

### Bridlewood Primary School Pupil Premium Action Plan 2016-17

<b>Summary of the main barriers to educational achievement faced by eligible pupils at the school and the strategies that will be used to overcome these.</b>		
Our pupil premium children who have social and emotional difficulties are those facing the largest barriers to learning. The strategies we will use to overcome these barriers include: providing 1:1 teaching support and counselling; providing opportunities to participate in extra-curricular clubs to develop self-esteem; and using our PSA to work with families including increasing their attendance [Objectives 3a,c,d ]. These approaches we consider will have the most impact on the individual children and their specific needs and the strategies will be reviewed throughout the year before evaluating their final impact in July 2017.		
<b>Total Numbers eligible for Pupil Premium (FSM/Ever 6/Adopted/LAC) and allocated funding:</b>	<b>30 pupils</b>	<b>£41,600</b>
<b>Total Numbers eligible for Service Premium and allocated funding:</b>	<b>7 pupils</b>	<b>£2100</b>

Area	Objectives	Actions	Success Criteria	On-going Monitoring and Review Date	Resources/Costs	Evaluation/Impact
1. Leadership and Management	<b>1a To identify Pupil Premium Governor and liaise regularly</b>	<ul style="list-style-type: none"> <li>➤ To ensure that the Governing Body have a full knowledge and awareness of allocation / spending / impact of actions associated with PP</li> <li>➤ Meet x3 per year with the pupil premium coordinator to monitor actions, impact and data analysis</li> </ul>	<ul style="list-style-type: none"> <li>➤ Governing body have a detailed knowledge of actions / their rationale / cost and impact</li> <li>➤ PP Action Plan in place</li> </ul>	<ul style="list-style-type: none"> <li>➤ Regular review of provision map</li> <li>➤ Termly (x3 per year) analysis of data through pupil progress meetings</li> </ul>	<ul style="list-style-type: none"> <li>➤ 0.5 days per week pp leader time (£3000)</li> </ul>	<i>Governor minutes and visit records show greater knowledge and awareness and monitoring of pupil premium funding allocations since April 2017.</i>
	<b>1b. To ensure the school gets best value from pupil premium funding</b>	<ul style="list-style-type: none"> <li>➤ Pupil premium audit carried out by external consultant</li> </ul>	<ul style="list-style-type: none"> <li>➤ Governing body have a detailed knowledge of actions required for maximum impact on pupil premium spend</li> <li>➤ PP Action Plan in place</li> </ul>	<ul style="list-style-type: none"> <li>➤ Audit date tbc</li> </ul>	<ul style="list-style-type: none"> <li>➤ £1200</li> </ul>	<i>Audit not carried out. Funds re directed to extra pastoral support for counselling.</i>
	<b>1c. To accelerate progress for PP children across the school.</b>	<ul style="list-style-type: none"> <li>➤ Ensure high quality early intervention from experienced teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>➤ Leaders are fully informed on the progress and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupil Progress meetings x3 per year.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 0.5 days per week pp leader time</li> </ul>	<i>PP pupils overall increased standardised scores</i>

		<p>through use of teaching assistants in class</p> <ul style="list-style-type: none"> <li>➤ PP lead to identify pupils who require booster groups and implement for year 5/6 pupils.</li> <li>➤ Leaders attend Early Help meetings to effectively identify interventions for PP pupils who are also SEN</li> <li>➤ SEN Leader completes assessment and early identification for those pupils who are SEN PP pupils</li> <li>➤ Monitor effectiveness of provision and measure the impact through learning walks, book scrutiny and pupil progress meetings</li> </ul>	<p>achievement of pupil premium children</p> <ul style="list-style-type: none"> <li>➤ Progress is evident for PP pupils.</li> <li>➤ Analysis of PP cohort demonstrates a closing of the gap with peers in school and nationally.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Early Help meetings x3 per year</li> <li>➤ Book scrutiny with specific focus on groups x6 per year</li> <li>➤ Learning walks</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupil progress meeting release time x3 per year (£1500)</li> <li>➤ Booster group costs for teachers (£2000)</li> <li>➤ TA costs per class (total £15000)</li> </ul>	<p><i>by 4.1 points in Reading and 7.1 in maths within the academic year. There are still improvements needed for progress from key stage starting points and for outcomes to match their peers. 3/6 of year 6 PP pupils achieved the expected standard in Reading and maths and 4/6 in writing.</i></p>
2. Teaching and Learning: Academic Support	<p><b>2a. To ensure that all PP pupils receive quality first teaching that is pitched accurately to their learning needs, providing appropriate challenge to allow progress to be made.</b></p>	<ul style="list-style-type: none"> <li>➤ PP pupils to be identified on English and Maths planning.</li> <li>➤ Aspirational, but achievable targets are set for PP pupils.</li> <li>➤ Use assessment data to accurately track the progress of PP pupils.</li> <li>➤ Marking policy used effectively to provide appropriate feedback to extend learning</li> </ul>	<ul style="list-style-type: none"> <li>➤ 100% of teaching for PP pupils is quality first teaching by class teacher.</li> <li>➤ Teachers and TAs to identify and focus on the PP pupils that are in their class and time to feedback</li> <li>➤ Pupils are receiving quality feedback to support learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Lesson observations</li> <li>➤ Book Scrutiny targeting PP pupils' books</li> <li>➤ Pupil Progress meetings</li> <li>➤ Planning monitoring</li> </ul>	<ul style="list-style-type: none"> <li>➤ See above for pupil progress meeting and PP coordinator costs</li> <li>➤ Release time for book scrutiny/ monitoring (£2000)</li> <li>➤ Weekly SLT meetings</li> </ul>	<p><i>Monitoring carried out and feedback given on a regular basis to staff during Spring/Summer terms 2017</i></p>
	<p><b>2b. To provide identified PP pupils with high quality interventions to close the gap with their peers in Reading</b></p>	<ul style="list-style-type: none"> <li>➤ Phonics intervention groups Rec-Y3</li> <li>➤ Additional phonics interventions for KS2 children</li> <li>➤ Additional reading practice daily 1:1 for identified pupils</li> <li>➤ Purchase additional reading materials (low Reading age – high interest )</li> <li>➤ WSLR learning resources to engage and excite pupils in the curriculum through books</li> <li>➤ External Phonics Champion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Progress of PP pupils in phonics and Reading is demonstrated through closing the gap with peers</li> <li>➤ Reading age progress seen</li> <li>➤ PIRA standardised scores progress</li> </ul>	<ul style="list-style-type: none"> <li>➤ Phonics assessments recorded termly</li> <li>➤ Pupil progress meetings x3 per year</li> <li>➤ Phonics champion visit</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading materials cost (£1000)</li> <li>➤ TA time</li> <li>➤ Pupil progress release time</li> <li>➤ WSLR cost (£1000)</li> <li>➤ Phonics champion release cost (£400)</li> </ul>	<p><i>3/5 of year 1 PP pupils achieved the phonics screening standard. 1/2 of the year 2 PP pupils has still not achieved the phonics screening score although this pupil joined the school in year and is also EAL and SEND</i></p>

			<ul style="list-style-type: none"> <li>➤ Increase in engagement with Reading</li> </ul>			<p><i>Year 1,2,3 show good progress from starting points in reading. There is still progress to be made for y4,5,6 pupils in Reading.</i></p>
	<p><b>2c. To provide identified PP pupils with high quality interventions to close the gap with their peers in Maths</b></p>	<ul style="list-style-type: none"> <li>➤ Tactile maths resources purchased to support less able PP pupils with problem solving and number work</li> <li>➤ 1:1 maths tuition Y5/6 identified pupils</li> </ul>	<ul style="list-style-type: none"> <li>➤ Progress of PP pupils in Maths is demonstrated through closing the gap with peers</li> <li>➤ PUMA standardised scores progress</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupil progress meetings x3 per year</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tactile resources cost (£400)</li> <li>➤ 1:1 tuition teacher (2x1 hour sessions (£2400))</li> </ul>	<p><i>1/3 PP pupils receiving 1:1 tuition in maths increased standardised scores significantly up to the expected standard. Confidence was improved for the other 2 pupils.</i></p>
	<p><b>2d. PP pupils to receive other academic opportunities</b></p>	<ul style="list-style-type: none"> <li>➤ Music tuition for drums, violin and guitars</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils achieve success in an academic subject other than English and Maths</li> <li>➤ Pupils successfully perform to an audience in an assembly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Weekly lessons</li> <li>➤ Termly music assembly</li> </ul>	<ul style="list-style-type: none"> <li>➤ £2500</li> </ul>	<p><i>All pupils receiving tuition performed confidently and successfully to the school/parents.</i></p>
<p><b>3. Pastoral Support</b></p>	<p><b>3a. To provide appropriate 1:1 counselling and support for PP pupils.</b></p>	<ul style="list-style-type: none"> <li>➤ Counselling sessions x3 afternoons per week</li> <li>➤ Counselling training for an additional member of staff</li> <li>➤ Supervision for counsellors each month</li> <li>➤ TAMHS (targeted mental health) professional in school x1 morning per week</li> <li>➤ EP professional in school x10 days per year</li> <li>➤ PSA (Parent support officer) sessions for identified families</li> <li>➤ Family links training for x1 staff to enable courses to run</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children identified and receiving support</li> <li>➤ SDQs (Strengths and difficulties questionnaire) improve scores</li> <li>➤ Behaviour monitoring shows increase in those achieving gold awards (and reduced red cards)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Regular support for identified pupils</li> </ul>	<ul style="list-style-type: none"> <li>➤ Counselling supervision (£1000)</li> <li>➤ Family links course (£500)</li> <li>➤ TAMHS (£500)</li> <li>➤ EP (£600)</li> <li>➤ PSA (£4200)</li> <li>➤ TA support at lunchtimes (£1500)</li> </ul>	<p><i>Visit to another school identified use of Boxhall profile to measure scores rather than SDQs will be implemented for 2017-18. All sessions with external support utilised fully. Behaviour monitoring shows increase in gold awards. Red cards and behaviour system being</i></p>

	<ul style="list-style-type: none"> <li>➤ 1:1 support at lunchtimes for behaviour by identified staff</li> <li>➤ Behaviour reward programme (bronze, silver gold) in place</li> <li>➤ Young Carers resources and visits</li> </ul>					<p><i>reviewed ready for 2017-18</i></p> <p><i>Young carers renewed award</i></p>
<b>3b. To subsidise the costs of Educational Visits and other welfare provision for PP pupils</b>	<ul style="list-style-type: none"> <li>➤ Subsidised cost for PP pupils to go to Pencelli residential</li> <li>➤ No PP pupil will have to miss any Educational visit</li> <li>➤ School milk provided for all PP pupils</li> <li>➤ After school child care provision as identified according to need</li> </ul>	<ul style="list-style-type: none"> <li>➤ Keep participation of PP children in Educational visits high</li> <li>➤ Increased confidence and enthusiasm for visits from PP pupils</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discussion of experiences discussed with child</li> <li>➤ Improved enthusiasm or increased confidence identified by class teacher</li> </ul>	<ul style="list-style-type: none"> <li>➤ Educational visits costings (£2000)</li> <li>➤ After school child care (£2000)</li> <li>➤ School milk (£150)</li> </ul>		<p><i>No PP pupils have missed trips due to financial hardship.</i></p>
<b>3c. To provide greater opportunities for pupils to participate and succeed in extra-curricular and sporting activities</b>	<ul style="list-style-type: none"> <li>➤ Funding provided to ensure PP pupils attend a range of clubs on offer</li> <li>➤ Play leader engages with these pupils to do nature detectives and gardening activities at lunchtimes</li> <li>➤ Homework club for those without internet access, space or support at home</li> <li>➤ Extra swimming sessions for those who cannot swim 25m</li> </ul>	<ul style="list-style-type: none"> <li>➤ Self-esteem and confidence of pupils raised</li> <li>➤ High attendance at clubs</li> <li>➤ Pupils more engaged with school life</li> </ul>	<ul style="list-style-type: none"> <li>➤ Increase in numbers participating</li> <li>➤ Class teachers notice impact of intervention in class-increased motivation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Club costs (£100)</li> <li>➤ Swimming costs (£500)</li> </ul>		<p><i>Club attendance has increased over 2016-17.</i></p>
<b>3d. Increase attendance for PP Pupils</b>	<ul style="list-style-type: none"> <li>➤ PP lead monitors attendance regularly identifying those falling below 95%</li> <li>➤ Contact with parents through PSA to identify barriers to attendance</li> <li>➤ Reward charts and certificates for those PP pupils achieving attendance targets</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attendance for PP pupils is in line with their peers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Monitoring at least termly (x6 per year)</li> <li>➤ Meetings with parents as identified</li> </ul>	<ul style="list-style-type: none"> <li>➤ Office time (£150)</li> <li>➤ meeting time</li> <li>➤ PSA</li> </ul>		<p>Attendance for PP pupils has improved over 2016-17 but still needs to increase in line with their peers. Meetings held with individual pupils who have increased their attendance during the summer term</p>