

Pupil Premium Action Plan 2017-18

Number of pupils and pupil premium grant (PPG) received		Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)			
Total number of pupils on roll	468 (Y1-Y6)		2014 - 2015	2015 - 2016	2016-17
Total number of pupils eligible for PPG	83 (YRS 1-6)	% of pupils making expected progress in English	Reading – 89% Writing – 91%	PP progress (National other) Reading 0.32 (1.00 NA) Writing -6.74 (-2.08 NA) Maths -1.59 (1.27 NA)	Average progress Reading -1.52 (without SEN -0.37) (NA +0.33) Writing +1.6 (NA +0.17) Maths -4.3 (without SEN - -3.4) (NA +0.23)
Amount of PPG received per pupil	£1, 320 / £1900 for post LAC	% of pupils making expected progress in Maths	89%		
Additional Funding for PPG Plus (4 post LAC children)	£7600	Value added <i>Value added</i> is a measure of the progress students make between KS1 and KS2	Overall – 99.1 Reading – 99.0 Writing – 99.0 Maths - 99.2 National: Overall – 99.8 Reading – 99.7 Writing - 99.8 Maths – 99.7	<u>Attainment Average Scores</u> Overall – 99.8 22% expected standard RWM (58% NA) Reading – 100.4 (NA other 103.8) 44% (66% NA) Writing – 33% (74% NA) Maths - 99.3 (NA other 104.1) 44% (70% NA)	<u>Attainment Average Scores</u> Overall – 98.5 29% expected standard (61% NA) Reading – 100 57% (71% NA) Writing – 79% (79% NA) Maths - 97 36% (75% NA)
Total amount of PPG received	£117,160				

Identified Barriers to Educational Achievement

- Attendance
- Parental engagement with school
- Financial hardship
- Behaviour – pupils with specific social and emotional needs which affect their learning
- Attainment – pupils have starting points well below their non PP peers and their is a significant gap in many year groups.

Objectives in spending PPG:

- 1) To raise standards in all subjects for disadvantaged pupils and to continue to narrow the attainment for each cohort.
- 2) To provide effective pastoral support for all disadvantaged and disaffected pupils.
- 3) To improve attendance rates for PP children and to reduce persistent absence
- 4) To provide low income families with additional funding to support the access of residential, out of hours, offsite and professional tuition opportunities for pupils to raise self esteem and broaden experiences.
- 5) To provide children who are PP with SEN with the additional support they require to make accelerated progress

Record of PPG spending by item/project 2017/18

TARGET - To raise standards in all subjects for disadvantaged pupils and to continue to narrow the attainment for each cohort.

Planned PPG Expenditure				Impact of Expenditure
Issue / rationale	Initiative	Who	Resources / cost	To be reviewed Autumn/ Spring/ Summer 2017-18
<p>1a - To reduce the gap between PP and non PP in all subjects and RWM combined at the end of KS 2</p> <p>Only 29% of 2016-17 cohort gained expected standard in RWM combined , compared to 48% of non PP. There was also a 10% gap between PP and non PP in reading and maths tests.</p> <p>Sutton trust: small group tuition +4 months 1:1 tuition + 5months,</p>	<p>General support to focus on PP children, developing basic skills for RWM through interventions and 1:1 support.</p> <p>Booster classes to run before and after school from Spring term onwards to identify children now on track to meet the expected standard</p>	<p>RS</p> <p>CS</p> <p>AC</p> <p>JT</p>	<p>£3300</p> <p>£3960</p>	<p>Children to make better than expected progress each term.</p> <p>PP on average made 6.1 in reading 6.3 in writing and 6.4 in maths – this is good progress.</p> <p>Increase RWM combined for PP by 10% -</p> <p>Summer KS 2 results 31% combined (+5%) – this is due to 3 PP children missing the reading EXS by 1 or 2 points.</p> <p>Increase attainment in reading, writing and maths compared to end of 2016/17 Summer KS 2 results 38% reading (-15%) 62% writing (-19%), 62% maths (+29%). Without SEN included 57% reading, 100% writing and 71% maths,</p>
<p>1b- to raise progress measures in maths for low attaining FSM to be In line with national, in particular years 1, 3, 4, 5 and 6 in 2017-18.</p> <p>Significant gaps in ARE between PP and non PP children end of 2016-17</p> <p>Reception – 22% gap</p> <p>Year 2 – 15% gap</p> <p>Year 3 – 17% gap</p> <p>Year 4 – 16% gap</p> <p>Year 5 - 19% gap</p> <p>Sutton trust: small group tuition +4 months 1:1 tuition + 5months,</p>	<p>Additional support through maths interventions and in- class general support for identified children.</p> <p>Purchase of practical equipment to ensure conceptual skills are secure.</p>	<p>RS</p> <p>CS</p> <p>BS</p>	<p>£16,500</p> <p>£2000</p>	<p>Close the attainment gap in maths between PP and non PP –Summer non PP 76% ARE, PP 62%, without SEN 74% gap closed by 9%</p> <p>PP children to make better than expected progress in maths. Year progress on average for PP was good at 6.4, this is inline with Non PP. Outstanding progress was made in year 4</p> <p>Gaps to close to:</p> <p>Year 1 – 15% gap</p> <p>Summer -18% gap, -2% without SEN</p> <p>Year 3 – 12% gap</p> <p>Summer -4% gap, +15% without SEN</p> <p>Year 4 – 12% gap</p> <p>Summer -31% gap, -12% without SEN</p> <p>Year 5 – 15%</p> <p>Summer -11% gap, -2% without SEN</p> <p>Year 6 -15% gap</p> <p>Summer -25% gap, without SEN -16%</p>
<p>1c – continue to raise progress and ARE in reading across the school, in particular year 1,3,4 and 6 in 2017-18</p>	<p>1:1 reading for individuals identified as lacking this support at home</p>	<p>RS</p>	<p>£13,200</p>	<p>Close the attainment gap in reading between PP and non PP – End of summer non PP 75% ARE,</p>

<p>Significant gaps in ARE between PP and non PP children end of 2016-17</p> <p>Reception – 19% gap</p> <p>Year 2 – 19% gap</p> <p>Year 3 – 20% gap</p> <p>Year 5 – 24% gap</p> <p>Sutton trust: small group tuition +4 months</p> <p>1:1 tuition + 5months, phonics intervention +4 months</p>	<p>Additional guided reading sessions for identified pupils</p> <p>Additional reciprocal reading sessions for identified pupils.</p> <p>Phonics interventions for Y1</p>	<p>CS</p> <p>SP</p>		<p>PP 61%, without SEN 74% ARE – gap decreased by 3%., without SEN the gap is only -1%</p> <p>PP children to make better than expected progress in reading Yearly progress is 6.1 – this is good. Without SEN included it is 6.3 and this is inline with Non PP.</p> <p>Close gap to :</p> <p>Year 1 – 15% gap</p> <p>Summer -19% gap, -3% without SEN</p> <p>Year 3 – 15% gap</p> <p>Summer -8% gap, +2% without SEN</p> <p>Year 4 – 15% gap</p> <p>Summer -26%, -5% without SEN</p> <p>Year 6 – 19% gap</p> <p>Summer -45% gap, -16% without SEN (due to 3 PP children missing the EXS by 1 or 2 points)</p>
<p>1d- to raise progress measures in writing for low attaining FSM to be In line with national, in particular years 1,3, 4and 5</p> <p>Reception – 25% gap</p> <p>Year 2 – 13% gap</p> <p>Year 4 – 14% gap</p> <p>Year 5 – 26% gap</p> <p>Sutton trust: small group tuition +4 months</p> <p>1:1 tuition + 5months, oral language + 5 months</p>	<p>Additional support through writing interventions and in- class general support for identified children.</p> <p>Oracy interventions to develop sentence structure and vocabulary.</p>	<p>RS</p> <p>CS</p> <p>SP</p>	<p>£13,200</p>	<p>Close the attainment gap in writing between PP and non PP - summer non PP 69% ARE, PP 54% ARE, without SEN 68%. Gap closed by 2%, without SEN there is only a -1% gap.</p> <p>PP children to make better than expected progress in writing . Yearly progress was 6.3 – this is good, without SEN included it was 6.4, this is slightly better than non PP</p> <p>Close gap by:</p> <p>Year 1 – 20% gap</p> <p>Summer -22% gap, -8% without SEN</p> <p>Year 3 – 10% gap</p> <p>Summer -19% gap, -2% without SEN</p> <p>Year 5 – 10% gap</p> <p>Summer - -6% gap, without SEN +16%</p> <p>Year 6 – 20% gap</p> <p>summer -18% gap, +20% without SEN</p>
<p>1e – to close the gap in Reception for PP children in all areas</p> <p>In 2016-17 45% of PP children gained GLD, compared to 71% of non PP.</p>	<p>Based on baselines information – additional S&L sessions,</p>	<p>FL</p> <p>RS</p> <p>CS</p>	<p>£13,200</p>	<p>Close the attainment gap in between PP and non PP - 4 children PP – 50% gained GLD, compared to 67% of non PP, without SEN 100% of PP gained GLD</p>

<p>Largest gaps in : reading, writing, maths – number shape, space and measure (19% gap), technology (23% gap and health and self care 21% gap.</p> <p>Sutton trust: EYFS intervention +5 months</p>				<p>PP children to make better than expected progress.</p>
<p>Target: <i>To provide effective pastoral support for all disadvantaged and disaffected pupils and their families</i></p>				
<p>2a LSP behaviour support / mentoring for identified and LAC pupils through 1:1 and group sessions – for both KS 1 and 2</p> <p>X10 PP children have been PO during the year, some only for a term at a time, x3 are regularly PO.</p> <p>Sutton trust: behaviour +4 months, social and emotional +4 months,</p>	<p>3 days per week of specific mentoring support – available to all children identified through class teacher referral and pupil surveys.</p> <p>Children who are persistent visits to reflection to be included in mentoring programme</p>	<p>RS</p> <p>TS</p> <p>CS</p>	<p>£5000</p>	<p>Decrease in number of visits to reflection – from Aut baseline. reduction of 98 cards, including 32 less red cards.</p> <p>Reduction in behaviour cards given to identified PP children. Reduction in PO who are PP – now only 3 children</p>
<p>2b Nurture Provision, Nurture support for identified pupils. 1 x LSPs plus resources</p> <p>X1 PP child with specific behavioural issues in 2017-18 reception.</p> <p>Sutton trust: behaviour +4 months, social and emotional +4 months,</p>	<p>X1 LSP to be allocated to 1:1 behaviour support as needed – 3 mornings per week</p> <p>Nurture provision to be provided through the 90 minute model</p>	<p>RS</p> <p>CS</p> <p>VS</p>	<p>£4000</p>	<p>Reduction in behaviour incidents for specific 1:1 child from Aut baseline. Although no nurture provision as in original plan, those PP children who have received mentoring have reduced their cards by 65, including a reduction of 34 red cards.</p>
<p>2c To support children and provide support specifically lunch and play to prevent exclusions.</p> <p>Sutton trust: behaviour + 4 months</p>	<p>Individual children identified through behaviour tracking from 2016-17 who require additional support at lunchtimes, cater for individual requirements through specific clubs – eg sports, art, music</p>	<p>RS</p> <p>CN</p>	<p>£2000</p>	<p>Reduction in red cards given at lunchtime – reduction in cards by 65, including a reduction of 34 red cards. Learning walks a lunchtime show behaviour to be good.</p>
<p>2d A Parent Support Worker officer to work with a selection of disadvantaged families. Provide support for the families during their time at Ferndale and transition to secondary school.</p> <p>Sutton trust: parental involvement + 3 months</p>	<p>Families identified given additional support through a range of avenues eg benefit and financial advice, signposting of additional resources and support.</p>	<p>RS</p>	<p>£10,000</p>	<p>Increased parental engagement with school. – new PSW started Dec 17 –30 families have been supported by the PSW, this is 25% of the PP in school.</p>
<p>Target: <i>To improve attendance rates for PP children and to reduce persistent absence</i></p>				

<p>3a To continue to close the attendance and punctuality issues for FSM children</p> <p>Gap between PP and non PP for overall attendance was -0.6%. The gap for persistent absence was +4.3%</p> <p>Sutton trust- social +4months</p>	<p>Pastoral Team continued</p> <p>Attendance Officer continue to tackle PA</p> <p>Admin assistant dedicate hour every day to challenge parents/ latecomers and provide reports for EWO</p> <p>McDonalds 100% attendance reward</p>	<p>RS</p> <p>CN</p> <p>MS</p>	<p>£3000</p>	<p>Reduction the negative gap between PP and non PP attendance. - summer 1 -1.2% gap</p> <p>Reduction in the negative gap between PP and non PP persistent absence. Summer 1 +3.9% gap</p>
<p>Target: To provide low income families with additional funding to support the access of residential, out of hours, offsite and professional tuition opportunities for pupils to raise self esteem and broaden experiences.</p>				
<p>4a Subsidised Offsite Visits including Residential and Day Trips</p> <p>Sutton trust - Outdoor adventure learning + 4 months</p>	<p>Parents of PP to be offered 50% reduction on the cost of day trips or residential on request.</p>	<p>RS</p> <p>MS</p> <p>CN</p>	<p>£2000</p>	<p>100% uptake of trips by PP children</p>
<p>4b Music Specialist music teachers</p> <p>One lesson per week for year 2, 3 and year 4 pupils.</p> <p>(30% of pupils in Yr 2, 3 and 4 are PP)</p> <p>Supports pupils who have limited opportunities to gain new experiences.</p> <p>Sutton trust Arts + 2 months</p>	<p>To raise confidence and be provided with specialist tuition for year 2 pupils to learn steel pans, Year 3 pupils to learn the ukulele and year 4 pupils to learn the clarinet.</p>	<p>RS</p> <p>PG</p> <p>SR</p>	<p>£4000</p>	<p>Increased uptake for group music lessons by PP children. 100% of years 2-4 receive whole class music tuition.</p>
<p>4c Support for families requiring before and after school club provision for short periods of time</p>	<p>To ensure children attend school when home situations make it potentially difficult, by funding wrap around care when needed.</p>	<p>RS</p> <p>HB / LJ</p>	<p>£1500</p>	<p>No families have taken advantage of this offer as yet.</p>
<p>Target: To provide children who are PP with SEN with the support they need to make accelerated progress.</p>				
<p>5a– to provide specific support for those children who are PP and SEN Support (K), particularly in 2016-17 year 5.</p> <p>The correlation between SEN and PP is strongest in Y2 (40% of SEN K are PP) Y3 (64% of SEN K are PP) and Y5 (56% of SEN K are PP)</p> <p>38% of PP are also SEN K across the school.</p> <p>Sutton trust – small group tuition + 4 months</p>	<p>Bespoke support through 1:1 tutoring or small group work to ensure specific gaps and concepts are embedded for these children with specific needs</p>	<p>RS</p> <p>CS</p>	<p>£12,540</p>	<p>Attainment gap closed between PP with SEN other children.</p> <p>SEN K progress varied – reading 5.4, writing 5.8 and maths 6.1. Lack of progress in year 1 in reading and writing has impacted on the average.</p>

<p>5b - Learning Zone for AHD and complex communications disorder .</p> <p>(3 Learning zone children are PP = 38% of pupils)</p> <p>Sutton trust – small group tuition + 4 months</p>	<p>Additional support for SEN children with PP through our Learning Zone approach.</p> <p>Progress through P scales is accelerated.</p> <p>More time is spent in main stream classes</p>	<p>RS</p> <p>CS</p> <p>LZ</p> <p>STAFF</p>	<p>£7800</p>	<p>Enhanced progress on P scales good movement through the P Scales for the two PP children in the zone</p> <p>Increased independence through time in classes. All spend afternoon sessions in class, 1 is in every afternoon, 1 is in for Il and PE and 1 is in 3/ 4 afternoons. All register with their class and take part in small group phonics / guided reads with their peers. 1 child is now in class for maths 3 times p/w.</p>
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