



## Short Wood Primary School : Pupil Premium Action Plan 16/17

<b>Pupil Premium Allocation 16/17</b> <b>Based on 134 pupils</b>		<b>£</b> <b>176,880</b> <b>(estimated)</b>	<b>Research:</b>  <i>“Funding is not always targeted on those who need it, or on interventions with a track record of successfully raising achievement.”</i>  <b>Unseen children: access to achievement 20 Years on- OfSTED</b>  The Sutton Trust Teaching and Learning Toolkit considers a wide range of common approaches and strategies to raising achievement. It analyses them bases on a range of evidence in order to identify the high impact approaches alongside the implications.  This action plan is based on the some of the higher impact strategies identified by the Sutton Trust and the Ofsted document ‘The Pupil Premium How schools are spending the funding successfully to maximise achievement’ so that we can be confident that we are using interventions and approaches with a track record of success.
Accelerated Learning Teachers (ALT) in each Key stage.	<b>O.5 of 4 additional teachers salary, to work one in each Key stage</b>  Research – Small group tuition (see above) <ul style="list-style-type: none"> <li>The more flexible choices the teacher has for organising learners combined with an increase in the quality and quantity of feedback accounts for the gains</li> </ul> Research – Feedback <ul style="list-style-type: none"> <li>Feedback studies tend to show very high effects on learning</li> <li>Feedback has effects on all types of learning across all age groups</li> </ul> Feedback should be specific accurate and clear	<b>£83,256</b>	
Small group tuition by qualified teacher.	<b>Targeted focus group teaching</b> <b>0.3 Assistant Head Teachers salary</b> <b>0.5 Teacher Year 5</b> <b>0.4 Teacher Year 6</b> <b>0.1 Teacher Year 2</b> Research – Small group tuition <ul style="list-style-type: none"> <li>A qualified teacher is more likely to achieve greater progress and raise attainment.</li> <li>Intensive tuition in small groups is highly effective</li> </ul> Pupils are grouped according to current levels of attainment or specific needs.	<b>£49,160</b>	
Reduced class sizes in Reception.	<b>Employing a third teacher in Reception to maintain lower pupil to teacher ratio.</b> Research – Reducing class sizes <ul style="list-style-type: none"> <li>Reducing class sizes for younger children may provide longer term benefits</li> <li>It is likely that the more flexible choices the teacher has for organising learners combined with an increase in the quality and quantity of feedback accounts for the gains</li> <li>Slightly larger effects are documented for the lower achievers and those from the lower socio-economic status for very young pupils</li> </ul>	<b>£27,842</b>	
Speech and Language support	<b>Speech and Language therapist (One day per fortnight)</b> <b>Teaching assistant to deliver ELKAN</b> Research - <ul style="list-style-type: none"> <li>Teaching assistants are most effective when delivering a specific intervention programme</li> <li>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</li> </ul>	<b>£6,500</b>	
PP Coordinator	<b>Assistant Head Teacher</b>  Research- Leadership with direct responsibility provides focused assessment and evaluation of interventions in order to ensure that children get the right support they require.	<b>Included in 0.4 (see small group tuition)</b>	
Child and Mental Health Services	<b>Child Psychologist works with targeted pupils and their families</b> Research – Social and Emotional Learning. <ul style="list-style-type: none"> <li>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</li> </ul>	<b>£4,000</b>	

Outdoor learning	<p>Forest school leaders. 0.4 Salary and CPD</p> <p>Arthog outreach subsidies and after school bushcraft sessions</p> <p>Research – Outdoor adventure learning</p> <ul style="list-style-type: none"> <li>• A wide range of adventure activities are linked with increased academic achievement</li> <li>• The main effects tend to be on self confidence, self efficiency and motivation</li> </ul>	£2,600
After School and Easter Holiday Booster tuition	<p>Targeted Booster group teaching after school and within the Easter Holiday</p> <p>Research - Small group tuition</p> <ul style="list-style-type: none"> <li>• See above</li> </ul> <p>Research – After School Programmes</p> <ul style="list-style-type: none"> <li>• Programmes with greater structure, a strong link to the curriculum, well qualified and well trained staff are more clearly related to academic benefits</li> <li>• Particularly promising after school activities include one to one and small group provision</li> <li>• Booster activities to support revision are likely to improve results</li> </ul> <p>Research – Summer schools</p> <ul style="list-style-type: none"> <li>• Qualified and experienced teachers are more likely to support improvement in literacy or maths.</li> <li>• Summer schools can also provide support for the highly able</li> </ul>	£2,500
Learning Mentor Provision	<p>0.1 Learning Mentor Salary</p> <p>Research - Meta cognition and self-regulation strategies (Learning to learn)</p> <ul style="list-style-type: none"> <li>• Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential</li> </ul> <p>Research - Behaviour interventions</p> <ul style="list-style-type: none"> <li>• Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects</li> </ul>	£2,500
Educational Visits	<p>Subsidising Educational visits for PP pupils to participate</p> <p>Research –</p> <ul style="list-style-type: none"> <li>• Participation can stop feelings of isolation and help to develop more positive opinions and attitudes towards school</li> <li>• Approaches to learning can have impact on confidence and relationships in school.</li> </ul>	£2,000
Volunteer Reader Provision	<p>Targeted reading provision twice a week using VRH</p> <p>Research – 1:1 tuition</p> <ul style="list-style-type: none"> <li>• 1:1 tuition in intensive small groups is very effective in helping learners to catch up</li> <li>• Allows effective feedback.</li> <li>• Short periods of intensive sessions tend to have the most impact.</li> </ul>	£2,000
Education Welfare Officer	<p>0.1 a week in school to monitor and maintain attendance</p> <p>Research – Increased attendance helps to narrow attainment gaps with peers.</p>	£2,000
Parent workshops	<p>Parent workshops across year groups focussed on maths and reading</p> <p>Research – Parental involvement</p> <ul style="list-style-type: none"> <li>• Focused approaches which support parents in working with their children to improve their learning are beneficial</li> </ul>	£1,000
Allocated Costings to date		£185,358

*“Deprivation does not determine destiny. Many young people from low-income families succeed brilliantly. There are also schools that overcome these barriers for low-income families...they do this because they have the highest expectations of each of them and are relentless in what they do to secure excellent headway in realising these expectations.”*

**Unseen Children:  
access to  
achievement 20  
years on- OfSTED**

## Short Wood Primary School Pupil Premium Action Plan.

### Priority: To close the attainment gap between pupils who are in receipt of Pupil Premium and those who are not

Objective	Actions	Success Criteria	Monitoring activity: compliance	Resource and cost implications	Evaluation and impact (No of Pupils)
To ensure that all PP pupils receive quality first teaching that is pitched accurately to their learning needs providing appropriate challenge to allow progress to be made.	<ul style="list-style-type: none"> <li>RAP is established and actioned</li> <li>Teachers are in place and held accountable for progress and attainment of pupils in their Key stage.</li> <li>PP pupils to be named on English and Maths planning.</li> <li>Use assessment data to accurately track the progress of PP pupils.</li> <li>Close the Gap marking to used effectively to provide appropriate feedback to extend learning</li> </ul>	<ul style="list-style-type: none"> <li>100% of teaching for PP pupils is quality first teaching by Class Teacher</li> <li>Teachers and TA's to know who the PP pupils are in their class</li> <li>Pupils are receiving quality feedback to support learning</li> </ul>	<p>Monitoring cycle- targeting PP pupils books</p> <p>Pupil Progress meetings between Class teacher and member of SLT to take place termly and consider PP pupils.</p>	<p>See Team Teacher costings</p> <p>See Focus group costings for 0.4 assistant Head teacher salary (assessment)</p>	<p>Termly report to Governors on impact of PP work and spending</p> <p>All pupils 134 PP</p>
To accelerate progress in reading, writing and maths for PP Pupils.	<ul style="list-style-type: none"> <li>Accelerated Learning Teachers to plan and deliver appropriate interventions</li> <li>Assistant Head Teacher and Key Stage Leaders to assess data and work with teachers to identify pupils who require intervention.</li> <li>Assistant Head Teacher to create Termly PP Action Plan</li> <li>Intervention teachers plan and deliver appropriate work to small groups of identified children both in school time and out. (After school and Easter Holiday sessions)</li> <li>Assistant Head Teacher to monitor effectiveness of provision and measure the impact</li> <li>One to one tuition is given to targeted children in the Summer term</li> </ul>	<ul style="list-style-type: none"> <li>Progress is evident for PP pupils</li> <li>Impact of intervention is seen in class</li> <li>Data shows the attainment gap is narrowing between disadvantaged pupils and their non disadvantaged peers.</li> </ul>	<p>Assistant Head Teacher to monitor data of PP pupils and Termly Action Plans</p> <p>Pupil Progress meetings between Class teacher and member of SLT to take place termly and consider PP pupils.</p>	<p>See Team Teacher costings</p> <p>See Booster group and learning support costings</p>	<p>Termly report to Governors on impact of PP work and spending</p> <p>Varies across 6 week booster periods</p>
To raise standards in receptive and expressive language of PP pupils	<ul style="list-style-type: none"> <li>Speech and language therapist to assess specific needs of PP pupils and work alongside teaching and support staff to develop an appropriate speech and language programme</li> </ul>	<ul style="list-style-type: none"> <li>Standards of targeted pupils raised both in speaking, listening and comprehension.</li> </ul>	<p>Analysis of data involving PP pupils to be looked at, focusing on the areas targeted</p>	<p>See speech and language costings</p>	<p>Termly report to Governors on impact of PP work and spending.</p> <p>Therapist will see approx. 90 children over the year.</p>

Objective	Actions	Success Criteria	Monitoring activity: compliance	Resource and cost implications	Evaluation and impact (No of Pupils)
<p>To give opportunity for individuals to address gaps or misconceptions which arise during main class teaching. Enabling a rapid and focussed response to their learning needs</p> <p>Research – Feedback</p> <ul style="list-style-type: none"> <li>Feedback studies tend to show very high effects on learning</li> <li>Feed back has effects on all types of learning across all age groups</li> </ul> <p>Feedback should be specific accurate and clear</p>	<ul style="list-style-type: none"> <li>Teachers, during marking, to identify misconceptions or common errors in individuals work</li> <li>HLTA/ Accelerated Learning Teacher to address misconceptions/errors with pupils as soon as possible</li> </ul>	<ul style="list-style-type: none"> <li>There is a rapid and focussed response to address misconceptions</li> <li>There is an immediate impact seen in books</li> <li>Data shows Progress is accelerated for disadvantaged pupils.</li> </ul>	<p>Class teacher to monitor effectiveness</p> <p>Book scrutiny will evidence impact of intervention</p>	<p>See ALT and Learning Support HTLA costings</p>	<p>Termly report to Governors on impact of PP work and spending</p> <p>All pupils 134 PP</p>
<p>To subsidise Educational Visits for PP pupils to take part despite the growing 'real' costs to allow visits to take place</p>	<ul style="list-style-type: none"> <li>Increase the uptake of PP pupils in the participation of these programmes</li> <li>Free access for PP pupils to Arthog residential weeks</li> <li>No PP pupil will have to miss the opportunity to participate in activities</li> <li>No PP pupil will have to miss any Educational visit, especially those that will have an impact on future learning.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to keep participation of PP children in Educational visits high</li> <li>Increased confidence and enthusiasm for visits from PP pupils</li> </ul>	<p>Discussion of experiences discussed with child</p> <p>Improved enthusiasm or increased confidence identified by class teacher</p>	<p>See Educational visits costings</p>	<p>Termly report to Governors on impact of PP work and spending</p> <p>All 134 PP</p>
<p>To continue to use the Volunteer Reading Support Scheme to help reluctant and struggled PP readers</p>	<ul style="list-style-type: none"> <li>KS2 reluctant PP readers to be targeted for support.</li> <li>Pupils should be heard on a one to one basis at least once a week.</li> <li>Pupils will be reading a range of different age related material and playing word games.</li> </ul>	<ul style="list-style-type: none"> <li>Increased confidence in reading is demonstrated by the pupils</li> <li>Pupils are starting to develop more enthusiasm for reading</li> <li>Progress in Phonics with targeted PP pupils shows an improvement</li> <li>Reading levels improve of targeted pupils</li> </ul>	<p>External monitoring of Volunteers</p>	<p>See Volunteer reader costings</p> <p>Library book costings</p>	<p>Termly report to Governors on impact of PP work and spending</p>

Objective	Actions	Success Criteria	Monitoring activity: compliance	Resource and cost implications	Evaluation and impact (No of Pupils)
To continue opportunities to experience outdoor learning	<ul style="list-style-type: none"> <li>Create a wealth of experiences for children</li> <li>Use external providers to provide children with Arts and Sport activities</li> <li>Give children a chance to experience forest school activities</li> <li>Use experiences to broaden the experience bank for children to use for their writing</li> </ul>	<ul style="list-style-type: none"> <li>Children participate actively in activities organised and they demonstrate more positive attitudes towards school</li> <li>Pupils have experiences to draw upon for writing and show improved problem solving skills</li> <li>Resilience and confidence is transferred back to the classroom situations</li> </ul>	<p>Evidence in pupils progress data specifically in writing</p> <p>Discussion with pupils. (Pupil Voice)</p>	See outdoor learning costings	<p>Termly report to Governors on impact of PP work and spending</p> <p>Forest School: All Pupils</p>
<p>To involve the parents of PP Pupils in their child's education and development</p> <p>Research – Parental involvement</p> <ul style="list-style-type: none"> <li>Focused approaches which support parents in working with their children to improve their learning are beneficial</li> </ul>	<ul style="list-style-type: none"> <li>To plan and deliver parent workshops across the school</li> <li>To encourage parents to attend with their children and develop positive links with the school</li> </ul>	<ul style="list-style-type: none"> <li>Additional parental support for pupils</li> <li>Improved progress of pupil in school</li> </ul>	<p>Numbers of parents attending the workshops monitored</p> <p>Class teacher notices improved home school links</p>	See parent workshops costings	<p>Termly report to Governors on impact of PPG work and spending</p> <p>Varies. All PP Parents of class invited. (Uptake increasing)</p>
To provide appropriate counselling for PP pupils	<ul style="list-style-type: none"> <li>Quick access to appropriate counselling provision</li> <li>Employ a Child Psychologist one day a fortnight.</li> </ul>	<ul style="list-style-type: none"> <li>Referral system in place</li> <li>Children identified and receiving support</li> </ul>	Learning mentor to monitor provision and report to SMT	See Child and Mental Health costings.	Termly report to Governors on impact of PPG work and spending
To continue to contribute to the employment of a full time Educational Welfare Officer.	<ul style="list-style-type: none"> <li>Monitor attendance and help maintain and improve it to an acceptable level</li> <li>Maintain high level of attendance figures for PP pupils across the school</li> </ul>	<ul style="list-style-type: none"> <li>Increased attendance of PP pupils</li> </ul>	Year on year improvement in attendance figures for PP pupils	See EWO costings	<p>Termly report to Governors on impact of PPG work and spending</p> <p>All 134 PP</p>