

**Barley Mow Primary School**  
**Action Plan for Pupil Premium Grant 2016-2017**

**Objectives**

Pupil Premium is allocated to children from low- income families who are currently known to be eligible for FSM, have been FSM in the last 6 years, children who have been looked after continuously for more than six months and pupils adopted from care.

**Key Priority**

To narrow the disadvantage gap, by addressing inequalities and raising the attainment of those pupils eligible for Pupil Premium funding.

**What do we expect to see?:**

Targeted strategies which result in pupils, however financially disadvantaged, being able to have full access to our curriculum, quality first teaching and all our extra- curricular experiences. All pupils who are classed disadvantaged will make improved progress leading to narrowing of any attainment gaps.

Number of EYPP/PP Pupils- September 2016				
Year Group	Total no of pupils	Number of PP Pupils	% of PP Pupils	Number of LAC pupils
Nursery			Unknown in September	
Reception	22	5	23%	0
Year 1	30	11	36%	0
Year 2	30	13	43%	0
Year 3	29	12	41%	0
Year 4	23	14	61%	0
Year 5	27	18	67%	0
Year 6	29	21	72%	1

**Objectives:**

Achievement of Pupils- to close/ narrow the gap between FSM and non FSM children in school and with their peers nationally

To provide early targeted intervention for underperforming children as identified through school tracking-

Analyse progress of PP pupils termly through Pupil Progress meetings, for the causes of under achievement and develop appropriate intervention strategies.

Quality of Teaching- to ensure never less than good/ outstanding teaching for all children

Teaching assistants are trained and understand Formative assessment strategies

Behaviour and Safety- attendance/ punctuality of children in receipt of PPG in-line with other children in school and nationally

Leadership and Management- ensure high quality early intervention where possible/ intervention from experienced staff

Analyse progress of children in receipt of PPG to determine any issues in performance

Identify children in receipt of PPG to all staff and track any issues in performance

Ensure governing body have full knowledge and awareness of allocation/ spending/ impact of actions

**Success Criteria:**

Achievement of Pupils

- The number of pupils working at age related expectations increase
- Analysis of children taking part in targeted intervention demonstrated progress
- Analysis of this group demonstrates a closing/ narrowing of the gap with peers in school and nationally

Quality of teaching

- Targeted intervention for underperforming groups to take place- teaching to be never less than good
- Use of formative assessment strategies- impacting on quality of teaching and maximising progress

Behaviour and Safety

- Attendance/ punctuality and behaviour of children in receipt of PPG continues to increase

Leadership and Management:

- Action plan identifies provision and expected impact
- SLT track progress which shows a positive trend
- PPG Link Governor appointed and working with HT.

In the academic year 2016-2017 the funding will be used as follows:

- Money goes to fund TA in every class- interventions, emotional support, 1:1 work
- Fund teacher in Y6 x 2.5 days, Y5 Summer term
- Subsidise breakfast club
- Enrichment activities including educational visits

Action	Success criteria	Responsibility	Cost	Time
<p>RECEPTION - Target Reception pupils entitled to PP who are attaining in the 30-50 months band or below in any of the prime or specific areas.</p> <p>1:1 teaching with Teacher and Level 3 TA</p>	<p>At least 50% of the target group attain GLD by the end of reception year with the majority of the remaining pupils attaining within the 40-60 months band</p>	<p>EY Lead/ team SLT</p>	<p>Funding partly of Level 3 TA</p>	<p>By June 2017</p>
<p>YEAR 1- Ensure Year 1 pupils entitled to PPG who did not meet the ELG in reading, writing and number- Summer 2016 are supported – 3 children (SEND)</p>	<p>By June 2017 8/11 73% of target pupils will pass the Year 1 phonics check</p> <p>Scrutinies and work sharing with a specific emphasis on PP children</p>	<p>SLT Year 1 team</p>	<p>Funding partly of Level 3 TA</p>	<p>June 2017</p>
<p>Year 2- To ensure PP pupils continue to achieve ARE and where possible develop understanding at greater depth</p>	<p>PP children to remain a focus for intervention groups. Data shows an impact and progress.</p> <p>First Class @ Number- see evidence of progress</p> <p>Scrutinies and work sharing with a specific emphasis on PP children</p>	<p>SLT Year 2 staff</p>	<p>Funding partly of Level 3 TA</p>	<p>June 2017</p>

	<p>Discussion in pupil progress meetings specifically to PP children termly.</p> <p>Performance management targets also linked to progress and attainment of PP pupils</p>			
<p>MATHS Year 3/4/5/6 Increase the % of PP children achieving at least ARE in maths</p>	<p>Targeted teaching ensures all pupils make good rates of progress and in some cases accelerated progress</p> <p>Intervention is a mixture of being immediate and responsive to teaching and also planned with target group</p> <p>Performance management targets also linked to progress and attainment of PP pupils</p>	<p>KS2 Staff SLT</p>	<p>Funding partly Level 3 TA in each class</p> <p>2.5 days x week Teacher in Y6 then into Year 5- summer term</p>	<p>By June 2017</p>
<p>READING Year 3/4/5/6 Increase the % of PP children achieving at least ARE in Reading</p>	<p>By June 2017 for the majority of pupils, the gap narrows between their reading and chronological age</p> <p>All PP pupils have weekly reading intervention- which may include 1:1 reading, phonics, small group work on comprehension</p> <p>Performance management targets also linked to progress and attainment of PP pupils</p>	<p>KS2 Staff SLT</p>	<p>Funding partly Level 3 TA in each class</p> <p>2.5 days x week Teacher in Y6 and Year 5- summer term</p>	<p>By June 2017</p>
<p>WRITING- SPAG Year 3/4/5/6 Increase the % of PP children achieving at least ARE in Writing</p>	<p>Targeted teaching ensures all pupils make good rates of progress and in some cases accelerated progress</p> <p>Performance management targets also</p>	<p>KS2 Staff SLT</p>	<p>Funding partly Level 3 TA in each class</p> <p>2.5 days x week</p>	<p>By June 2017</p>

	linked to progress and attainment of PP pupils		Teacher in Y6 and Year 5- summer term	
Maintain effective communication between class teachers and SENCO to provide additional support for PP pupils who are below ARE to determine whether they have SENDs	Learning plans twice a year and reviews Support from external agencies used to inform strategies used to improve progress	All staff SENDCO SLT		Ongoing
To encourage all PP pupils to participate in a variety of After-school or lunchtime clubs, thereby strengthening their inclusion within school and developing a more positive view of themselves	To overcome barriers to learning  Weekly lunchtime homework club is attended by PP pupils in Year 6 and supports progress  All PP pupils are offered extra - curricular PE clubs, cookery club free of charge	PE Co-ordinator SLT Class teachers		Ongoing
Attendance 1:1 work with Pupil Premium pupils to improve attendance Improved communication with parents	Attendance monitored fortnightly  Attendance groups monitored half termly  Target work/ meetings with parents	HT Admin Officer Governors	HT Student social worker	Fortnightly monitoring  Half termly comparison between PP and no PP pupils
Breakfast Club All PP children encouraged to come to daily breakfast club	Children have breakfast free of charge  Monitor who attends	SLT	Funding from school as well as Greggs	ongoing
Barriers to learning of PP pupils identified and supported where possible  Produce PP overview of barriers children are facing. Update regularly	Staff knowledge of PP children and barriers being faced support staff's understanding of children and ways to support children  TAF, CP in place where needed	HT Class teachers		Ongoing

How will we measure the impact of Pupil Premium?

- Progress data analysed termly for impact to determine success of strategies- linked to performance management
- Professional discussion at pupil progress meetings termly
- Progress data analysed annually to measure overall impact of intervention strategies used
- Governors monitor action planning, spending, impact