



## Action Plan for Pupil Premium 2017-18

### Position at Beginning of Year

The school serves an area of high deprivation (Acorn data in here) and the proportion of disadvantaged pupils who are eligible for support through the pupil premium (52%) is more than twice the national average.

Priorities in relation to Pupil Premium in previous years have included raising attainment of pupils eligible for Pupil Premium funding, improving the attendance and punctuality of PP children and ensuring that all children have access to a nutritious breakfast and access to schools visits and residential.

In 2016-17, the attendance of Pupil Premium children was 93.42% reflect national data ?, a drop of 0.89% from 2015-16. It was also 1.2% lower than whole school attendance.

Areas for Development	Objectives	Success Criteria	Specific Actions	Resources Required	Date Completed
Breakfast club	<p>Develop practice to include areas of Thrive and address basic skills.</p> <p>Develop effective systems based on value for money/outcomes.</p>	<p>Students attending will start school in a settled and calm manner.</p> <p>Thrive assessments/teacher observations will show improvements based on basic skills/needs being met through activities.</p> <p>Activities will be well planned and focused on areas of need.</p>	<p>Observe current practice and hold discussions with staff about what is an area for improvement and what are the strengths to build upon.</p> <p>Use Thrive assessments and knowledge of the children to plan focused activities based on needs e.g. meeting the being and doing strands of Thrive.</p> <p>Carry out performance management of staff on a regular basis.</p> <p>Assess impact, on behaviour and engagement, of changes throughout the year through CPOMs, observations during breakfast club and at other times of day, thrive assessments, and discussions with staff.</p>	<p>Thrive assessments</p> <p>Training of staff on thrive approaches and activities.</p> <p>Time for performance management meetings.</p> <p>Resources required for activities implemented e.g. puppets/ books for storytelling.</p>	
Gifted and talented provision	Ensure G&T are accessing activities to	G&T PP pupils are attending an activity	Make sure there is an up to date list of G & T pupils and highlight PP from this.		

	develop their talents.	<p>or club relating to their talents.</p> <p>G &amp;T PP pupils are invited to attend particular clubs/activities and if they do not take up the offer, discussions are held with pupil and family to see what we can do to help.</p>	<p>Discuss which of these pupils are currently accessing club/activities and what for.</p> <p>Identify areas of need for each pupil and investigate options for developing their talents.</p> <p>Liaise with parents and pupils to make sure they have the opportunity to attend.</p> <p>Provide pupils with specific invites to activities and financial support where needed/possible.</p> <p>Class teachers to have a list of G &amp;T pupils and identify on planning.</p> <p>Give pupils recognition for their achievements both in and outside school through assembly time and newsletters.</p>		
Attendance	PP pupils to have good attendance throughout the year.	All PP pupils have attendance which meets the school's attendance target (97% )	<p>Monitor attendance in relation to PP pupils.</p> <p>Work with families and Linda to identify issues/problems and plans ways to support.</p> <p>Liaise with EWO and Parent Support Advisor regarding issues raised concerning attendance.</p> <p>Make sure rewards for attendance are consistent and valued.</p>		
Assess and address pupil needs	<p>Develop strong relationships with PP pupils.</p> <p>Give pupils a voice about their needs/support needed/concerns etc.</p>	<p>Pupils will feel their voice is heard and acted upon within school.</p> <p>CPOMs updated and information shared resulting from discussions held with the pupils.</p> <p>Staff feel supported to address issues which are class based.</p> <p>Liaison with families/PSA /EWO regarding other issues.</p>	<p>Meet with PP pupils regularly to discuss themselves and what concerns/issues they might have.</p> <p>From these meetings, CPOMs any information relayed to inform all relevant staff.</p> <p>Discuss issues with relevant staff and provide opportunity to relay concerns etc through staff meetings.</p> <p>Target conversations with pupils where staff have concerns.</p> <p>Teachers to create PP on a page information e.g. interests, struggles</p> <p>Pupil premium trackers updated termly.</p>		

<p>Monitor data/track progress</p>	<p>Develop data monitoring systems to identify trends and areas of need. Develop support network/liasion where an area of need is identified.</p>	<p>Attendance data will be graphed and analysed to see trends and highlight concerns. Specific groups, e.g. boys, classes etc, progress data will be collated and analysed to highlight improvements and areas to address. Support will be implemented where a need is identified.</p>	<p>Collate attendance data and graph progress/trends over time. Collate progress data for subjects through EAZ MAG. Identify trends and concerns through filtering data to show specific groups. Report findings to staff where a concern is raised. Discuss strategies to support where a need is identified. Intervention set up to raise attainment of PP where needed. Intervention records to be set up and monitored.</p>		
<p>Monitor value for money</p>	<p>PP provision will show good or better improvement related to money spent.</p>	<p>All provision for PP pupils will provide good value for money.</p>	<p>Ensure the spending of PP money is tracked. Monitor whether intervention/resources provided are having an impact and whether this gives value for money. Identify whether new initiatives might be beneficial. Identify if an area of support is not providing value for money and adapt/train/remove as necessary. ½ termly review of provision with LT.</p>		
<p><b>Evaluation &amp; Impact</b></p>					