



Rothwell CE Primary Academy Pupil Premium Strategy Action Plan

1. Summary information					
Academic Year	2017/2018	Total PP budget	£68,800	Date of most recent PP Review	December 2017
Total number of pupils	182	Number of pupils eligible for PP	58	Date for next internal review	March 2018

2. Current attainment/progress					
<u>Key stage 2</u>		<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>	
		6		18	
% achieving expected or above in reading, writing and maths		0%		77.8%	
Attained expected or above	Reading	16.7%		77.8%	
	Writing	16.7%		88.9%	
	Maths	16.7%		94.4%	
Average Points Progress					
	Reading	-2.5		+0.1	
	Writing	-0.3		-2.3	
	Maths	+0.8		+0.6	
<u>Key stage 1</u>		<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>	
		14		14	
% achieving expected or above in reading , writing and maths		42.9%		85.7%	
	Reading	50%		85.7%	
	Writing	50%		85.7%	

	Maths	50%	92.9%
% pupils making expected or better progress from end of EYFS			
	Reading	86%	100%
	Writing	86%	100%
	Maths	86%	100%
<u>Year 1 Phonics</u>		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard		86%	79%
<u>Year 2 Phonics</u>		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
		5	1
% achieving expected standard		80%	0%
EYFS		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
		8	
% achieving GLD		50%	68%
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A.	To continue to improve PP progress in reading so that attainment in KS1/KS2 improves		
B.	To improve PP progress in writing so that attainment in KS1/2 improves		
C.	To improve Parental engagement of pupil premium pupils.		
External barriers			
D.	Attendance		
4. Desired outcomes (<i>Desired outcomes and how they will be</i>		Success criteria	

Over all aims

1. To narrow the gap between pupils eligible for PP and their non PP peers by improving outcomes for PP pupils in literacy (PEARL)
2. To improve attendance for pp pupils and increase parental engagement (PEARL)
3. To improve attitudes to learning for PP pupils

Action Plan (2017-18)

Objective 1: To narrow the gap between pupils eligible for PP and their non PP peers by improving outcomes for PP pupils in literacy (PEARL)

Action 1: To implement and monitor PP additionally tracker				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
1) <i>To formulate a new PP Tracker</i>	1) <i>PP tracker in place and updated half termly</i>	HT1	DF	<i>Inset time</i>
2) <i>Teachers to identify barriers to learning and implement individual support</i>	1) <i>Whole school strengths and barriers identified</i> 2) <i>Barriers added to tracker and support plans in place leading to improved outcomes</i>	HT2	DF	<i>Additional planning time for teachers</i>

Action 2: To implement the PEARL project (5 term Project)				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications

<p><i>To complete whole staff training on PEARL Project and intended outcomes</i></p>	<ol style="list-style-type: none"> 1) <i>Teaching staff show improvements in QFT as a result of the PEARL project</i> 2) <i>Pupil standardized scores in R improve as a result of QFT</i> 	<p><i>HT1 and ongoing</i></p>	<p><i>DF</i></p>	<p><i>INSET Day and ongoing INSET time for PEAR Project</i></p>
<p><i>To complete Support Staff Training</i></p>	<ol style="list-style-type: none"> 1) <i>Support staff to work with PIVOT care to establish systems for recording intervention entry/exit points</i> 2) <i>Support staff to flag PP in entry/exit data</i> 3) <i>3 TA's to complete and implement Teamwork's training</i> 4) <i>Pupil standardized scores in R improve as a result of QFT</i> 	<p><i>HT2</i></p>	<p><i>DF/TW/DM (PIVOT Care)</i></p>	<p><i>Release time for TW and TA's to train with PIVOT Care and attend Teamwork's training. Release time for TW to monitor impact</i></p>
<p><i>To support teachers in developing QFT in the PEARL Project AFI's</i></p>	<ol style="list-style-type: none"> 1) <i>Literacy Lead to use monitoring to identify 3 areas of QFT development</i> 2) <i>Literacy Lead to deliver regular staff training, peer support and monitoring</i> 3) <i>Teaching staff show improvements in QFT</i> 4) <i>Pupil standardized scores in R improve as a result of QFT</i> 	<p><i>HT2 onwards</i></p>	<p><i>KE</i></p>	<p><i>Release time for KE to attend training, support colleagues, plan INSET and monitor impact</i></p>

Objective 2: To improve attendance and parental engagement for pp pupils

Action 1:				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
To review school wide attendance strategies	<ol style="list-style-type: none"> 1) Termly letters leading to termly meeting 2) 100% of parents/carers of PP children with <93% attendance attend meetings 3) Termly reductions in the percentage of PP children receiving red letters and an increase in amber and green 4) Term on term increase in the % PP eligible for rewards/prizes 	<p>Letters: Autumn 2017</p> <p>Meetings: Early Spring 2018</p>	D. F/DW	<p>Trust Head of Safeguarding/Behaviour/Attendance to review current strategy and support implementation of new policy/processes and rewards</p> <p>£250 for attendance rewards/prizes</p>
To implement Individual Attendance Plans	<ol style="list-style-type: none"> 1) Formulated and monitored termly for all children with attendance of 90% or less 2) For PP these are formulated following a panel approach (SLT, LM,) 3) All plans formulated in consultation with pupils and parents 	First Plans in place by end of Jan 18	D. Foulke	DF/DWAO//LM Time

Action 2:				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
To increase parental engagement of PP pupils	1) Increase of pupil premium parents engaging with school support activities, parent's evenings, school workshops, and Seesaw 2) At least 80% of PP parents engage with activities	Spr1	DF/KE	SLT/Teacher Time Cover Incentives (£500)

Objective 3 To improve attitudes to learning for PP pupils

Action 1:				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
To monitor attitudes to learning and self esteem	1) PASS Survey Completed Spr 16 for Y1/3/5 2) PP in other Yr grps to undertake PASS survey 3) Attitudes to learning show a significant improvement over the course of the PEARL Project	Measured Termly Spr 18 and at the end of PEARL project	DF/HO	£1000 to purchase PASS for PP pupils in year groups outside the focus of PEARL project so that all PP pupils complete PASS
To implement regular mentoring for PP pupils with poor attitudes to	1) Pupils identified HT2 (Initial Y2/6 focus)	Mentoring begun for focus grp Spr 1	DF	Staff release time and cover

learning and low self esteem	<ul style="list-style-type: none"> 2) <i>Mentoring to begin Spr 1</i> 3) <i>Improved attitudes to learning measured in majority of PP pupils</i> 	<i>Mentoring in place for all vulnerable PP pupils HT3 onwards</i>		
To make explicit use of CW and Seesaw to raise profile of Rothwell R's and Growth Mindset	<ul style="list-style-type: none"> 1) <i>Improved attitudes to learning measured in majority of PP pupils</i> 	<i>Ongoing</i>	<i>DF</i>	
To target PP pupils for specific interventions/trips/activities to raise aspirations	<ul style="list-style-type: none"> 1) <i>Specific interventions to raise concentration and attitudes.</i> 2) <i>Improved attitudes to learning measured in majority of PP pupils</i> 3) <i>Staff can demonstrate, through case studies and appropriate data, the progress and impact the support given has on those PP pupils identified for nurture support.</i> 	<i>Ongoing</i>	<i>DF</i>	<i>TA Time</i>

Proposed Expenditure based on 2017-18 Pupil Premium Statement

5. Planned expenditure	
Academic year	2016 - 2017

Desired outcome	Chosen action / approach	How it is implemented	Staff lead	When will you review implementation?
To provide Learning Mentor capacity to: <ol style="list-style-type: none"> 1) Provide nurture support for identified pupils that have social and emotional barriers to learning Ob1A2/Ob3A1 2) To increase Parental Support for PP pupils Ob2/A2 3) To support attendance strategies Ob2/A1 	Learning mentors to develop bespoke programmes and deliver support following Pupil Progress Meetings	One to one/group mentoring and nurture support following PPMs. Parental support, Early Help delivery, attendance strategy etc. Development of new and rigorous monitoring processes Support is delivered in school supported by the Inclusion Team.	Inclusion Manager and Learning Mentors	March 2018
Total budgeted cost				£11,000
Desired outcome#	Chosen action / approach	How it is implemented	Staff lead	When will you review implementation?

<p>To provide leadership capacity to:</p> <ul style="list-style-type: none"> a) Engage in PP audit (Jan 18) as part of PEARL project Ob1/A2 b) Lead and manage identification progress and to target specific groups Ob1A1 c) Monitor and improve QFT teaching in literacy Ob1A2 d) Provide intervention for PP pupils Ob1A2/Ob2/A1 e) Review impact of QFT and interventions Ob1/A2 f) To implement Seesaw Ob2A2 	<p>Clear leadership responsibilities based on progress of disadvantaged pupils involving work with PEARL Project.</p>	<p>SLT to lead through work with PEARL and PPMs</p>	<p>SLT</p>	<p>March 2018</p>
Total budgeted cost				<p>£12000</p>

<p>To provide capacity to implement high quality teaching and learning Ob1A1/2</p>	<p>Maintaining high quality teaching:</p> <ul style="list-style-type: none"> a) Half termly Pupil Progress Meetings b) Staff support c) Staff Training on feedback d) Additional Teacher (Summer Term) <p>A range of teaching and learning programmes that develop teacher skills and classroom practice to be accessed. These include:</p> <ul style="list-style-type: none"> a) SENCO Training: M Level b) SENCO Training: Local Training c) Learning Mentor Training d) Intervention programme training e) Training of NQT 	<p>SLT to implement following triangulation of staff performance</p>	<p>SLT</p>	<p>July 2018</p>
Total budgeted cost				£20,000
Desired outcome	Chosen action / approach	How it is implemented	Staff lead	When will you review implementation?

To provide capacity to implement high quality interventions and support: Ob1A2, Ob2A2	A highly qualified Support for Learning team also plays a crucial role in the daily support for pupils. Who have accessed training to deliver: <ul style="list-style-type: none"> • Reciprocal reading • FFT reading • S&L support • Closing the Gap Maths • Same day intervention • Early EYFS intervention • Intensive phonics support • Homework Club • Same day intervention • After School Provision 	Following PPMs	HO/TW	March 2018
Total budgeted cost				£15000
Desired outcome	Chosen action / approach	How it is implemented	Staff lead	When will you review implementation?
To identify within school the group of PP with speech and language difficulties Ensure pupils eligible for pupil premium are targeted for speech and language support particularly in EYFS, year 1,2 and 3. Ob1A1	Pupils identified by SALT Programmes of support developed Programmes monitored and reviewed each term Data fed into inclusion team reviews	Support given by speech and language assistant Support given by teaching assistants	SALT Classroom Support Assistants Inclusion Manager	July 2017
Total budgeted cost				£3,000
Desired outcome	Chosen action / approach	How it is implemented	Staff lead	When will you review implementation?

To provide specific resources to improve outcomes and promote good learning behaviours. Ob 3A1	Budget allocated for the purchase of specific resources for pupils/ groups of pupils as a result of analysis of their individual needs	Needs identified as part of PPMs	SLT	March 2018
Total budgeted cost				£7000