

Cottons Farm Primary School's Pupil Premium Action Plan 2016-17

Pupil Premium Champion Lead	Penny Brown – Executive Headteacher Debbie Donnelly– Head of School	Chair of Governors	Mike Greenfield
Pupil premium review carried out:	tbc		

Pupil Premium Profile 2016-17

Number of eligible pupils:	75 (54%)	Total pupil premium budget:	£99,000
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Executive Summary 2016-17

What has worked well?

- The SLT have extended the role of the Inclusion Manager to full time, which has seen his role have more of an impact on pupil progress.
- Stronger staff have been teamed up with staff who needed further support and coaching has taken place over the last two terms to drive towards Quality First Teaching in all classrooms.

What hasn't?

- Purchasing of iPads to develop enthusiasm for reading. Whilst iPads have been purchased, they have not been used frequently enough to be able to judge any impact on pupil progress.
- Speaking & Learning intervention: in the current format there are limited opportunities for accelerated progress to be made.

Overall aims of the plan:

- Raise the in-school attainment of both disadvantaged pupils and their peers;
- Make consistent and sustained progress towards diminishing the differences with national
- Ensure a thorough analysis of pupils underachieving, particularly in English and Maths, and why;
- To enable staff to feel confident in adjusting interventions or techniques when they are not successful.
- Removing barriers to learning

Aim: To raise the in-school attainment of both disadvantaged pupils and their peers;
 Make consistent and sustained progress towards diminishing the differences with national
 Ensure a thorough analysis of pupils underachieving, particularly in English and Maths, and why
Strategy: Improving Teaching

Actions	Outcomes and success criteria	Milestones	Monitoring	Funding
Identify the main barriers to learning, particularly in FS1 and FS2, and consider how Pupil Premium pupils can be better prepared for the challenges of KS1 and KS2	<ul style="list-style-type: none"> Main barriers to learning are clearly identified, including those of specific Pupil Premium Pupils, where necessary 	Barriers to learning are agreed and intervention timetables are in place	Pupil Progress Meetings	£4000
		An increase in the number of children who are assessed as 'working at' the standard for their year group from the previous year	Pupil Progress Meetings	
Increase the accountability of all staff	<ul style="list-style-type: none"> Staff are aware of the Pupil Premium children that they teach 	Staff are challenged regarding progress of Pupil Premium pupils in Pupil Progress Meetings	Pupil Progress Meetings	£3100
	<ul style="list-style-type: none"> Specific intervention is planned for each child 	Pupil Premium pupils make accelerated progress	Pupil Progress Meetings	
	Staff discuss the progress of Pupil Premium pupils at their Pupil Progress Meetings half-termly	Performance management targets are set and focused on vulnerable groups making accelerated progress		
Plan for opportunities within lessons to enable pupils to make accelerated progress due to continued Quality First Teaching	<ul style="list-style-type: none"> Attainment outcomes for Pupil Premium Pupils are diminishing the differences with their peers CPD/coaching in place to support staff in delivering Quality First Teaching	Pupil Premium pupils make accelerated progress	Pupil Progress Meetings	£6000
Increase in the number of 'good' judgements of quality of teaching	Observations, work scrutiny, Pupil Progress Meetings			

Aim: To provide all pupil premium children with additional support to diminish the differences with national non- pupil premium children
Strategy: Interventions

Attainment	Actions	Impact	Monitoring	Funding
Foundation Stage 2016 Pupils achieving GLD School disadvantaged pupils 100% National non-disadvantaged pupils 2015 69%	Opportunities for speaking and listening are improved through staff observing good practice in other schools. Speech and language support is provided for those children needing support	Improved outcomes in CLD for PP children	Learning walks Pupil progress meetings	£9000
Year 1 Phonics School Y1 PP pupils 42% National Y1 PP pupils 2015 80%	Training in delivery of letters and sounds for new staff and refresher training for current staff Robust challenge given to teachers in pupil progress meetings High quality resources purchased to enhance provision for phonics teaching	Quality First Teaching is in place. Resources are enhancing provision Pupil premium children are making accelerated progress in phonics and the differences with national are diminishing	Monitoring of CPD provision by SLT Learning Walks Analysis of data Pupil progress meetings	£10000

<p>Year 2 Phonics</p> <p>School Y2 PP pupils 78%</p> <p>National Y2 no PP Pupils 2015 92%</p>	<p>Training in delivery of letters and sounds for new staff and refresher training for current staff</p> <p>Robust challenge given to teachers in pupil progress meetings</p>	<p>Quality First Teaching is in place.</p> <p>Resources are enhancing provision</p> <p>Pupil premium children are making accelerated progress in phonics and the differences with national are diminishing</p>	<p>Monitoring of CPD provision by SLT</p> <p>Learning Walks</p> <p>Analysis of data</p> <p>Pupil progress meetings</p>	<p>£4500</p>
	<p>High quality resources purchased to enhance provision for phonics teaching</p>			
	<p>Ensure that teachers through improved data analysis skills achieved through CPD sessions are able to identify those children requiring additional support</p>			

<p>Year 2 Reading, Writing and maths achieving the expected standard</p> <p>School PP v National non-PP</p> <p>Reading 27% difference</p> <p>Writing 28% difference</p> <p>Maths 25% difference</p>	<p>Improvement in Quality First Teaching through providing teachers with coaching and opportunities to observe good practice in other schools</p>	<p>All teaching is at least good</p> <p>Subject leaders levels of expertise are having a positive impact on supporting teachers in developing their practice around data analysis and providing high quality interventions</p> <p>Maths and reading resources are enabling pupils to make accelerated progress due to improved support</p> <p>Parents are more involved in their children's education which is enabling a higher level of engagement</p>	<p>Learning walks</p> <p>Work scrutinies</p> <p>Pupil progress meetings</p> <p>Performance management reviews for subject leaders</p> <p>Parental engagement responses</p>	<p>£7000</p>
	<p>Subject leaders are developing their expertise in analysing data to ensure that children who are making slower progress are identified at an early stage and appropriate interventions are put in place and the impact is closely monitored</p>			
	<p>Maths resources are purchased to enhance provision</p>			
	<p>Reading resources are purchased to encourage reluctant readers and boys</p>			
	<p>Curriculum workshops for parents and carers are being held</p>			

<p>Year 6 Reading, Writing, Maths, SPAG achieving the expected standard</p> <p>School PP v National non PP</p> <p>Reading 71% difference</p> <p>Writing 18% difference</p> <p>Maths 35% difference</p> <p>SPAG 37% difference</p>	<p>Improvement in Quality First Teaching through providing teachers with coaching and opportunities to observe good practice in other schools</p>	<p>All teaching is at least good</p> <p>Subject leaders levels of expertise are having a positive impact on supporting teachers in developing their practice around data analysis and providing high quality interventions</p> <p>Maths and reading resources are enabling pupils to make accelerated progress due to improved support</p> <p>Parents are more involved in their children's education which is enabling a higher level of engagement</p>	<p>Learning walks</p> <p>Work scrutinies</p> <p>Pupil progress meetings</p> <p>Performance management reviews for subject leaders</p> <p>Parental engagement responses</p>	<p>£6000</p>
	<p>Subject leaders are developing their expertise in analysing data to ensure that children who are making slower progress are identified at an early stage and appropriate interventions are put in place and the impact is closely monitored</p>			
	<p>Maths resources are purchased to enhance provision</p>			
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	<p>Curriculum workshops for parents and carers are being held</p>			

Aim: To remove barriers to learning for pupil premium children
Strategy: to accelerate learning for those children admitted to school who are not at age related expectations, to support pupils

and their families with social care issues including low rates of attendance, to support those children needing to develop their English language skills

Barrier to learning	Actions	Impact	Monitoring	Funding
Emotional/behavioural difficulties	Provision of additional support during the day for children unable to access learning due to issues affecting the emotional well being	Pupils engagement with learning is improved through support received and progress is in line with expected	SLT and governors	£26,740
	Work with 'Compassion' for support with well being of pupils and educational psychology support	Pupils barriers to learning are being addressed through appropriate intervention at an early stage		
	Nurture provision is in place at break times and lunch time to support pupils who find these times difficult	Pupils are able to address issues which prevent them from engaging with social situations and play appropriately and are now engaging in line with other children		
Safeguarding/child protection issues and social care issues	Inclusion Manager employed to work with pupils, parents/carers and external agencies to ensure the best provision is in place	Families and pupils supported and pupils are engaged with learning and making progress	SLT meetings Heads report to governors	£19960
Non-engagement in wider school provision and extra curricular activities, including trips	Subsidise pupils to attend breakfast club, trips, after	Increased engagement with extra curricular activities for pupil premium	Analysis of registers	£8000

and residential	school clubs and residential	children		
Lack of ability to read, speak, understand and write in English	Appointment of EAL Champion with training through PSG	EAL children achieve in line with national non EAL pupils	Pupil progress meetings Data analysis	£1,800