

## William Reynolds Primary School – Pupil Premium 2017/18

Pupil Premium amount - £330,931

66% identified on Raise on line

Katie Woodland is the PPG link governor

The Senior Leadership Team including Governors have identified a areas for development using the PPG toolkit to analysis data from this a range of strategies from agreed using The Sutton Trust Teaching and Learning Toolkit.

The Sutton Trust Teaching and Learning Toolkit considers a wide variety of common approaches and strategies to raising achievement and analyses them based on a range of evidence to identify the high impact approaches alongside cost implications. This action plan is based upon some of the higher impact strategies.

Intended outcomes	Action	Monitoring	Evaluation	Impact
<p>Improve outcomes for pupils in the Foundation stage</p> <p>The number of pupils achieving a good level of development is in line with nation average.</p> <p>Increase the number of pupils working at age related expectations in</p> <p>Nursery</p> <p>Current N1 - none of children in receipt of PPG</p>	<p>An additional key person in all 3 Foundation stage classes to reduce the staff /child ratios in order to develop speaking and listening skills.</p> <p>1 additional TA to support wit speech and language.</p> <p><i>(Early Years intervention Action Impact - +6months)</i></p> <p>To use and continue with the Makaton training to support children's communication skills.</p> <p>Establish reading sessions</p>	<p>Lesson observations.</p> <p>Tracking of data.</p> <p>Scrutiny of pupils' learning journals</p>	<p>Senior leaders and link Governor to track and review the data to track the impact of support and intervention.</p> <p>To identify any pupils who are not making the appropriate progress.</p> <p>HT and phase leader to share data with Governors Curriculum Committee.</p>	

<p>working at age appropriate levels and whole year group working at 30% national expectations.</p> <p>In Reception the increase the percentage of pupils working at National expectations in reading and number.</p>	<p>for parents to come into school and read alongside their child.</p> <p>To capture children's comments in their learning journals for all areas of learning to support assessment in understanding the pupils thinking process.</p>			
<p>Pupils in receipt of PPG are supported in overcoming their barriers to learning.</p> <p>Pupils in receipt of PPG are supported through a range of interventions so that they achieve in line with other pupils.</p> <p>That the interventions are appropriate and flexible in order to close the gaps.</p>	<p>Full time post - Inclusion leader to be the designated lead for monitoring progress of vulnerable groups within SLT.</p> <p>All teaching staff aware of vulnerable pupils in their care</p> <p>Intervention programmes to support pupils in receipt of PPG are planned coordinated and evaluated in order for pupils attain age appropriate levels in all year groups.</p> <p>To provide a champion for vulnerable groups of pupils at heart of school leadership and management</p>	<p>Detailed analysis of data for all vulnerable groups completed - including SEND and PPG pupils e.g Action fun club and Nurture group</p> <p>Individual case studies</p> <p>Detailed knowledge of where PPG pupils are in school and how they are performing.</p>	<p>Governors to use the PPG toolkit to track and ensure that there is no gap between PPG and non PPG and PPG and national data.</p> <p>Data is collated evaluated as a whole school on a termly basis.</p> <p>Inclusion lead to meets with governors with responsibility for SEND and PPG</p> <p>Inclusion lead to present data and action to governors curriculum and standards</p>	

	<ul style="list-style-type: none"> <li>Analysing data and reporting to SLT and governors</li> <li>Co-ordinator of additional support. Monitoring effectiveness of provision and measuring impact</li> </ul>	<p>Regular monitoring role is checking on their progress</p> <p>Analysis and action plans in place in each class - progress to be evaluated on a termly basis</p>	<p>committee</p> <p>Pupil progress meetings will prompt leaders to check that the interventions are matched to the pupils' needs</p>	
<p>To support pupils and families from when they enter Nursery through to Y6.</p> <p>Successfully identify vulnerable pupils who have developed at a slower rate than their peers. To support pupils who need extra support in terms of integration and engagement in school life.</p>	<p>2 Learning Mentor - 30 hours</p> <p>To touch base with identified children, greet children as they come into school to be a significant adult for a number of children.</p> <ul style="list-style-type: none"> <li>To attend home visits with Foundation phase leader as pupils start in Nursery and Reception classes</li> <li>Improve attendance in Foundation stage</li> <li>To provide extra support for vulnerable pupils through 1:1 and group mentoring</li> <li>Working with Inclusion leader to implement structured mentoring</li> </ul>	<p>Line management by Inclusion leader has ensured more time is spent supporting pupils.</p> <p>Team Around the Child (TAC) plans are kept and shared with Early intervention services</p> <p>Working with Phase leader and Inclusion manager to monitor progress</p>	<p>LJR assistant head and Inclusion manager to track the progress of PPG children through SEND interventions including working with the Learning Mentor</p>	

	<p>programme for targeted PPG and vulnerable pupils</p> <ul style="list-style-type: none"> <li>• Attendance at TAC meetings</li> </ul>	of identified children)		
<p>An identified group of pupils in KS2 with significant social and emotional issues are supported in a nurture group. This works to removes behaviour as a barrier to their learning so that they can function effectively in a mainstream class.</p> <p>This also supports pupils significant risk of exclusion.</p>	<p>1 Nurture group leader and Pastoral assistant. To run 5 afternoon sessions to link work on social and emotional aspects of learning to foundation subjects Link with outside agencies e.g behaviour support team and speech and language.</p> <p>Inclusion manager working with senior leaders will review the needs of the pupils within the group and those not in the group who would benefit from this support.</p>	<p>Carrying out and monitoring of Boxall assessments Feedback from parents Planning with Inclusion manager</p> <p>Link Governor for SEND involvement</p>	<p>LJR assistant head and Inclusion manager to track the progress of PPG children through SEND interventions including working with the nurture group</p> <p>Link Governor notes of visit are shared with the governors curriculum committee</p> <p>Ask parents and staff to evaluate the impact this support is having on their child.</p> <p>The impact is also evaluated with parents during TAC meetings.</p>	
<p>To accelerate pupils' progress in order to close the gap in attainment compared to national expectations</p>	<p>Teacher support groups or on 1:1 basis in Y6 for reading. 2 half days teacher to work with booster groups in Y2</p>	<p>Literacy and mathematics subject leaders plan with observe and monitor the</p>	<p>Senior leaders evaluate the impact of their actions through action plans and the tracking of the progress</p>	

	<p>and Y6 with an emphasis on mathematics</p> <p>Easter booster sessions held in 2015 to target those pupils at risk of underachievement in mathematics</p> <p>To provide additional support for vulnerable groups through intervention programmes</p>	<p>effectiveness of this support.</p> <p>Subject leaders track the impact of these different intervention groups.</p>	<p>judgements.</p> <p>Subject leader share their analysis with the curriculum and standards committee</p> <p>Governors evaluate the impact of each Raising Attainment Plan</p>	
<p>An Attendance Manager and Education Welfare officer work together with staff and families to improve attendance of pupils in receipt of PPG</p>	<p>School buys into a service level agreement for an Educational welfare Officer 0.2 FTE hours per week. The EWO attends TAC meeting to support families 1:1 work with pupils to improve attendance Carries out home visits and communicates with parents Organises attendance Panel meetings Has three weekly review meetings with attendance manager and Head. The Attendance manager</p>	<p>Attendance target agreed with Governors 3 weekly reviews to monitor pupil's attendance with head teacher. Attendance grid on display for all school community to see. Attendance rates communicated to parents through the monthly</p>	<p>Governors track the school's progress to achieving the attendance target for the year.</p>	

	follows up attendance on a daily basis	newsletter.		
<p>Pupils work in a daily mixed age range group to develop fine and gross motor skills. Activities have developed from the feedback from OTs.</p> <p>A calming and coordinated approach to starting the day for this group of pupils.</p>	<p>Action fun club - 2 members of staff</p> <p>Planning is linked to Cool Cats project and brain Gym activities.</p> <p>Work is supported by Occupational therapist advice.</p>	<p>Link Governor for SEN involvement</p> <p>Pupils' progress is monitored</p>	<p>Inclusion manager to track the progress of PPG children through SEND interventions including working with the action fun club staff</p> <p>Link Governor notes of visit are shared with the governors curriculum committee</p> <p>The impact is also evaluated with parents during TAC meetings.</p>	
<p>To improve the completion of tasks at home.</p>	<p>The Bug Club is an online programme to support families in developing pupils reading skills at home. All staff to receive training for this in September. Children to have access to IPAD'S containing reading APP's (Digital technology action impact +4months)</p> <p>2 after school homework clubs.</p>	<p>Data tracking systems monitored by the after school club leader.</p> <p>Staff meeting time for teacher to track home access to the Online reading club.</p>	<p>SLT to identify and support Children in receipt of PPG who do not have an adult listen to them read.</p>	
To continue to improve	Following governors	Literacy subject	SLT and governors to	

<p>outcomes for more able pupils in reading at KS2.</p>	<p>monitoring an audit of reading books took place. Books to be updated in KS2.</p>	<p>leader Link governor for literacy</p>	<p>tracking pupil progress in reading for all groups of pupils..</p>	
<p>All Pupils in receipt of PPG receive good to outstanding quality first teaching, pitched accurately with appropriate challenge so that pupils are working at and above national expectations.</p>	<p>Regular in house and external CPD for all staff to ensure that they keep abreast of changes to the curriculum and expectations, so that the needs of all pupils can be met. Feedback from monitoring and appraisal discussions identify the training on a termly basis. <i>(Collaboration - Average impact +5 months)</i></p> <p>Peer tutoring This includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support <i>(Peer tutoring action impact +8 months)</i></p> <p>Training needs to be</p>	<p>HT and SENDCo collate impact from training.</p> <p>Lesson observation, learning walks and book scrutiny.</p>	<p>Senior leaders to track the impact of the training and any follow up actions to ensure that it has improved the quality of teaching and learning.</p> <p>Link governor to attend RAP action plan review meetings on a termly basis</p> <p>Link Governor notes of visit are shared with the governors curriculum committee</p>	

	<p>provided on the different types of investigations to develop pupils' problem solving and reasoning skills. (Mastery Learning action impact - +5 months)</p> <p>Improving feedback for reading across the school. Accurate verbal and written feedback. Improving the post guided reading tasks to link to each year group curriculum. (Feedback Action Impact +8months)</p>			
<p>1:1 support for pupils - reading to support progress in reading for pupils in care, at the edge of care and or working below national expectations.</p> <p>So that pupils make better than expected progress and begin to achieve in line with national expectations</p>	<p>2 members of staff from the Volunteer reader scheme support 6 pupils in school for 2 one half sessions each week. The team also provides reading material to match the needs of the pupils</p>	<p>Progress is assessed on a termly basis</p>	<p>Head teacher to track the progress made by pupils being supported by Beanstalk</p> <p>Termly feedback is giving to Beanstalk</p>	
<p>To ensure equal access</p>	<p>Money was used to subsidise</p>	<p>Termly</p>	<p>Termly summaries are</p>	

<p>for all pupils in offering experiences to enhance the broad curriculum</p>	<p>costs of visits and experiences for PPG pupils.</p> <ul style="list-style-type: none"> <li>• Arthog outreach Y5 - Actively engage pupils in outdoor learning opportunities with experienced instructors. Pupils link learning in the classroom with the outdoors</li> <li>• Theatre groups - story telling, mathematics and cyberbullying</li> </ul> <p>Transport for group of able pupils to after school maths club G&amp;T science courses with Tomorrow's achievers - Saturday school More able writers - Enginuity</p>	<p>summaries are presented to the Governors to show the use of pupil premium money</p> <p>Assessments collated for PE and music this next year</p>	<p>presented to the Governors to show the use of pupil premium money. Governors check that the opportunities are having an impact on pupils' development and learning.</p>	
<p>Support for families in difficulties through additional provision for the Before School Club.</p>	<p>Paid places at before school club where a breakfast is provided</p>	<p>Monitored through individual plans e.g TAC plans</p>	<p>IB Head teacher to track the take up of free places at the before school club for PPG pupils Feedback from pupils attitudes to learning - learning walks</p>	
<p>Encouraging healthy</p>	<p>Provision of milk for pupils</p>	<p>Take-up of milk</p>	<p>Pupil voice linked to</p>	

lifestyles.	<p>twice a week for pupils</p> <p>In Y4 pupils are invited to a Change 4 life activity club led by a member of staff</p> <p>Through DT we invite in the Little Chefs and the Cooking bus to show pupils how to make their own.</p>	<p>by pupils</p> <p>Newsletters and presentation to governors</p> <p>Take up data from the after school club</p> <p>Capture of evidence and pupil voice</p> <p>Tracking attendance</p>	<p>SMSC</p> <p>Feedback from pupils attitudes to learning - learning walks</p> <p>Governors track the school's progress to achieving the attendance target for the year.</p>	
Improve identification, progress and attainment for pupils with a Specific learning need.	<p>Purchased 31 learning support sessions for an advisory teacher and 18 sessions for an Educational Psychologist to work with individual pupils, meet with parents to offer advice and to make recommendations to staff in how best to support pupils.</p>	<p>Monitored through the pupils' individual Provision maps. These identify clear targets, provision for support and progress.</p>	<p>SENDCo and link governor will track the impact of this group.</p> <p>Link Governor notes of visit are shared with the governors curriculum committee</p>	
Pupils have the appropriate equipment/uniform for school	<p>Support for pupil's with PE kit, book bags, water bottles and general uniform items</p>	<p>Learning walks</p>	<p>SLT to review and check that all pupils have appropriate equipment.</p>	

<p>Support gifted and talented pupils in music.</p>	<p>Music 2 the 4 in Y1,3 and 5 One year long programme in the delivery of a range of musical instruments and formats for Y1,Y3 and Y5</p> <p>Individual music tuition for 8 identified pupils in KS2 once a week. Purchase of 4 clarinets and 4 flutes.</p>	<p>Teachers work with the tutor to assess attainment in music. This is collated at the end of each term.</p>	<p>Subject leader evaluates the progress pupils make.</p>	