

# Manston St James CE Primary School Pupil Premium Strategy Action Plan

1. Summary information					
Academic Year	2017/2018	Total PP budget	£150,854	Number of pupils eligible for PP	88
Total number of pupils	447	Date for next internal reviews	December 2017	April 2018	July 2018

2. Current attainment			
<u>End of Year 6</u>		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
		<b>15</b>	<b>41</b>
Attained expected or above	Reading	<b>33%</b>	<b>49%</b>
	GPS	<b>40%</b>	<b>61%</b>
	Writing	<b>53%</b>	<b>73%</b>
	Maths	<b>27%</b>	<b>63%</b>
<u>End of Year 2</u>		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
		<b>18</b>	<b>78</b>
Attained expected or above	Reading	<b>67%</b>	<b>64%</b>
	Writing	<b>67%</b>	<b>62%</b>
	Maths	<b>72%</b>	<b>65%</b>
<u>Year 1 Phonics</u>		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
		<b>14</b>	<b>46</b>
% achieving expected standard		<b>86%</b>	<b>85%</b>

<b><u>End of Early Years Foundation Stage</u></b>		<i>Pupils eligible for PP</i> <b>12</b>	<i>Pupils not eligible for PP</i> <b>49</b>
<b>% achieving GLD</b>		<b>58%</b>	<b>78%</b>
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers</b>			
<b>A.</b>	Attitudes to learning (resilience) and self-esteem for pupil premium pupils		
<b>B.</b>	Attachment needs affecting pupils behaviour and their ability to learn		
<b>C.</b>	Attainment gap between pupils eligible for PP and non-PP, particularly at the end of Year 1, Year 3 and Year 5.		
<b>External barriers</b>			
<b>D.</b>	Reduced ability to access extra-curricular activities and curriculum enhancing experiences.		
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>	
<p>Over all aims</p> <p>A. To improve attitudes to learning and self-esteem for pupil premium pupils.</p> <p>B. To support pupils with attachment needs develop, secure attachments and enable them to access learning more fully.</p> <p>C. Gaps in attainment close between all groups of learners, with focus on those eligible for PP in the current Year 1, Year 3 and Year 5.cohorts.</p>			

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017 - 2018</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Initial review</b>
A. To improve attitudes to learning and self-esteem for pupil premium pupils	Behaviour Support Worker appointed to work deliver interventions to improve self-esteem and attitudes to learning and to offer in-class support to work alongside pupils to ensure behaviour for learning is improved.	In-class support and individual / small group intervention will enable pupils to build self-esteem and have a positive attitude to learning.			February 2018
	Learning Mentors to work with individuals and groups on interventions to develop self-esteem and resilience.	Children will receive focused support to ensure they develop the necessary skills to build their self-esteem and have a positive attitude towards learning.	Pupil interviews, learning walks. Book scrutiny – focusing on children’s feedback.	SLT	February 2018
	Staff training around improving behaviour for learning.	Children will approach learning in a positive manner showing resilience to keep going on tasks they find challenging therefore deepen their learning			December 2017
	Seek out assessment materials to identify individuals’ barriers to learning.	Identifying the barrier will enable school to put in appropriate support to overcome barriers and progress learning.			November 2017

<p>C. Gaps in attainment close between all groups of learners, particularly at the end of Year 1, Year 3 and Year 5.</p>	<p>Team teaching in maths with the Y3 and Y5 teachers and maths lead practitioner.</p>	<p>Through mentoring and support improvement in planning, delivering and assessing lessons resulting in improved progress and over time sustainable learning</p>	<p>Plan, do, review cycle. OTrack assessment data. Joint lesson evaluation. Formal observations. Pupil progress meetings.</p>	<p>ECB</p>	<p>December 2017</p>
	<p>Team teaching, with individual teachers, and primary lead practitioner.</p>			<p>CS</p>	<p>March 2018</p>
	<p>Use of Assertive Mentoring, Accelerated Reader and OTrack to identify gaps in learning.</p>	<p>Planning can be targeted to address individual gaps in learning.</p>	<p>Monitoring of quality of teaching and learning through monitoring calendar. Analysis of teacher assessment data.</p>	<p>SLT</p>	<p>October 2017</p>
	<p>Same day intervention (EEF project)</p>	<p>Identification of target children within the lesson allows for immediate intervention.</p>	<p>Learning walks, data analysis, book scrutiny, pupil interviews, staff discussions</p>	<p>HP/JK/ECB</p>	<p>April 2018</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Initial review</b>
A. To improve attitudes to learning and self-esteem for pupil premium pupils.	Behaviour Support Worker appointed to work deliver interventions to improve self-esteem and attitudes to learning and to offer in-class support to work alongside pupils to ensure behaviour for learning is improved.	In-class support and individual / small group intervention will enable pupils to build self-esteem and have a positive attitude to learning.	Pupil interviews, learning walks. Book scrutiny – focusing on children’s feedback.	SLT	February 2018
	Learning Mentors to work with individuals and groups on interventions to develop self-esteem and resilience.	Children will receive focused support to ensure they develop the necessary skills to build their self-esteem and have a positive attitude towards learning.			February 2018
	Staff training around improving behaviour for learning.	Children will approach learning in a positive manner showing resilience to keep going on tasks they find challenging therefore deepen their learning			December 2017
	Seek out assessment materials to identify individuals’ barriers to learning.	Identifying the barrier will enable school to put in appropriate support to overcome barriers and progress learning.			November 2017

B. To support pupils with attachment needs develop, secure attachments and enable them to access learning more fully.	Individual behaviour strategies in place.	Children with attachment difficulties are often unable to control their behaviour therefore require additional support and strategies to enable them to access whole class learning and cope during unstructured times.	Half termly inclusion meetings. Meetings and regular communication with parents. Evaluated pupil passports.	NS	Ongoing
	Staff training, from consultant, in relation to attachment	To meet the needs identified in some of our pupils.	Attendance, of key staff members, at training. Cascade information to staff through staff training.	NS/DM	February 2018
	Increased adult support at breaks to develop appropriate social skills and build friendships.	Children have demonstrated good social skills within small group activities but are currently unable to apply these elsewhere.	Key adults to check in with pupils. Half termly inclusion meetings. Observe children throughout the school setting.	NS	December 2017
	Additional adults to support pupils in accessing the unstructured time after eating their lunch.	This time of the day has proved a challenging for the three identified pupils.	CPOMs Additional adult feedback.	NS	Ongoing

C. Gaps in attainment close between all groups of learners, particularly at the end of Year 1, Year 3 and Year 5.	Team teaching in maths with the Y3 and Y5 teachers and maths lead practitioner.	Through mentoring and support improvement in planning, delivering and assessing lessons resulting in improved progress and over time sustainable learning	Plan, do, review cycle. OTrack assessment data. Joint lesson evaluation. Formal observations. Pupil progress meetings.	ECB	December 2017
	Team teaching, with individual teachers, and primary lead practitioner.			CS	March 2018
	Same day intervention (EEF project)	Identification of target children within the lesson allows for immediate intervention.	Learning walks, data analysis, book scrutiny, pupil interviews, staff discussions	HP/JK/ECB	April 2018
	Additional teacher support in identified classes.	Swift intervention provided in class by qualified teachers has shown accelerated progress in previous years	Flexible identification of needs through short-term planning.	JK	December 2017
TA support providing targeted support in identified classes.	Targeted support can be provided to address gaps (eg phonics/maths skills/reading comprehension) to support class learning.	Half-termly pupil progress meetings will identify focus children	HP/JK	December 2017	

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Initial review</b>
<b>B. To support pupils with attachment needs develop, secure attachments and enable them to access learning more fully</b>	Individual behaviour strategies in place.	Children with attachment difficulties are often unable to control their behaviour therefore require additional support and strategies to enable them to access whole class learning and cope during unstructured times.	Half termly inclusion meetings. Meetings and regular communication with parents. Evaluated pupil passports.	NS	Ongoing
	Staff training, from consultant, in relation to attachment	To meet the needs identified in some of our pupils.	Attendance, of key staff members, at training. Cascade information to staff through staff training.	NS/DM	February 2018
	Increased adult support at breaks to develop appropriate social skills and build friendships.	Children have demonstrated good social skills within small group activities but are currently unable to apply these elsewhere.	Key adults to check in with pupils. Half termly inclusion meetings. Observe children throughout the school setting.	NS	December 2017
	Additional adults to support pupils in accessing the unstructured time after eating their lunch.	This time of the day has proved a challenging for the three identified pupils.	CPOMs Additional adult feedback.	NS	Ongoing
<b>D. Opportunities are made available to ensure PP pupils access extra-curricular activities and curriculum enhancing experiences.</b>	Pupil discussions to ascertain views and wishes about future experiences.	Disadvantage pupils need to have a voice.	Regular discussions and evaluations with relevant pupils.	DB/SLT	January 2018
	Discussions with staff to identify gaps in children's experiences.	To ensure all children have broad experience we need to identify individuals' gaps.	More opportunities available to children.	JK/DB	January 2018
	Free extracurricular clubs for all children with priority	EEF research reports that disadvantaged children make 2 ½ months additional progress each year through interventions that extend the school day. Engagement in learning,	Register of attendance kept for after-school clubs and PP children prioritised.	DB	March 2018

	Subsidy for class trips, no charge for visitors into school. Additional 50% subsidy for residential trip for PP children	attendance and self-esteem are improved through extra-curricular activities.  Improved engagement in learning. Opportunity for wider experiences develops self-esteem and additional opportunities for writing.	List of class trips kept and additional learning opportunities evidenced in books	JK	Ongoing
--	--	---	---	----	---------