

**Pimperne CE VC Primary School – Pupil Premium - Impact of Support - 2017-2018**

<b>Pupil Premium Action Plan</b>	<b>Subject Leader: Headteacher</b>	<b>Governor Responsible: Shan Coupe</b>
<b>Aims</b>	<b>What we want to Achieve</b>	<b>What we have Achieved</b>
<b>Ensure quality first teaching is in place within each classroom and within TA led interventions (Be mindful of new staff member and developing new staff)</b>	<ul style="list-style-type: none"> <li>Continued focus on high quality teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>highly focused lesson design with sharp objectives</li> <li>pupil involvement and engagement with their learning</li> <li>high levels of interaction for all pupils</li> <li>appropriate use of teacher questioning, modelling and explaining</li> <li>emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups</li> <li>an expectation that pupils will accept responsibility for their own learning and work independently</li> <li>regular use of encouragement and authentic praise to engage and motivate pupils.</li> </ul>
<b>Continue to increase awareness and communication around individual pupil premium support</b>	<ul style="list-style-type: none"> <li>Ensure teaching to individual needs not a blanket approach to PP.</li> <li>Establish across school Pupil Premium Champions to reflect and voice barriers</li> </ul>	<ul style="list-style-type: none"> <li>Each pupil now has a PP Champion</li> <li>Class teachers to record additional provision for each PP child</li> <li>PP data compared with whole class</li> <li>Subject leaders / Leadership team monitor PP children's progress / work</li> <li>PP books (with their prior attainment group) are easily recognisable to all teaching staff.</li> <li>Increased attendance for PP children</li> </ul>
<b>Work with new PP Governor at a strategic level to ensure she has the knowledge to challenge the school effectively</b>	<ul style="list-style-type: none"> <li>Help new Governor become aware of the PP group and their progress and attainment over previous year/s</li> <li>Look at PP development across the school historically</li> </ul>	<ul style="list-style-type: none"> <li>PP Governor involved in school visits</li> <li>PP Governor encouraged to challenge teachers</li> <li>Core Subject Governors aware of PP children's progress and encouraged to challenge teachers</li> <li>Class Link Governors aware of PP children's progress Governor encouraged to challenge teachers</li> </ul>
<b>Investigation of need for a Parental support worker within school, to support good and effective communication</b>	<ul style="list-style-type: none"> <li>Gauge possibilities of the development of a TA/HLTA role to support and engage with PP families. Training to support effective work.</li> </ul>	<ul style="list-style-type: none"> <li>As of April 2018, a restructure of Support Staff and their roles within the school taking place. The main aim of this is to have the biggest impact on</li> </ul>

	<ul style="list-style-type: none"> <li>• Developing parental understanding of school aims and how to support child in each year group</li> <li>• Newsletter/Email facility to forward parenting clips, good websites for support etc</li> <li>• Run a Parenting Programme at school in the evening. Target invitations.</li> <li>• Use a pre school /post school intervention sessions/club for children and parents to work through home learning type activities.</li> </ul>	<p>the learning of specific groups (including PP children).</p> <ul style="list-style-type: none"> <li>• Parents evening forms to include how parents can support their children at home. Ideas also published on website and in newsletters.</li> <li>• Triple P (Positive Parenting Programmes) run on evenings for a number of targeted families.</li> </ul>
<b>PP Spend awareness and engagement with parents around a bespoke package of support for the PP child</b>	<ul style="list-style-type: none"> <li>• Head/Teachers sharing the additional support that PP children receive in September. Ask where needs lie/barriers in order to create the right support package. Attendance and support can also be raised if necessary.</li> <li>• Interventions are purposeful and measured</li> <li>• Academic support is fundamental, if this is secure and improving then looking at other means by which we can support families</li> </ul>	<ul style="list-style-type: none"> <li>• Logs kept of all PP children which include barriers to learning, additional support required and any other relevant details</li> <li>• Intervention records kept</li> <li>• Class teachers to be accountable for the progress of each PP child.</li> </ul>
<b>Support successful social and emotional development</b>	<ul style="list-style-type: none"> <li>• Pupil Premium Champions to meet every half term to develop a relationship to discuss school/other matters.</li> <li>• ELSA support offered where appropriate. Access to Virtual Schools if necessary.</li> <li>• Development of ELSA type training to other TA / Lunch staff to support post playtime needs</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Premium Champions working with children and highlighting concerns raised to Headteacher and class teachers.</li> <li>• PP children highest on the priority list for ELSA intervention and additional external support</li> <li>• As of April 2018, restructure of Support Staff and their roles to include provision of ELSA training for additional staff.</li> </ul>
<b>Continue close scrutiny of progress and attainment of PP pupils</b>	<ul style="list-style-type: none"> <li>• Teachers marking books first</li> <li>• Highlighted in tracking documents</li> <li>• Inclusion Meetings</li> <li>• Governors Meetings (SISC/FGB)</li> <li>• Regular scrutiny of work (Staff Meetings/LT)</li> <li>• Listen to views of PP children</li> </ul>	<ul style="list-style-type: none"> <li>• All in place and embedded in the school routine</li> </ul>
<b>PP support for children working at or above National expectation</b>	<ul style="list-style-type: none"> <li>• Develop aspirations of PP child meeting ARE</li> <li>• Challenges in place to create opportunities for GD</li> <li>• Engagement in extracurricular activities to develop areas and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• All in place and embedded in the school routine</li> </ul>

IMPACT	EVIDENCE
Greater staff aware awareness	Performance appraisals Data tracking Data Analysis Subject Leader Reports Policies and procedures Attendance Tracking
More staff accountability	Performance appraisals Data tracking Data Analysis Subject Leader Reports Policies and procedures
Improved Governor involvement / questioning	Governors Meeting Minutes Governors Reports PP attendance data compared to Non PP
Improved / more specific intervention and support for PP children	Policies and procedures Performance appraisals
Procedure in place and embedded which will continue	Policies and procedures
Restructuring of Support Staff roles to be implemented by Sept 2018 to better meet the needs of PP children	Headteacher's planning Implementation by September 2018
Progress of PP children in KS2 SATs at least as good as their peers (see below)	IDSR
PP progress closely monitored	Performance appraisals Data Analysis Data tracking Subject Leader Reports Attendance information
In Year 1, Year 3 and Year 6, all PP children are at least on track to make expected progress In Year 2 and Year 4, all PP children are on track to make expected progress In Year 5, the vast majority of PP children are on track to make expected progress	Data tracking Data Analysis

## KS2 SATS RESULTS 2016/17

<u>GROUP OF PUPILS</u>	<u>READING</u>					<u>WRITING</u>					<u>MATHS</u>				
	Bottom 20%		Top 20%			Bottom 20%		Top 20%			Bottom 20%		Top 20%		
	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1	Q5	Q4	Q3	Q2	Q1
ALL (30)			41					49						23	
DISADVANTAGED (5)					10				38						9

## KS2 SATS RESULTS 2016/17

### PROGRESS POINTS

<u>GROUP OF PUPILS</u>	<u>READING</u>	<u>WRITING</u>	<u>MATHS</u>
ALL (30)	0.8	0.2	2.0
DISADVANTAGED (5)	4.2	0.6	4.0