

Edgar Stammers Primary Academy's Pupil Premium Action Plan 2018-2019

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Head of School name:	Rebecca Woodall	Signature:		
LAB Champion name:	Mary B McGrath	Signature:		
Date of audit	TBC			
<u>Pupil Premium Profile 2018-2019</u>		Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)		
Number of eligible pupils:	149 (Funding for 189 based on April 2018) 64.73%		2017	2018
Amount per pupil:	£1,320	% of pupils making expected progress in Reading and writing	R: -2.5 W: -1.0	R: -0.2 W: +0.1
Total pupil premium budget:	£249, 480	% of pupils making expected progress in Maths	M: -3.1	M: +0.7
BARRIERS TO PROGRESS: <ul style="list-style-type: none"> A number of Pupil premium children have multiple vulnerabilities (SEND/ESB/ safeguarding) which can slow progress and be a barrier to age related attainment. Early years group on entry have very low attainment in reading / writing / oral language and communication. Attendance rates of the pupil group entitled to the PP are below the national target rate of 95%, with some families as PA. 		% of pupils achieving ARE in Reading GPS and Writing	R: 42% W: 55% GPS: 50%	R: 60.7% W: 55.6% GPS: 64.3%
		% of pupils achieving ARE in Maths	M: 48%	M: 57.1%
		RWM	35%	50%
DESIRED OUTCOMES:				
<ul style="list-style-type: none"> Improving engagement with families Improving attendance Reducing exclusions-providing additional behavioural support Reducing gaps in attainment and achievement 		<ul style="list-style-type: none"> Improving PP attainment Accelerating Progress Extending Opportunities A relevant and engaging curriculum 		

1. Improving Attendance and Parental Engagement within School

Focused Objective	How are these targets going to be achieved?	Success Criteria	Who	Cost	Monitoring	Review Date	Impact and Next Step
Education Welfare Officer LA: Below 90% DT: Below 95%	EWO to target PP families and act as a home school worker. <ul style="list-style-type: none"> Attendance officer to work with EWO to identify poor attendance and vulnerable families. They will liaise with SLT and attend core groups where necessary If attendance data flags up any concerns, then immediate/daily contact with EWO. 100% attendance rewarded termly. 	<ul style="list-style-type: none"> Reduction in PA. From 16.25% to below 12%. Increase in Attendance to at least 94% by July 2019 Higher family engagement in all areas of school life-higher attendance at Parental Events and Workshops. 	LM	LA: £7944 DT: £3710	<ul style="list-style-type: none"> EWO visits school to monitor attendance monthly and takes on individual cases as required after looking at attendance data. Daily contact for every child that is absent. Attendance is recognised weekly with award. Monthly meetings 	Autumn 2018	
FSW	<ul style="list-style-type: none"> Lead with Early Helps Ensure Safeguarding issues are dealt with efficiently Engage with families and direct them to targeted support To promote safeguarding issues within school. E.g. Fire Safety, NSPCC, SRE To attend PEPs, LAC Reviews, CP conferences 	<ul style="list-style-type: none"> PP increased attendance More families are engaging within school and services offered Staff are aware of all safeguarding issues with school and are up to date with regional and national training. 	SW	£31,000	RW to line manage SW- monthly update meetings of family support. Daily meetings re: safeguarding and MyConcern with HT	Ongoing	
Increase parental involvement	<ul style="list-style-type: none"> Parent workshops 1:1 conversation with PP parents Whole school focus for fundraising and links with 	<ul style="list-style-type: none"> Increased contact with parents. Improved responses within questionnaires. Gain a better understanding of how 	LL	£33,000	<ul style="list-style-type: none"> Parental survey- Summer 2 Repeated termly Monitor attendance and engagement 	End of Autumn Term	

	<p>SMSC</p> <ul style="list-style-type: none"> To lead on establishing a School Parents, Friends Association to support all aspects of school. To liaise between parents and school to enable parents to volunteer within school. Renovate house on site to become a parent/family engagement hub. 	<p>parents and children can benefit from PP funding</p> <ul style="list-style-type: none"> Have a better understanding of PP children's interests and needs House is used effectively to support families and the wider community. 		£15,000	within school at events.		
2. Improving Behaviour for Learning							
Focused Objective	How are these targets going to be achieved?	Success Criteria	Who	Cost	Monitoring	Review Date	Impact and Next Step
To provide Anger Management Provision for vulnerable pupils	<ul style="list-style-type: none"> Base 25 Mentor to work with pupils with anger issues to teach them calming strategies and to raise their self-confidence. 	<ul style="list-style-type: none"> Reduction in incidents. Improved Boxhall Profile outcomes. Reduction in exclusions 	Junior	£2000	Progress monitored half termly. Pupil and parents' feedback sought.	Nov '18	
KS2 Learning Mentor	Small group work and afternoon nurture groups.	<ul style="list-style-type: none"> A reduction in incidents. Improved Boxhall profiles. Reduction in exclusions. Improved attendance 	VS	£10,000	Half termly progress meetings. Monitoring support folders.	Ongoing	
3. Accelerating Progress							
Focused Objective	How are these targets going to be achieved?	Success Criteria	Who	Cost	Monitoring	Review Date	Impact and Next Step
EYFS To provide access	<ul style="list-style-type: none"> Additional teacher in Early Years- S&L support Wellcom for PP children 	<ul style="list-style-type: none"> 100% of PP children achieve relevant statements in the ELG 	JB/RB	Teach First teacher with speech and	<ul style="list-style-type: none"> First assessment Autumn term. Review spring term 	End of Autumn 1	

<p>to SP&L provision to enable more PP pupils to attain ELG.</p>	<ul style="list-style-type: none"> WellComm: A Speech and Language Toolkit for Screening and Intervention in the Early Years: Revised Edition plays a crucial role in identifying children with potential language difficulties and offers a range of customised intervention activities to help support their language development. 	<ul style="list-style-type: none"> Wellcomm to improve speech and language peer to peer Pupils progress through the stages to close the gap. 		<p>language specialism. £24,000</p>	<p>to monitor progress against statements.</p> <ul style="list-style-type: none"> Assess against new section during Summer term ELG achieved June 																																						
<p>KS1 To improve outcomes in Phonics and to narrow the gap between non-PP and PP.</p> <p>Y1: 20/41 PP Y2: 23/45 PP</p>	<ul style="list-style-type: none"> Phonics intervention x5 sessions weekly Phonics support is targeted and responsive to outcomes from screening. Groups will be reviewed half termly by KP Phonics will follow RWI programme of study across EYFS to Y1. <table border="1" data-bbox="416 986 797 1375"> <tr> <td>Y1</td> <td>2017</td> <td>2018</td> <td></td> </tr> <tr> <td>Other</td> <td>81.3</td> <td>81.8</td> <td>+0.5</td> </tr> <tr> <td>PP</td> <td>63.6</td> <td>68</td> <td>+6.3</td> </tr> <tr> <td>Gap</td> <td>-31.5</td> <td>-13.8</td> <td>-17.7</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td>50 (3)</td> <td>66.7 (2)</td> <td>+16.7</td> </tr> <tr> <td>PP</td> <td>50 (2)</td> <td>37.5 (3)</td> <td>-14.5</td> </tr> <tr> <td>Gap</td> <td>0</td> <td>-29.2</td> <td>-29.2</td> </tr> </table>	Y1	2017	2018		Other	81.3	81.8	+0.5	PP	63.6	68	+6.3	Gap	-31.5	-13.8	-17.7					Y2				Other	50 (3)	66.7 (2)	+16.7	PP	50 (2)	37.5 (3)	-14.5	Gap	0	-29.2	-29.2	<ul style="list-style-type: none"> An increase from 70.6% to 80% of PP children pass phonics screening in Year 1 80% to be at age related expectation by the end of the year in reading in year 2 (61% Summer 2018) Gap between PP and other to be reduced from 2019 for Y1 and reduced for Y2 cumulative. 	<p>KP KD VS</p>	<p>VS additional support for phonics year 2</p> <p>£ 10,000</p> <p>Resources: £1000</p>	<p><u>Autumn 1</u></p> <ul style="list-style-type: none"> Meeting with KP autumn term to identify PP who will need further support. Progress half termly to be held by phonics lead to report back to HT. <p><u>Summer 2</u></p> <ul style="list-style-type: none"> Children to sit phonics screening <p>Year 1&2 teachers meet to discuss PP children who didn't pass phonics screening</p>	<p>End of Autumn 1</p>	
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KS1 Reading Recovery-to improve outcomes in reading.	<ul style="list-style-type: none"> Daily Reading Recovery for targeted pupils. HLTA to be trained in Reading Recovery. 	<ul style="list-style-type: none"> 80% to be at age related expectation by the end of the year in reading in year 2 (from 61%) Reading ages of targeted pupils increase above expected progress 	KD ST RW	£29, 000 KD £4,500 RR Training £500 Resources	Half termly SEN/PP reviews. Reading ages Running records Outcomes from Reading Recovery Scores		
KS1 To improve outcomes in Y1 and 2 Maths for PP/SEN	<ul style="list-style-type: none"> Precision teaching Small group intervention each afternoon for Maths. 	<ul style="list-style-type: none"> 90% of IEP targets are achieved. Progress is seen in outcomes of Sandwell Maths and Wave 3 Maths 	RW MG TAs	2xTAs £5358 (5 hrs each a week)	Half termly SEN/PP reviews Intervention monitoring	Half termly	
Year 3 and 4 To improve outcomes in Maths and Writing Y3: 28/45 PP Y4: 28/44 PP	<p style="text-align: center;"><u>Interventions</u></p> <ul style="list-style-type: none"> Springboard x3 a week Sandwell Maths x3 a week <ul style="list-style-type: none"> Write Away x3 a week 	<ul style="list-style-type: none"> 43% to 60% (Y3 and 4) of children achieve ARE Ensure 60% of PP children to have a standardised score of at least 100 in year 3 	BG	5 hours per class X 2 TAs X1 HLTA £8304	<u>Summer 2/Early Autumn 1 2018</u> Subject leaders to meet with teachers to discuss data and intervention groups to start 2 nd week into term. <u>Half Termly</u> Meeting with subject leaders autumn term to discuss progress of children. Book scrutiny and observations from subject leaders, to ensure quality. Pupil progress as SLT also half termly.	End of Autumn 1	

<p>Year 3 and 4 To improve reading outcomes</p>	<p>BRP 2 afternoons per week 30min per PP child</p> <p>% of additional teacher to facilitate small groups for Bug Club and model effective practice.</p>	<ul style="list-style-type: none"> 43% to 60% (Y3) and 39% to 60% (Y4) of PP children should be reading at age related expectations by the end of year 3 	<p>SJ RG</p>	<p>TA: £2679 RG: £10,000</p>	<p>Half termly Progress Meetings.</p> <p>TA evaluations-progress against baseline.</p>	<p>Half termly</p>	
<p>Year 5 and 6 To improve maths outcomes.</p> <p>To provide opportunities for more able pupils in Maths</p> <p>Y5: 31/43 PP Y6: 19/38 PP</p>	<ul style="list-style-type: none"> LM to coach and mentor Y5 teachers to provide targeted, stimulating lessons to raise maths standards across the phase. LM to have more able groups, in Y5 and Y6, to provide opportunities for breadth and depth in maths. Third Space Learning for Y6 	<ul style="list-style-type: none"> 50% PP children should be working at least age related in maths (26% and 35% baseline) 10% – greater depth currently 0% PP 	<p>RW/ LM</p>	<p>£6,300 (Weekly Group)</p> <p>Cost of 3rd Space £6000</p>	<p><u>Summer 2/Early Autumn 1 2018</u> Subject leaders to meet with teachers to discuss data and intervention groups to start 2nd week into term. <u>Half Termly Meeting</u> with subject leaders autumn term to discuss progress of children. Book scrutiny and observations from subject leaders, to ensure quality. Pupil progress as SLT also half-termly. <u>Summer 2</u> Subject leaders to meet with teachers to discuss data and intervention groups</p>	<p>End of Autumn 1</p>	
<p>To improve outcomes for reading, particularly for the more able.</p>	<ul style="list-style-type: none"> RW to target more able pupils to achieve 'Greater Depth' in Reading in Y5 and Y6. Weekly group of Y5 and Y6. 	<ul style="list-style-type: none"> Increase in number of pupils working at GD from: <ul style="list-style-type: none"> 3% (Y5) 5% (Y6) to at least 10%. 	<p>RW</p>	<p>£6,300 (Weekly group)</p>	<p>Half-termly monitoring and moderation of evidence.</p>	<p>Ongoing</p>	

<p>To ensure that PP pupils get their entitlement and that support is effective.</p>	<ul style="list-style-type: none"> • RW to link PP with SEN and support delivered by external agencies. • RW to focus on PP pupils when monitoring and conducting progress meetings. • To monitor and evaluate the effectiveness and impact of strategies. • Weekly meetings with teaching assistants, subject leaders, bursar and attendance officer and any tier 2 or 3 provision. 	<ul style="list-style-type: none"> • Pupil Premium money is accounted for and required plans are drawn up and passed by the relevant people. • At least 80% of PP pupils make expected or better progress in one area of focus. E.g. attendance, academic progress or with behavioural plans. • 100% of PP children are receiving appropriate provision. 	<p>RW</p>	<p>£20,000</p>	<p>Every term linked with pupil progress.</p>	<p>Ongoing</p>	
<p>Y6 Resources</p>	<ul style="list-style-type: none"> • Every child in year 6 will have access to homework/revision materials and all pupil premium children to attend homework club. 	<ul style="list-style-type: none"> • Increased attainment and progress for Y6-over 80% to be on track for targets. • Floor target is reached for progress and gap closed for combined with National. 	<p>RW LM RI</p>	<p>£1,000</p>	<p>Order resources Autumn 1</p> <p>Use of revision material checked weekly to ensure children engaged and using them correctly.</p> <p>Spring 1- TA to supervise and support PP children with completing their homework 45 minutes weekly.</p>	<p>Spring Term</p>	
<p>Improving Outcomes at end of KS2</p>	<ul style="list-style-type: none"> • Easter school- Every PP child to attend. • Key skills taught during Easter school • Revision 	<p>90% of PP to achieve end of year target or better in Reading, SPaG and maths.</p> <p>Close gap in attainment of individuals and groups to ensure they are working</p>	<p>RW LM</p>	<p>5 staff to be paid for 10 hours. Total cost = £4,000</p> <p>Cost of</p>	<p>Spring 2- 3 mornings. 8.45-12.15</p> <p><u>Summer 2</u> SATs data and teacher</p>	<p>Spring Term</p>	

	<p><u>PP (Disadvantaged) 2018</u></p> <p>R: 60.7% W: 55.6% M: 57.1% GPS: 64.3% RWM: 50%</p> <p><u>PRIOR KS1 PP DATA:</u></p> <p>R: 53.3% W: 26.7% M: 40%</p> <p>GLD: 25%</p>	<p>within age expected expectations- Year 6 focus</p> <ul style="list-style-type: none"> • 55% of all to achieve expected standards in reading, writing and maths combined • 10% of all to achieve greater depth in reading, writing and maths combined • 60% to achieve expected standards in maths • 70% to achieve expected standards in reading • 70% to achieve expected standards in writing • 70% to achieve expected standards in SPAG 		resources = £500	assessment analysed to show if PP have met given outcome.		
To improve outcomes for SEN/PP pupils through Wave 3 Interventions	<ul style="list-style-type: none"> • Purchase Number Shark and Word Shark for precision teaching and for SEN/PP pupils to rehearse basic reading and number facts. • Pupils to learn through using software to engage and to monitor progress. 	<ul style="list-style-type: none"> • SEN/PP are accessing appropriate interventions. • Progress can be seen in incremental stages for basic maths and reading/spelling. 	RW MG TAs	£1250 (for 10 licenses of each)	Monitored half-terminly for progress. Data to be used for SEN reviews and outcomes.	Half terminly	
4. Improving attainment and progress through an engaging curriculum							
Focused Objective	How are these targets going to be achieved?	Success Criteria	Who	Cost	Monitoring	Review Date	Impact and Next Step
Enrichment Activities including Educational Visits	<ul style="list-style-type: none"> • Costs of visits kept to a minimum • All pupil premium children 	<ul style="list-style-type: none"> • 100% of pupil premium children will engage with school which should lead to accelerated progress 	RW LM	£6000	<u>Summer 2/ Autumn</u> Ensure visits are booked for the year and PP parents are informed of		

and outdoor pursuit weeks.	will have access to visits, competitions, events to enrich the curriculum and widen opportunities.	<ul style="list-style-type: none"> and motivation. 100% of PP pupils attend an enrichment activity. 			the support if required.		
More Able/Gifted and Talented Opportunities Enrichment for the More Able PP	<ul style="list-style-type: none"> Identified pupils will access provision provided by Education Central. Supporting workshops so no charge to children Ensuring 50% of PP children in groups Use of Education Central More Able workshops and Tomorrow's Achievers Workshops RI will lead on courses and complete follow up learning after experiences. RI will facilitate additional learning and allow pupils to present their learning to motivate and inspire others. 	<ul style="list-style-type: none"> Identified pupils make at least expected progress so are still are 'above expected' by the end of the year. Pupils discuss and share raised aspirations. 	RI	Cost of courses: £1,500 10 days of HLTA: £1,000	<ul style="list-style-type: none"> Half termly monitoring of PP group through progress meetings. RW to monitor groups of children attending visit and PPG 		
5. Widening Opportunities for pupils and their families							
Focused Objective	How are these targets going to be achieved?	Success Criteria	Who	Cost	Monitoring	Review Date	Impact and Next Step
To widen opportunities by having a Mini Bus Lease to allow access.	<ul style="list-style-type: none"> Mini bus lease for to allow children to have access to visits, competitions and events. To include lease, insurance and diesel. 'Widening opportunities' 	<ul style="list-style-type: none"> All pupil premium children will have access to visits, competitions, events to enrich the curriculum and widen opportunities. 100% of pupil premium children will engage with 	CJ JR NM	£8,000	<u>Summer 2/ Autumn 1</u> Ensure visits are booked for the year. Ensure suitable PP children are identified for specific trips that match their needs and interests.		

	visits for PP through ECMAT and other opportunities	school which should lead to accelerated progress and motivation.			Track through data and through pupil voice/interviews.			
'Widening opportunities'	<ul style="list-style-type: none"> To provide children with the opportunity to learn different musical instrument 	1.1 lessons provided for gifted and talented musicians	RW	£4000	<ul style="list-style-type: none"> Termly music data analysis Pupil questionnaires and interviews Learning walks 			
Provide extra curricular activities for PP children	<ul style="list-style-type: none"> Extra-curricular clubs to be provided for PP. Monitor use of clubs by PP pupils. 	<ul style="list-style-type: none"> All PP children should take part in extra curricular activities To offer a range clubs that interest PP children. 	JR MW	£500	<ul style="list-style-type: none"> JR collects data Club organisers to monitor PP uptake and feedback to JR. 			
SEN Assistant To ensure effective provision for PP/SEN pupils.	<ul style="list-style-type: none"> To ensure IEP's are up to date and relevant provision is in place. Provide support for staff to ensure the children are making progress To work closely with parents to ensure that SEN PP children are making good progress. 	To ensure PP children with SEN make good or better progress.	RW/ MG	£4000	<ul style="list-style-type: none"> Monitor the impact of the IEP Pupil progress meetings SEN staff meetings 	Half termly		
Total pupil premium expenditure:								£249,345