable pupils with access to high quality inclusion provision</li> <li>• developing the role of the Inclusion team in supporting vulnerable pupils to achieve better outcomes</li> <li>• targeting relevant interventions for vulnerable or underachieving pupils</li> <li>• reducing the levels of absence in school to below the national average for all pupils</li> <li>• monitoring and evaluating Pupil Premium Grant (PPG) spending rigorously to ensure funding impacts on PPG pupils' achievement</li> </ul> <p><b>SIP Priority 4)</b> To develop a systematic approach to managing pupils' behaviour in school, by;</p> <ul style="list-style-type: none"> <li>• allowing teachers and senior leaders to rigorously monitor and log any patterns of behaviour</li> <li>• providing targeted support to address the needs of pupils who misbehave</li> <li>• ensuring consistent escalation of sanctions for pupils who persistently misbehave</li> </ul>
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**Evidence of the current PP position;**

- In the academic year 2016-17 high percentages of PPG pupils needed additional compared to their peers in terms of behaviour
- The average PPG attendance rate for 2016-17 was 94.27% (with 1.6% unauthorised absences and 0.47% of late arrivals after the close of registration) vs. an average attendance rate of 96% for non-PPG pupils (with 0.79% of unauthorised absences and 0.06% of late arrivals after the close of registration)
- ASP data shows progress of disadvantaged groups in KS2 was 1.58 in Reading, 0.18 in Writing and 2.05 in Mathematics, compared to 3.26 (Reading), -0.02 (Writing) and 2.90 (Mathematics) for all pupils
- ASP data shows attainment of disadvantaged groups in KS2 was 0.93 (+23%) in Reading, -0.24 (-6%) in Writing and -0.2 (-5%) in Mathematics, compared to 6.96 (Reading), -3.48 (Writing) and 5.8 (Mathematics) for all pupils
- ASP data shows attainment of disadvantaged groups in KS1 was 0.1 (+1%) in Reading, -1.2 (-12%) in Writing and -0.9 (-9%) in Mathematics, compared to 1.53 (Reading), 5.1 (Writing) and -0.51 (Mathematics) for Non-FSM pupils.
- ASP data shows phonics attainment for disadvantaged pupils was 43% compared to 96% for non-disadvantaged pupils.

**Evidence for this can be gathered from;**

- School SEF
- 2016-17 data, ASP data and internal data (2016-2017)
- Attendance data for Pupil Premium pupils (2016-17)

**Key priorities for the PP group:**

- To provide PP pupils with access to high quality Inclusion provision (including meeting basic needs/SEMH/pastoral care)
- To develop the role of the Inclusion Team in supporting vulnerable pupils to achieve better outcomes
- Diminish the difference for all in receipt of the Pupil Premium so that the performance aligns for English and Mathematics
- To improve school attendance levels for those pupils in receipt of PPG funding
- To improve the Behaviour of PPG pupils by developing a consistent and systematic approach to managing Behaviour and providing targeted support to address individual pupil need. For teachers and senior leaders to be able to track patterns in Behaviour.

**Intended Outcomes for PP 2017-2018:**

- Data shows that pupils eligible for PPG have made at least the expected progress in Reading, Writing and Maths
- Data for or those in receipt of the Pupil Premium vs. other pupils shows progress is more closely aligned
- Individual reports e.g. Forest School/Thrive shows targeted teacher support show an impact in terms of pupil outcomes from start to end point
- Attendance figures for PPG pupils have increased since the start of the academic year due to provision put in place
- EPraise data shows an improvement in Behaviour for PPG pupils
- The school has an established Inclusion Team, an Inclusion/ Nurture Room and two fully qualified Thrive Practitioners. Whole Staff Training has been booked for the new academic year.

MILESTONES					
DEC 17	MAR 18		JUL 18		
<ul style="list-style-type: none"> <li>Baseline Assessment materials have been purchased, staff have been trained in the use of the materials and baseline scores have been gathered.</li> <li>New published interventions have been purchased, staff have received training in relation to these interventions.</li> <li>A new Class Provision Map format has been designed which documents baseline data, exit data, SMART targets and an outline of provision.</li> <li>Teachers have analysed performance data and considered individual pupil need. In response they have highlighted pupils for structured intervention.</li> <li>Inclusion/Nurture Room is set up and staffed by a developing Inclusion Team</li> <li>A new Attendance Policy has been developed in line with local and national guidance. This has been shared with all stakeholders.</li> <li>A new Behaviour Policy has been written involving all stakeholders. Pupils are aware of expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Baseline assessments have been repeated to gauge the impact of new interventions and individual interventions show impact</li> <li>Age standardised tests have been purchased and have been implemented across the school. Data collected has informed pupil progress</li> <li>Structured interventions have ran for at least a term and the impact of such interventions has been monitored and analysed to inform future practice.</li> <li>Pupil Premium students are deemed on track to diminish the difference between English and Mathematics end of year outcomes</li> <li>Pupil Premium pupils are on track to be in line with their year group peers in relation to attainment.</li> <li>Learning Walks and EPraise data shows evidence that our new Behaviour policy is firmly embedded and personalised intervention and provision is having impact on pupil Behaviour</li> <li>New Attendance tracking systems show an improvement in PPG pupil Attendance</li> </ul>		<ul style="list-style-type: none"> <li>For those in receipt of the Pupil Premium: Data shows that pupils have made at least the expected progress in Reading, Writing and Maths</li> <li>Outcomes for those in receipt of the Pupil Premium are in line with peers in Reading, Writing and Maths</li> <li>Attendance figures for PPG pupils have increased since the start of the academic year due to provision put in place</li> <li>EPraise data shows an improvement in Behaviour for PPG pupils</li> <li>Individual reports e.g. Forest School/Thrive/targeted teacher support show an impact in terms of pupil outcomes from start to end point</li> <li>The school has an established Inclusion Team, an Inclusion/ Nurture Room and two fully qualified Thrive Practitioners. Whole Staff Training has been booked for the new academic year.</li> </ul>		
Actions		Cost	Timeline	Rationale for Action	RAG rate
<p><b>Inclusion Lead</b></p> <p>Dedicated Inclusion Lead to be focused on monitoring and assessing needs of the PP group:</p> <ul style="list-style-type: none"> <li>Overseeing provision for PP pupils including enriching their opportunities and ensuring provision is in place to diminish the difference between themselves and their peers</li> <li>Setting up start and end assessments for intervention and support</li> </ul>		<p><b>£12,355</b> <b>(Portion of Inclusion Lead Salary)</b></p>	<p>Full time member of SMT On-going</p>	<p>Research</p> <ul style="list-style-type: none"> <li>Leadership with direct responsibility provides focused assessment and evaluation of</li> </ul>	<p>DEC</p> <p>MAR</p> <p>JUL</p>

<ul style="list-style-type: none"> <li>• Data analysis of the PP group</li> <li>• Diagnostics for individual PP pupils</li> <li>• Work scrutiny and analysis on a regular basis</li> <li>• Conducting Pupil Voice Interviews</li> <li>• Line managing other Inclusion Team staff members that may provide support to PPG pupils</li> </ul>	<p><b>£2,008</b> <b>(Inclusion TLR)</b></p> <p><b>Total= £14,343</b></p>		<p>interventions in order to ensure that children get the right support they require.</p>	
<p style="text-align: center;"><b>Pastoral Support Worker</b></p> <p>Pastoral Support Worker to provide specific emotional support for children and their families, in order to ensure that every pupil achieves their potential through the provision of targeted support, signposting to services and interventions. PSW to be responsible for Pastoral Care, meeting basic needs as well as developing SEMH within school. PSW to also provide outreach to families, where applicable, in order to improve the attendance of vulnerable pupils.</p>	<p><b>£10,555 (Sept-March)</b></p>	<p>28.33 hours a week On-going</p>	<p>Research</p> <ul style="list-style-type: none"> <li>• Research shows pastoral care is inextricably linked with teaching and learning and the structural organisation of the school.</li> <li>• Pastoral care promotes students' personal and Social and Emotional Education in Primary School.</li> <li>• Improved levels of Social and Emotional development lead to stronger academic outcomes.</li> </ul>	<p>DEC</p> <p>MAR</p> <p>JUL</p>
<p><b>Creation of Pastoral/ Nurture/ Inclusion Room ('The Hub')</b></p> <ul style="list-style-type: none"> <li>• To transition vulnerable pupils into school</li> <li>• To provide a base where children can feel safe and secure and therefore develop their individual needs further</li> <li>• To offer children opportunities to re-visit early learning skills</li> <li>• To promote and support pupils social and emotional development.</li> <li>• To develop their maturity and resilience.</li> <li>• To be the central base of the school's Inclusion provision.</li> <li>• To build pupil's self-esteem and confidence</li> </ul>	<p><b>£810.49</b></p>	<p>On-going</p>	<p>Research</p> <ul style="list-style-type: none"> <li>• Research shows that children's learning is most effective when they have a sense of emotional well-being, good self-esteem and a feeling of belonging to their school community. Children are more likely to learn if they feel safe and secure.</li> </ul>	<p>DEC</p> <p>MAR</p> <p>JUL</p>

<p style="text-align: center;"><b>Behaviour Mentor</b></p> <p>Appointment of new Behaviour Mentor to;</p> <ul style="list-style-type: none"> <li>• To operate the school's 'Time Out' rooms at break time and lunch time facilitating children to reflect on their behaviour</li> <li>• To use EPraise to monitor behaviour throughout the school with support from the Inclusion Lead</li> <li>• To run the EPraise shop to enable children to spend their House Points on their chosen reward</li> <li>• To co-ordinate the delivery of pupil rewards</li> <li>• To create and implement strategies and resources to support children with their behaviour</li> <li>• To support vulnerable children on the playground, signposting them to access additional Inclusion resources available as applicable e.g. Use of The Hub/ Homework Club/ The Inclusion Office</li> <li>• Develop and deliver intervention programmes necessary to meet the emotional, social and physical needs of the group or individual</li> </ul>	<p><b>£4,300</b> <b>(December 17- August 18)</b></p>	<p>15 hours per week On-going</p>	<p>Research</p> <ul style="list-style-type: none"> <li>• Positive reinforcement results in an improvement in behaviour</li> <li>• Research shows that a restorative approach has a positive impact on Behaviour</li> <li>• Recent research has shown that Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher.</li> </ul> <p>Short periods of intensive sessions tend to have the most impact.</p>	<p>DEC</p> <hr/> <p>MAR</p> <hr/> <p>JUL</p>
<p style="text-align: center;"><b>Behaviour Rewards</b></p> <p>To motivate and reward children for behaving in a positive manner</p>	<p><b>£43.75</b></p>	<p>On-going</p>	<p>Research</p> <ul style="list-style-type: none"> <li>• Positive reinforcement results in an improvement in behaviour</li> <li>• Improved behaviour will impact on both the learning outcomes of the individual as well their peers.</li> <li>• Motivated pupils learn make increased progress.</li> <li>• Rewards lead to improved social and emotional health.</li> </ul>	<p>DEC</p> <hr/> <p>MAR</p> <hr/> <p>JUL</p>

<p><b>EPraise Behaviour Tracking System</b></p> <ul style="list-style-type: none"> <li>• Online school reward system designed to motivate students to behave well</li> <li>• Rewards all pupils who meet expectation</li> <li>• Promotes attendance (more sessions in school equates to more House Points)</li> <li>• Allows teachers and senior leaders to rigorously monitor and log any patterns of behaviour</li> <li>• Allows senior leaders to monitor teachers management of behaviour</li> <li>• Highlights those children who need targeted support to address the needs of pupils who misbehave</li> <li>• Ensures consistent escalation of sanctions for pupils who persistently misbehave</li> </ul>	<p><b>Annual cost £750</b></p>	<p>On-going</p>	<p>Research</p> <ul style="list-style-type: none"> <li>• Improved behaviour has been evidenced to have a positive impact on both the learning outcomes of the individual as well their peers.</li> <li>• Motivated pupils learn make increased progress.</li> <li>• Rewards lead to improved social and emotional health.</li> </ul>	<p>DEC</p> <p>MAR</p> <p>JUL</p>
<p><b>Additional TA Salary</b></p> <ul style="list-style-type: none"> <li>• To allow flexibility for SEMH/Social intervention lead to staff 'The Hub' in the morning to ease transition into school, and during unstructured times e.g. break times</li> <li>• To carry out structured intervention work for targeted vulnerable learners</li> </ul>	<p><b>£18,614</b></p>	<p>On-going 28.33 hours per week</p>	<p>Research – Teaching Assistants</p> <ul style="list-style-type: none"> <li>• Recent research has shown that Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher.</li> <li>• 1:1 tuition in intensive small groups is very effective in helping learners to 'diminish the difference'</li> <li>• Allows effective feedback.</li> </ul> <p>Short periods of intensive sessions tend to have the most impact.</p>	<p>DEC</p> <p>MAR</p> <p>JUL</p>

<p><b>Purchase of Personalised, Published Interventions</b></p> <p>Personalised support and intervention at an individual level to be provided by teaching assistants as appropriate in order to ‘diminish the difference’ for PP pupils.</p> <p>Intervention materials to be purchased to cater for varying areas of need e.g. Reading, Spelling, Maths, Fine Motor Skills, Phonics, Self-Esteem, Social Skills</p> <p>This section is responsive to need and will be allocated throughout the year.</p>	<p>Rapid Reading &amp; Phonics</p> <p>Numicon</p> <p>Dancing Bears/ Bear Necessities</p> <p>Jimbo Fun</p> <p>Wordblaze</p> <p>Talkabout</p> <p>Third Space Learning</p> <p>Intervention Furniture</p> <p><b>Total cost: £11,251.86</b></p>	<p>On-going</p>	<p>Research – Teaching Assistants</p> <ul style="list-style-type: none"> <li>Recent research has shown that Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher.</li> <li>1:1 tuition in intensive small groups is very effective in helping learners to ‘diminish the difference’</li> <li>Allows effective feedback.</li> </ul> <p>Short periods of intensive sessions tend to have the most impact.</p>	DEC
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<p><b>Development and use of the Thrive Approach</b></p> <ul style="list-style-type: none"> <li>To provide targeted social and emotional support for our most vulnerable learners, particularly those that may have struggled with difficult life events.</li> <li>To help vulnerable pupils re-engage with life and learning.</li> <li>To promote healthy, happy, confident children who are ready and open to learning.</li> <li>Improve relationships between peers and between learners and staff</li> <li>Improved SEMH linked to improvement in Behaviour (Behaviour is a way of communicating)</li> <li>To build on recent advances in neuroscience, attachment theory and child development.</li> </ul>	<p>£1,645 Thrive Practitioner Training</p> <p>£260 Thrive Online Subscription</p> <p>Whole School Staff CPD £3,158.40</p> <p><b>Total cost:</b></p>	<p>Commencing January 2018</p> <p>Ongoing use from Autumn Term 2017</p> <p>September 2018 INSET</p>	<p>Research</p> <ul style="list-style-type: none"> <li>Research suggests building resilience and resourcefulness, decreases the risk of mental illness, reinvigorates the learning provision and helps those children who are at risk of underachieving or exclusion to stay in school and re-engage with learning.</li> </ul>	DEC
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<ul style="list-style-type: none"> <li>• Increase attendance</li> </ul>	<p><b>£5063.40</b></p>		<ul style="list-style-type: none"> <li>• Linked to up-to-date research on neuroscience, attachment research, learning theory, child development studies and research into risk and resilience factors.</li> </ul>	
<p style="text-align: center;"><b>Lego Play Therapy Training</b></p> <ul style="list-style-type: none"> <li>• To provide an alternative intervention tool to support children with SEMH needs</li> <li>• Enable pupils to communicate and express themselves through play</li> <li>• To promote healthy, happy, confident children who are ready and open to learning.</li> <li>• The aim is that this will then in turn support academic outcomes.</li> </ul>	<p><b>£110.00</b></p>	<p style="text-align: center;">Autumn Term 2017</p> <p style="text-align: center;">Lego Therapy on-going</p>	<p>Research – Teaching Assistants</p> <ul style="list-style-type: none"> <li>• Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher.</li> <li>• Schools should think carefully about the training and deployment of TA's.</li> <li>• Research – 1:1 tuition</li> <li>• 1:1 tuition in intensive small groups is very effective in helping learners to catch up</li> <li>• Allows effective feedback.</li> <li>• Short periods of intensive sessions tend to have the most impact.</li> </ul>	<p>DEC</p> <hr/> <p>MAR</p> <hr/> <p>JUL</p>
<p><b>Precision Teaching training for all Teaching Assistants</b></p> <ul style="list-style-type: none"> <li>• A wave 3 teaching programme to meet the needs of an individual pupil</li> <li>• A way of monitoring the programme</li> <li>• A way of evaluating the programme</li> <li>• Providing feedback to pupils on their individual progress</li> </ul>	<p><b>£75</b></p>	<p style="text-align: center;">Autumn Term 2017</p> <p style="text-align: center;">Precision Teaching to be used within QFT on an on-going basis</p>	<p>Research – Teaching Assistants</p> <ul style="list-style-type: none"> <li>• Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher.</li> </ul>	<p>DEC</p> <hr/> <p>MAR</p> <hr/> <p>JUL</p>



<p style="text-align: center;"><b>Diagnostic Assessment Materials</b></p> <ul style="list-style-type: none"> <li>To gather baseline and exit assessment data in order to measure the impact of new structured interventions</li> </ul>	<p style="text-align: center;"><b>Sandwell Early Numeracy Test £160.53</b></p>	<p style="text-align: center;">Autumn 2017</p>	<p>Research – Teaching Assistants</p> <ul style="list-style-type: none"> <li>Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher.</li> </ul>	<p>DEC MAR JUL</p>
<p style="text-align: center;"><b>Attendance Officer</b></p> <ul style="list-style-type: none"> <li>To work as a member of the Inclusion Team, under the direction of the Inclusion Lead, with a responsibility for Attendance</li> <li>Collect and analyse data relating to attendance</li> <li>As part of the Attendance Team, put personalised strategies in place to improve the attendance of particular pupils and monitor the impact of such strategies</li> <li>Investigate school absence on a daily basis</li> <li>Collect evidence and reasoning for those pupils who arrive after 9:15am</li> <li>Carefully monitor any children that may have at least 10 days absence and if necessary report them as CME</li> <li>Co-ordinate Attendance Rewards and displays promoting good school attendance</li> <li>Provide outreach for vulnerable families with low attendance where applicable</li> </ul>	<p style="text-align: center;"><b>£5,525</b></p>	<p style="text-align: center;">On-going 10 hours a week</p>	<p>Research – Attendance Officer</p> <ul style="list-style-type: none"> <li>Increased rates of attendance lead to greater rates of academic performance</li> </ul>	<p>DEC MAR JUL</p>
<p style="text-align: center;"><b>Outdoor Learning</b></p> <p>The school to operate Forest School with whole class and targeted opportunities for pupils as appropriate.</p>	<p style="text-align: center;"><b>£500</b></p>	<p style="text-align: center;">On-going</p>	<p>Research</p> <ul style="list-style-type: none"> <li>Research has shown a wide range of adventure activities are linked with increased academic achievement. The main effects tend to be on self-confidence, self-efficiency and motivation.</li> </ul>	<p>DEC MAR JUL</p>

<p style="text-align: center;"><b>Educational Visits</b></p> <p>The school are to subsidise the cost of Residential trips during the course of the academic year for any pupil in receipt of the Pupil Premium to ensure equality of access.</p>	<p>£975.00 £578.00 £59.92 £300.00 £555.00 <b>Total cost:</b> <b>£2467.92</b></p>	<p>On-going from Sept 2016</p>	<p>Research – Educational visits</p> <ul style="list-style-type: none"> <li>• Participation can stop feelings of isolation and help to develop more positive opinions and attitudes towards school</li> <li>• Approaches to learning can have impact on confidence and relationships in school</li> </ul>	DEC
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<p style="text-align: center;"><b>Dedicated PP teacher</b></p> <p>Dedicated teacher in place to provide specific tuition and support for a particular vulnerable pupil.</p>	<p>£262.44 £43.24 £23.00 <b>Total cost:</b> <b>£328.68</b></p>	<p>Summer Term 16-17</p>	<p>Research – tuition</p> <ul style="list-style-type: none"> <li>• A qualified teacher is more likely to achieve greater progress and raise attainment.</li> <li>• Intensive tuition on a 1:1 basis is highly effective</li> <li>• Pupil is taught according to current level of attainment or specific needs.</li> </ul>	DEC
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**Total Spend= £70, 602.93**