



Rothwell CE Primary Academy Pupil Premium Strategy Action Plan

1. Summary information					
Academic Year	2016/2017	Total PP budget	£68,800	Date of most recent PP Review	December 2016
Total number of pupils	188	Number of pupils eligible for PP	57	Date for next internal review	July 2017

2. Current attainment					
<u>Key stage 2</u>		<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>	
		6		13	
% achieving expected or above in reading, writing and maths		33%		62%	
Attained expected or above	Reading	83%		77%	
	Writing	67%		79%	
	Maths	50%		77%	
<u>Key stage 1</u>		<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>	
		5		24	
% achieving expected or above in reading , writing and maths		60%		45%	
	Reading	60%		63%	
	Writing	80%		50%	
	Maths	80%		77%	
<u>Year 1 Phonics</u>		<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>	
		13		14	
% achieving expected standard		69%		93%	

<u>Year 2 Phonics</u>		<i>Pupils eligible for PP</i> 5	<i>Pupils not eligible for PP</i> 24
	Year 2 combined	100%	92%
EYFS		<i>Pupils eligible for PP</i> 8	<i>Pupils not eligible for PP</i> 14
% achieving GLD		62.5%	76.9%
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A.	To improve attitudes to learning (resilience) and self-esteem for Pupil Premium Pupils		
B.	To improve the educational outcomes for Pupil Premium Pupils		
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	
<p>Over all aims</p> <ol style="list-style-type: none"> 1. To narrow the gap between pupils eligible for PP and their non PP peers by improving outcomes for PP pupils 2. To improve attendance for pp pupils and increase parental engagement 3. To improve attitudes to learning and self-esteem for PP pupils 			

Action Plan (Taken form Pupil Premium Action Plan 2016-17)

Pupil premium objectives for 2015/16	Total pupil premium allocation for 2015/16:
<ol style="list-style-type: none"> 1. Early identification of barriers to learning to identify those for which learning behaviors, self-esteem, parental engagement or attendance impact (desired outcomes0 	

<p>2. To improve attendance and parental engagement for identified PP pupils</p> <p>3. To improve attitudes to learning (resilience) and self-esteem for identified Pupil Premium Pupils</p> <p>4. To improve the educational outcomes for Pupil Premium Pupils and narrow the gap on non pp pupils</p>

Objective 1:

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>	<i>HT1</i>	<i>DF</i>	<i>Inset time</i>
2) <i>To complete whole staff training on PP data and Research</i>	1) <i>Data analyzed by whole staff and staff can articulate development needs and strategies</i>	<i>9th November</i>	<i>DF</i>	<i>INSET Day</i>
3) <i>Teachers to identify barriers to learning and implement individual support</i>	1) <i>Whole school strengths and barriers identified and marginal gains prioritised</i> 2) <i>Barriers added to tracker and support plans in place leading to improved outcomes</i>	<i>HT2</i>	<i>DF</i>	<i>Additional planning time for teachers</i>

Objective 2:

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
To introduce school wide attendance strategies	1) <i>Termly letters leading to termly meeting</i>	<i>Letters: Autumn 2016 Meetings: Early Spring</i>	<i>D. Foulke</i>	<i>LM Time</i>

	<ul style="list-style-type: none"> 2) 100% of parents/carers of PP children with <95% attendance attend meetings 3) Termly reductions in the percentage of PP children receiving red letters and an increase in amber and green 4) Weekly raffle tickets for 100% attendance 	2017		
To implement Individual Attendance Plans	<ul style="list-style-type: none"> 1) Formulated termly for all children with attendance of 90% or less 2) For PP these are formulated following a panel approach (SLT, LM,) 3) Monitored half termly 4) All plans formulated in consultation with pupils and parents 	First Plans in place by end of Jan 17	D. Foulke	SLT/LM Time
To implement additional breakfast club places for PP pupils	<ul style="list-style-type: none"> 1) Breakfast club established and well attended leading to improved attendance 	Club running by End Jan 17	D. Foulke	£1 per pupil per day
To work with AFA to identify further strategies	<ul style="list-style-type: none"> 1) Re-negotiate AFA contract 2) Liaise with new AFA consultant 3) Implement Additional Strategies 	AFA back on track by Dec 16	H. Owen	TBC
To increase parental engagement of PP pupils	<ul style="list-style-type: none"> 1) Increase of pupil premium parents 			SLT/Teacher Time Cover Incentives (£500)

	<p><i>engaging with school support activities, parent's evenings, school workshops, stay and play activities.</i></p> <p>2) <i>At least 80% of PP parents engage with activities</i></p>			
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Objective 3:				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
To monitor attitudes to learning and self esteem	<ol style="list-style-type: none"> 1) <i>PASS Survey Completed Aut 16</i> 2) <i>Lighter touch surveys used Spring/Autumn</i> 3) <i>Attitudes to learning good or better for majority of PP pupils</i> 	<i>Measured Termly</i>	<i>DF/HO</i>	<i>£2000</i>
To implement regular mentoring for PP pupils with poor attitudes to learning and low self esteem	<ol style="list-style-type: none"> 1) <i>Pupils identified HT</i> 2) <i>Mentoring in place</i> 3) <i>Improved attitudes to learning measured in majority of PP pupils</i> 	<i>Mentoring begun for focus grp HT2 Mentoring in place for all vulnerable PP pupils HT3 onwards</i>	<i>DF</i>	<i>Staff release time and cover</i>
To make explicit use of CW to raise profile of Rothwell R's and Growth Mindset	<ol 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	<ol 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</i> 	<i>Ongoing</i>	<i>DF</i>	<i>TA Time</i>

	<p>3) <i>pupils</i> <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></p>			
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Objective 4:

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
<p>1) To ensure that KS1 pupils make good progress from GLD</p>	<p>1) <i>Tracked as a separate group</i> 2) <i>Interventions in place</i> 3) <i>PP pupils make good progress from GLD</i></p>	<p><i>Ongoing</i></p>	<p><i>DE</i></p>	<p><i>SLT/Teacher Time</i> <i>Cover</i> <i>TA Time</i></p>
<p>2) <i>To ensure that KS2 pupils make good progress from KS1</i></p>	<p>1) <i>Tracked as a separate group</i> 2) <i>Interventions in place</i> 3) <i>PP pupils make good progress from KS1</i></p>	<p><i>Ongoing</i></p>	<p><i>HO?KE</i></p>	<p><i>SLT/Teacher Time</i> <i>Cover</i> <i>TA Time</i></p>
<p>3) <i>To ensure that SEN/PP are making progress</i></p>	<p>1) <i>SEN PP tracked using appropriate methods</i> 2) <i>SEN PP data shows good progress given level of need</i> 3) <i>S&L needs identified and tackled early leading to a year on year reduction in the no. of PP pupils on S&L IEPs in Rec-Y3</i></p>	<p><i>ongoing</i></p>	<p><i>HO/TW</i></p>	<p><i>SLT/Teacher Time</i> <i>Cover</i> <i>TA Time</i></p>

Proposed Expenditure based on 2016-17 Pupil Premium Statement

5. Planned expenditure				
Academic year	2016 - 2017			
Activities				
Desired outcome	Chosen action / approach	How it is implemented	Staff lead	When will you review implementation?
To provide Learning Mentor capacity to: <ul style="list-style-type: none"> 1) Provide nurture support for identified pupils that have social and emotional barriers to learning Ob3 2) To increase Parental Support for PP pupils Ob4 3) To support attendance strategies Ob2 	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	July 2017
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> <ol style="list-style-type: none"> 1) Lead and manage the intensive identification process Ob1 2) Monitor Quality First Teaching Ob 4 3) Track pupils and identify support packages and interventions Ob1 4) Lead whole school events for disadvantaged pupils and parental engagements Ob2-4 	<p>Clear leadership responsibilities based on progress of disadvantaged pupils involving work with Achievement for All.</p>	<p>SLT to lead through work with AFA and PPMs</p>	<p>SLT</p>	<p>July 2017</p>
Total budgeted cost				<p>£12000</p>

<p>To provide capacity to implement high quality teaching and learning Ob4</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 per4formance</p>	<p>SLT</p>	<p>July 2017</p>
Total budgeted cost				<p>£20,000</p>
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>How it is implemented</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

To provide capacity to implement high quality interventions and support: Ob3	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	VP	July 2017
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. Ob4	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?

<p>To provide specific resources to improve outcomes and promote good learning behaviours. Ob 3-4</p>	<p>Budget allocated for the purchase of specific resources for pupils/ groups of pupils as a result of analysis of their individual needs</p>	<p>Needs identified as part of PPMs</p>	<p>SLT</p>	<p>July 2017</p>
<p>Total budgeted cost</p>				<p>£7000</p>