



## Pupil Premium Action Plan 2017 – 2018

Barriers to learning	
<b>In-school barriers to learning (issues to be addressed in school, such as poor oral language skills)</b>	
A	Significantly below national average attainment on entry to the Foundation Stage in the key areas. Speech and language skills in the Foundation Stage are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
B	Mental health and wellbeing issues which impact on the pupils (and the parents) ability to engage with learning.
C	Higher ability children unable to progress further to the higher attainment group, especially in KS2, in the different subject areas.
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
D	Parental knowledge and engagement in learning and school.

Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Speech and language skills for pupils eligible for PP in Foundation Stage.	Pupil eligible for PP in FS2 make rapid progress by the end of the year so that more pupils eligible for PP meet age-related expectations.
B	Counselling support for children (and in some cases, parents) eligible for PP across the school. Suitable enrichment for pupils to increase engagement in learning.	Children in receipt of counselling support make good progress throughout the school. All PP pupils are fully engaged in learning through opportunities provided.
C	Support for higher/lower ability children across school eligible for PP.	Higher/lower ability children make good progress across the school and more PP children achieve expected/greater depth at the end of KS2.
D	Parents are supported in order to engage with the school more effectively.	Parents of PP children engage well with the school (engagement levels increase) and are able to support their children with their learning across the school.

Planned expenditure	
<b>Academic year 2017 – 2018</b>	

**The three headings below enable us to demonstrate how we are using the Pupil Premium to improve pedagogy, provide targeted support, and support whole-school strategies.**

**1. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will we review the implementation?</b>
<b>A Improved speech and language skills in EYFS.</b>	Language lead NP. NP accessing training which she will disseminate before Xmas.	All TAs will receive the training. This is a high profile area for all children in EYFS.	Observations in FS. Regularly by DHT and SENCo and Chair of govts.	HF	Easter 2018
<b>C support for higher/lower ability children across school who are eligible for PP.</b>	Staff training on support and challenge. PP are supported in class through TA provision. E.g. Year 3 and 5 with no funded SEND children have full time TA. PP HA children are challenged and LA are supported through interventions.	PP children are not progressing in-line with their peers through school and we want to diminish the difference.	Maths and writing book scrutiny to analyse impact Listening to readers to check they are on the correct level. Learning walks and lesson observations.	JF/HF	Easter 2018
<b>D Parents are supported to engage with the school more effectively.</b>	Teachers provide curriculum support for parents. Workshops in phonics, maths, reading and writing. Also parent forum with a focus on PP and SPAN parent forum. Parent liaison	Parents need support so that they can access the curriculum and provide some support with learning. Parental involvement is proven to have	Monitoring of parents' attendance at events, particularly the PP parents.	JF/HF	Xmas 2017, Easter 2018, July 2018

	officer to help engagement.	impact on pupil progress.			
<b>2. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will we review the implementation?</b>
<b>A Improved oral language skills in FS2</b>	Trained language lead in EYFS. She will lead SALT sessions with EYFS.	We will use PP funding so that children will be supported effectively with speech and language across EYFS and into KS1.	Monitor impacts of interventions. A case study to be completed before July 2018. Data at end of each term. Formative assessments.	NP, JF, HF	July 2018
<b>B Counselling support for children (and, in some cases, parents) eligible for PP across the school</b>	Trained counsellors within school to tackle mental health. Interventions include bereavement, play therapy, art therapy, Lego therapy. Parents are also supported when appropriate and necessary.	There is an increasing number of children (and parents) with mental health and wellbeing issues. We have seen that counselling support has enabled some to engage in learning.	2 case studies to be done before July 2018.	LL, JF, HF	July 2018
<b>D Parents are supported to engage with the school more effectively</b>	Parent liaison officer leads on parent support. Support includes attendance, parenting, behaviour, routines, signposting to other	Funding to support this work of parental support and early intervention is proven to have an impact on pupil	Case studies to be produced for summer term. Pupil achievement, attendance and behaviour is monitored.	LL, JF, HF	July 2018

	services including EHAF, speech and language and identification of vulnerable families.	progress. See EEF PP toolkit; "What Works Best?" We encourage engagement of parents from the outset.			
<b>3. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will we review the implementation?</b>
<b>B Suitable enrichment for pupils to increase engagement in learning</b>	We subsidise school educational visits. All trips are subsidised including Y3 sleepover, Year 5 and year 6 residential trips, and visitors. We target PP children for after-school clubs including sport and recorder and gardening. Subsidised breakfast and a book club for disadvantaged children.	We want to provide disadvantaged children with opportunities in life that they would not normally have. We believe these opportunities impact on the engagement of our pupils and on their progress and attainment.	All children will have had at least two residential by the time they leave Intake Farm. All children will have visits and visitors to bring learning to life. Usually this is one per term. However, it is often more. E.g. In Year 1 in autumn term, the PP children mad pizza at F and B's and visited Sherwood Pines to pick out school Xmas tree.	JF/HF	Easter and July 2018
<b>Total budgeted cost:</b>					<b>£99,214</b>