

Stafford Leys Pupil Premium Action Plan 2018/19



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School context								
	Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children	Number of PP who are also SEND
Autumn Term	46	18	28	40	2	1	3	6
Spring Term								
Summer Term								

Pupil premium objective for 2018/19	Total pupil premium allocation for 2018/19: £61,000 (£57,400 in 2017/18)
To use the pupil premium (PP) funding to improve the attainment and progress for this group and improve their attendance.	

Key objectives to achieve this	Success criteria	Timescales	Person responsible	Cost/resource implications <small>(Provision map will show exact costings half termly as of Aut 2nd)</small>	Impact
Pupil Premium review to be completed by an external advisor alongside Pupil Premium lead (KH)	Review identifies strengths and areas to develop across the school.	20 th September 2018	KH/KK	£1442.60 Leadership time	Clear report including suggestions received. Report used to support action plan.
Pupil Premium progress review to be completed to evaluate progress and ensure effective impact	Progress review identifies impact of actions so far.	January 2019	KH/KK	£750 Leadership time	
		January 2019	KH/KK	Leadership time	

	<p>Progress review mirrors the findings etc. of the school.</p> <p>Progress review evaluates the impact and makes further suggestions.</p>	January 2019	KH/KK	Leadership time	
Whole school Pupil Premium policy in place	<p>Policy written</p> <p>Policy agreed by governors</p> <p>Policy shared with and understood by staff (via staff meeting), governors (via email) and parents (via the website)</p>	<p>October 2018</p> <p>October 2018</p> <p>November 2018</p>	<p>KH</p> <p>Curriculum governors</p> <p>KH</p>	<p>Leadership time</p> <p>Governor meeting time</p> <p>Leadership time Staff meeting time</p>	
Leadership of PP strategy to be strengthened across the school.	<p>New Pupil Premium lead appointed</p> <p>New PP governor appointed</p> <p>A school-wide culture to ensure staff understanding of the PP priorities and improvement for all PP children, including the middle ability and more-able pupils.</p> <p>Consistency of high expectations and clear accountability for all staff are embedded across the school.</p> <p>Strategic direction to drive improvement within PP implemented successfully.</p>	<p>September 2018</p> <p>September 2018</p> <p>October 2018 (sooner if the review report is available)</p> <p>October 2018 (sooner if the review report is available)</p> <p>September onwards</p>	<p>AK</p> <p>FGB</p> <p>KH</p> <p>KH</p> <p>KH</p>	<p>Leadership time</p> <p>FGB meeting time</p> <p>Leadership time</p> <p>Leadership time</p> <p>Leadership time</p>	<p>Accountable lead appointed</p> <p>Accountable governor appointed</p>
A whole school approach to tackle under performance of pupil premium children developed and implemented.	<p>A whole school, proactive, consistent, cohesive and effective approach developed.</p> <ul style="list-style-type: none"> - Staff awareness of the whole school PP priorities consistent - All staff working to the same goal with shared levels of accountability. <p>Quality First Teaching, targeting of specific children, including within groups, to address gaps used consistently across the school.</p>	<p>October 2018</p> <p>September 2018</p>	<p>KH</p> <p>KH/CB/YS</p>	<p>Leadership time</p> <p>Leadership time Staff training</p>	

	Transparent allocation of funds and expenditure, ensuring clear value for money.	Report to governors termly and to parents in July 19	KH	Leadership time Bursar time	
	The performance gap within achievement and progress between the PP and non-PP children and other pupils nationally to be diminished and to be consistent for all subject areas.	Monitor termly	KH	Leadership time	
	Rapidly improved provision, support and outcomes for PP children.	Monitor throughout the year in line with the whole school monitoring cycle. Evaluate the provision and support half termly beginning Autumn 2nd	KH	Teacher planning time HLTA/LSA time Leadership time	
	Provision map of support developed and maintained, including clear evidence of impact.	September 2018	KH/class teachers	Leadership time Teachers assessment time	
	100% of PP pupils make at least expected progress and 20% making accelerated progress	Monitor termly	KH/Class teachers	Teacher planning time HLTA/LSA time Leadership time	
	Extra Ed Psych hours purchased to support pupils who also have SEND.	As required	KH/SK	£3000	
	Specialist teaching service hours purchased to support pupils who also have SEND.	As required	KH/SK	£3000	
	Increased non-contact time for SENCO to support teachers with disadvantaged children	Weekly as of January 2019	SK	Leadership time	
	Nurture room used to support pupils as required	As required	Class teachers		
	ELSAs supporting pupils	Weekly/Half termly sessions as required	DM/SK/SH/ SW/Class teachers	Leadership time ELSA time	
				Leadership time	

	<p>Effective support promotes progress and achievement for all pupils with a key priority placed on middle ability and more able disadvantaged children.</p> <p>Quality first teaching consistent across all lessons with group interventions and personalised approaches supporting this further.</p>	<p>Monitor throughout the year in line with the whole school monitoring cycle. Evaluate the provision and support half termly beginning Autumn 2nd</p> <p>Monitor throughout the year in line with the whole school monitoring cycle. Evaluate the provision and support half termly beginning Autumn 2nd</p>	<p>KH/SLT/ Phase leaders/ Class teachers</p> <p>KH/SLT/ Phase leaders/ Class teachers</p>	<p>Teachers planning and assessment time</p> <p>Leadership time Teachers planning and assessment time</p>	
<p>To hold progress meetings termly to check progress and modify interventions and strategies as appropriate.</p>	<p>Progress and attainment of pupil premium children to be more significant, rapid and sustained with the children making the same or better progress than their peers.</p> <p>Diminished gaps and enhanced FSM6 progress and attainment.</p> <p>100% of PP pupils make at least expected progress and 20% making accelerated progress.</p>	<p>Termly Autumn completed</p> <p>Termly</p> <p>Termly</p>	<p>Phase leaders/ Class teachers/ KH/CB/YS</p> <p>Phase leaders/ Class teachers/ KH/CB/YS</p> <p>Phase leaders/ Class teachers/ KH/CB/YS</p>	<p>Teacher planning time HLTA/LSA time Leadership time</p> <p>Teacher planning time HLTA/LSA time Leadership time</p> <p>Teacher planning time HLTA/LSA time Leadership time</p>	
<p>To further analyse all the 2017-2018 data comparing Pupil Premium with their non-Pupil Premium counterparts.</p>	<p>Analysed data to inform impact, strengths and priorities for 2018-2019.</p>	<p>September 2018</p>	<p>AK</p>	<p>Leadership time</p>	<p>Clear data available to provide a baseline from which to work.</p>
<p>To effectively analyse available data comparing Pupil</p>	<p>Aspirational targets set for PP pupils - please see appendix 2 (disadvantaged)</p>	<p>September 21st 2018</p>	<p>KH/AK/Class teachers</p>	<p>Leadership time</p>	

Premium with their non-Pupil Premium counterparts to track progress and attainment, ensuring that children are on track to meet targets.	<p>Thorough, robust and accurate measuring and analysis of both attainment and progress data.</p> <p>Data interpreted and used to inform subsequent actions and interventions more effectively and efficiently.</p> <p>Additional ways to measure and demonstrate progress of pupils working within the same attainment band identified and used.</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p>	<p>KH/CB/AK</p> <p>KH/Phase leaders/Class teachers</p> <p>KH/CB/AK</p>	<p>Teacher assessment time</p> <p>Leadership time</p> <p>Leadership time, teachers planning and assessment time.</p> <p>Leadership time</p>	
To analyse PP attendance and persistent absence data.	<p>Analysed data to identify any possible actions to improve this in 2018-2019 and beyond.</p> <p>Attendance of PP children to improve to be at least in line with national.</p> <p>Persistent absence targeted and decreased. (Less than 11% PA for disadvantaged pupils).</p>	<p>Half termly</p> <p>Termly</p> <p>Half termly</p>	<p>KH/SM</p> <p>KH/SM/ Attendance officer</p> <p>KH/SM/ Attendance officer</p>	<p>Leadership time</p> <p>Office time</p> <p>Leadership, office and attendance manager time</p> <p>Leadership, office and attendance manager time</p>	
To develop and implement a whole-school approach to inform staff of new PP children with speed and efficiency.	All staff fully aware of pupil information within one week of them joining the school (sooner if possible).	Approach agreed and shared October 2018 Staff informed throughout the year	KH/SM	Leadership time Office time	
To implement a whole-school process for staff to request funds to support specific needs of their disadvantaged pupils.	<p>Clarity and empowerment for staff accountable for PP in relation to the allocation, spending and impact analysis of PP funds.</p> <p>A request proforma/log developed, used and maintained</p>	<p>October 2018</p> <p>October 2018</p>	<p>KH/ All staff</p> <p>KH/ All staff</p>	<p>Leadership time</p> <p>Staff time</p> <p>Leadership time</p> <p>Staff time</p>	
To ensure the disadvantaged pupils are benefitting from the enrichment opportunities, for example clubs and learning musical instruments, on offer at Stafford Leys.	<p>PP children and their parents aware of the opportunities available. Support provided to access and pay for these if required.</p> <p>Log of PP involvement developed and maintained.</p>	<p>Half termly</p> <p>Log developed September 18 and</p>	<p>KH/SM</p> <p>KH/SM</p>	<p>Leadership time</p> <p>Office time</p> <p>PP funding</p> <p>Leadership time</p> <p>Office time</p>	

	<p>30% of PP children accessing extra-curricular opportunities each term and 60% having accessed at least one by the end of the academic year.</p> <p>PP children accessing music lessons at a reduced cost where appropriate to meet their individual needs and support them in achieving improved outcomes.</p> <p>Disadvantaged children take part in music concerts during the year.</p> <p>Improved confidence and social skills of disadvantaged pupils.</p> <p>Lunchtime clubs offered free of charge</p> <p>After school clubs offered at £1.50 per session</p> <p>Holiday clubs offered at £8 per day, possibly £5 for PP children if required.</p> <p>All school trips and residential visits offered to PP pupils at 50% of the price</p>	<p>Maintained half termly</p> <p>Autumn 2nd half term onwards.</p> <p>Autumn 2nd half term onwards.</p> <p>Termly</p> <p>Half termly</p> <p>Half termly</p> <p>School holidays as staffing allows</p> <p>Throughout the year</p>	<p>KH/SM/ Class teachers/ Parents</p> <p>KH/VD/ Class teachers/ Parents</p> <p>VD</p> <p>KH/SM</p> <p>KH/SM</p> <p>KH/SM</p> <p>KH/SM</p>	<p>PP funding</p> <p>£500 PP funding</p> <p>Staff time</p> <p>PP funding</p> <p>PP funding</p> <p>£6000</p>	
<p>To use current and pertinent research, for example The Sutton Trust-EEF research and tool, to support the range and quality of strategies and interventions most effective for the PP pupils within the school.</p>	<p>Effective strategies and intervention provided to meet individual needs.</p> <p>Intervention pro forma developed and used consistently to identify start and end points and impact.</p> <p>Monitoring and evaluation activities evidences positive impact on PP pupil outcomes, progress and attainment.</p>	<p>Autumn 2nd half term onwards.</p> <p>Developed September 2018 Used throughout the year</p> <p>Autumn 2nd half term onwards.</p>	<p>KH/JR/RD/ Class teachers</p> <p>KH/Class teachers</p> <p>KH/JR/RD/ SLT/ Phase leaders/ Class teachers</p>	<p>Leadership time Teacher planning time HLTA/LSA time</p> <p>Leadership time Teacher assessment time</p> <p>Leadership time Teacher assessment time</p>	

<p>To clearly demonstrate the measurable impact of key strategies and interventions directly costed with clear value for money evidenced.</p>	<p>Monitoring and evaluation activities evidences positive impact on PP pupil outcomes, progress and attainment.</p> <p>Provision map of support developed and maintained, including clear evidence of impact.</p> <p>PP pupils make the same or better progress than their peers.</p> <p>100% of PP pupils make at least expected progress and 20% making accelerated progress.</p> <p>Business manager provides an additional layer of protection by being provided with greater opportunities to challenge and question the spend and how impact is being ensured.</p>	<p>Monitor throughout the year in line with the whole school monitoring cycle. Evaluate the provision and impact half termly beginning Autumn 2nd</p> <p>Developed September 18</p> <p>Updated and monitored at least half termly</p> <p>Phase leaders/ Class teachers/ KH/CB/YS</p> <p>Phase leaders/ Class teachers/ KH/CB/YS</p> <p>Termly</p>	<p>KH/JR/RD/ SLT/ Phase leaders/ Class teachers</p> <p>KH/ Class teachers</p> <p>KH/ Class teachers</p> <p>KH/Class teachers</p> <p>JA</p>	<p>Leadership time Teachers assessment time</p> <p>Leadership time Teachers assessment time</p> <p>Leadership time Teachers assessment time</p> <p>Teacher planning and assessment time HLTA/LSA time</p> <p>Business manager/ Bursar time</p>	
<p>PP information to be published and meet compliancy expectations.</p>	<p>2017/2018 published information compliant and on the school website</p> <p>Website statement to be developed and published</p> <p>PP review report to be published on the school website</p> <p>2018/2019 Action plan completed and published on the school website</p> <p>2018/2019 published information to include specific, measured and quantifiable information</p>	<p>October 5th 2018</p> <p>October 26th 2018</p> <p>October 26th 2018</p> <p>October 26th 2018</p> <p>July 2019</p>	<p>AK</p> <p>KH</p> <p>KH</p> <p>KH</p> <p>KH</p>	<p>Leadership time</p> <p>Leadership time</p> <p>Leadership time</p> <p>Leadership time</p> <p>Leadership time</p>	

	<p>to demonstrate impact, with value for money evidenced.</p> <p>The PP statement includes measurable and quantifiable impact evaluations with costs directly linked.</p>	July 2019	KH/JA	Leadership time Bursar time	
Parental/Carer awareness and involvement in pupil spend and support allocation to be raised and evidenced.	<p>Clear strategy to encourage parents to apply for PP funding developed and followed to ensure all families entitled to PP are captured.</p> <p>Strategy developed to ensure Parents/Carers are informed and involved</p> <p>Parent involvement and feedback evidences their understanding and involvement.</p>	<p>Y2 parents targeted July 18</p> <p>Whole school targeted at least termly</p> <p>November 2018</p> <p>March and June 2019</p>	<p>AK/Y2 teachers</p> <p>KH</p> <p>KH/SM/ Class teachers</p>	<p>Parents evening time</p> <p>Leadership time</p> <p>Leadership time Office time</p>	
To evaluate and improve the transition process between year groups.	End of year transition tightened and more effective.	June 2019	KH/Class teachers/Phase Leaders	Leadership time	
To ensure PP children feel part of the school community.	Each PP pupil to receive £20 towards the cost of school uniform.	Throughout the year	KH/SM	£1000	
To ensure high quality of governance reporting regarding PP spending and impact.	<p>Impact of interventions, spending and strategies reported to PP governors half termly.</p> <p>Impact of interventions, spending and strategies reported to all governors termly.</p> <p>Reporting to be provided in specific, measured and quantifiable ways, with value for money clearly evidenced.</p>	<p>Half termly meetings with PP governor</p> <p>Termly verbal report at FGB meetings Written report to FGB Dec 18, April 19, June 19.</p> <p>Termly</p>	<p>KH/JC</p> <p>KH/JC</p> <p>KH</p>	<p>Leadership time Governor time</p> <p>Leadership time Governor meeting time</p> <p>Leadership time</p>	

<p>The governing body to fulfill their duties and responsibilities in their entirety.</p>	<p>The governing body provide appropriate challenge and support in accordance to the effectiveness of the PP expenditure against outcomes.</p> <p>A structure of themed visits focuses on how funding is impacting on the progress and attainment of PP pupils.</p> <p>Governors have a good understanding of the data and are able to effectively challenge it and are secure in their knowledge of how PP pupils across each ability group are performing compared with all children nationally who are not disadvantaged. See appendix 2 for targets and progress data.</p> <p>Governors able to articulate the impact of different interventions and strategies through their rigorous challenge of the senior leaders in school (whole school and for individuals) used to close the attainment and progress gap across year groups.</p> <p>Performance of PP pupils is a standardised item on the curriculum committee and is a focus in Headteacher reports</p>	<p>September 2018 onwards</p> <p>Visits set termly in line with whole school monitoring program</p> <p>December 2018 March 2019 June 2019</p> <p>At least half termly meetings</p> <p>Termly</p>	<p>JC/FGB</p> <p>JC/FGB</p> <p>Curriculum Committee/ JC</p> <p>JC/KH</p> <p>Curriculum Committee/ FGB/JC/AK</p>		
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