

Edgar Stammers Primary Academy's Pupil Premium Action Plan 2019-2020

Executive Headteacher name:	Caroline Jobling	Signature:			
Head of School name:	Rebecca Woodall	Signature:			
LAB Champion name:	Mary B McGrath	Signature:			
Date of audit	7.11.19				
<u>Pupil Premium Profile 2019-2020</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:	193 pupils		2017	2018	2019
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	R: +1.8 W: +0.02
Total pupil premium budget:	£254,760	% of pupils making expected progress in Maths	M: -3.1	M: +0.7	M: -0.12
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 96%, 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%	R: 61.9% W: 52.4% GPS: 71.4%
		% of pupils achieving ARE in Maths	M: 48%	M: 57.1%	M: 52.4%
		RWM	35%	50%	38.1%
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 13.99% to below 12%. Increase in Attendance to at least 95% by July 2020 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. DHT to monitor daily and monitor late gate. Attendance is recognised weekly with award. Monthly meetings 		
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 To lead on Attachment and Trauma Awareness to achieve lead school status. 	<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. To achieve Attachment and Trauma aware school status. To achieve 'Establishing' for Mental Health Charter. 	SW	£31,000	RW to line manage SW-monthly update meetings of family support. Daily meetings re: safeguarding and MyConcern with HT		
Increase parental involvement	<ul style="list-style-type: none"> Parent workshops linked with WHG and other agencies. 	<ul style="list-style-type: none"> Increased contact with parents. 	LL	£33,000	<ul style="list-style-type: none"> Parental survey-Summer 2 		

	<ul style="list-style-type: none"> • To organise and lead parental engagement activities including Family Fun Days, Breakfasts and Dinners. • 1:1 conversation with PP parents • Whole school focus for fundraising and links with SMSC. • Playground and morning links through entrance and then monitoring late gate. • To support Mental Well Being Charter and linked activities/strategies • To lead the School Parents, Friends Association to support all aspects of school. • To liaise between parents and school to enable parents to volunteer within school. • To set up and run after school and holiday clubs and activities to support pupils and families. 	<ul style="list-style-type: none"> • Improved responses within questionnaires. • Gain a better understanding of how parents and children can benefit from PP funding • Have a better understanding of PP children's interests and needs • School to achieve 'Establishing' for mental health charter • Increased numbers of families and pupils attending out of school activities. • House is used effectively to support families and the wider community. 		<p>£5,000 (for house upkeep and holiday clubs)</p>	<ul style="list-style-type: none"> • Repeated termly • Monitor attendance and engagement within school at events. • Feedback from Mental Health Charter 		
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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.		
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	£20,000	Half termly progress meetings. Monitoring support folders.		
Play Therapist	<ul style="list-style-type: none"> Weekly contact for targeted pupils with a play therapist to meet their emotional needs. 	<ul style="list-style-type: none"> Improved attendance Improvement in outcomes as more focused. 	SW	£2000	Review impact each half term (or after the 6 allotted sessions)		
Educational Psychologist	<ul style="list-style-type: none"> Regular visits from Private EP for targeted individuals who need support and specific strategies to access the curriculum and to help manage their emotions. 	<ul style="list-style-type: none"> A reduction in incidents Improved outcomes in attainment and progress Improved attendance Decrease in exclusions Mental Health Charter Mark 	MG RW SW MA	£10,000	Review termly and after reports distributed. Pupil and parental feedback		
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 to SP&L provision to enable more PP pupils to attain ELG.	<ul style="list-style-type: none"> Additional teacher in Early Years- S&L support Wellcom for PP children Wellcom: A Speech and Language Toolkit for Screening and Intervention in the Early Years: Revised 	<ul style="list-style-type: none"> 100% of PP children achieve relevant statements in the ELG Wellcomm to improve speech and language peer to peer 	JB/RB	Teacher with speech and language specialism	<ul style="list-style-type: none"> Review each term to monitor progress against statements. Assess against new section during Summer term ELG achieved June 		

<p>Y1 To provide support and provision for Y1 pupils who didn't achieve GLD.</p>	<p>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.</p>	<ul style="list-style-type: none"> • Pupils progress through the stages to close the gap. • 90% of Y1 pupils who didn't achieve ELG achieve it by the end of Y1. 		<p>£10,000</p>	<ul style="list-style-type: none"> • Whole school impact on Sp&L groups. • Monitor impact on KS1 SP&L-focus on transition. 																																						
<p>KS1 To improve outcomes in Phonics and to narrow the gap between non-PP and PP. Y1: 26/44 PP Y2: 23/44 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 SB • Phonics will follow RWI programme of study across EYFS to Y1 and then whole class English/Guided Reading. 	<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>SB KD</p>	<p>Additional Support Y1/2 £ 10,000 Resources: £1000</p>	<ul style="list-style-type: none"> • Meeting with SB 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>																																						
<table border="1"> <tr><td>Y1</td><td>2017</td><td>2018</td><td>2019</td></tr> <tr><td>Other</td><td>81.3</td><td>81.8</td><td>75</td></tr> <tr><td>PP</td><td>63.6</td><td>68</td><td>77.3</td></tr> <tr><td>Gap</td><td>-31.5</td><td>-13.8</td><td>+2.3</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>75 (3)</td></tr> <tr><td>PP</td><td>50 (2)</td><td>37.5 (3)</td><td>16.7 (1)</td></tr> <tr><td>Gap</td><td>0</td><td>-29.2</td><td>-58.3</td></tr> </table>	Y1	2017	2018	2019	Other	81.3	81.8	75	PP	63.6	68	77.3	Gap	-31.5	-13.8	+2.3					Y2				Other	50 (3)	66.7 (2)	75 (3)	PP	50 (2)	37.5 (3)	16.7 (1)	Gap	0	-29.2	-58.3							
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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: 27/44PP Y4: 27/44 PP	<p style="text-align: center;"><u>Interventions</u></p> <ul style="list-style-type: none"> Precision Maths 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"> 70 & 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 2019</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 Half terms	
Year 3 and 4 To improve reading outcomes	BRP 2 afternoons per week 30min per PP child % of additional teacher to facilitate small groups for Bug Club and model effective practice.	<ul style="list-style-type: none"> 70% (Y3) and 60% (Y4) of PP children should be reading at age related expectations by the end of year 3 	SJ RG	TA: £2679	Half termly Progress Meetings. TA evaluations-progress against baseline.	Half termly	See BRP data Y3 and 4 reading data.
Year 5 and 6 To improve maths outcomes.	<ul style="list-style-type: none"> LM to coach and mentor Y5 teachers and School's Direct Teacher to provide targeted, stimulating lessons to raise 	<ul style="list-style-type: none"> 65% PP children should be working at least age related in maths (Y5) (RW/ LM		<u>Summer 2/Early Autumn 1</u> Subject leaders to meet with teachers to discuss data and intervention		

<p>To provide opportunities for Mastery in Maths.</p> <p>Y5: 28/44 PP Y6: 30/46 PP</p>	<p>maths standards across the phase.</p> <ul style="list-style-type: none"> To reduce class size in Maths for targeted teaching. To have a focused group of girls for Maths. 	<ul style="list-style-type: none"> 20% – greater depth currently 16% PP (Y5) 		<p>Each morning for 5x1 hour Maths and 5x2 hours English.</p> <p>Total 15 hours a week.</p>	<p>groups to start 2nd week into term. Link to Achievement Teams.</p> <p><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.</p> <p><u>Summer 2</u> Subject leaders to meet with teachers to discuss data and intervention groups</p>		
<p>To improve outcomes for reading, particularly for the more able.</p>	<ul style="list-style-type: none"> Smaller Reading Groups for Bug Club and for English. Y6 split three ways. Additional TA support in Y5. RW to support Y5 to plan and deliver reading. 	<ul style="list-style-type: none"> Increase in number of pupils working at GD from: <ul style="list-style-type: none"> 18% (Y5) to 20% PP GD 13% (Y6) to at least 20%. PP 54% ARE to 65% PP 	<p>RW JR RI KR</p>	<p>JR, RI and KR £27,072</p>	<p>Half-termly monitoring and moderation of evidence.</p>	<p>Ongoing</p>	
<p>To improve outcomes for writing and to ensure at least expected progression from Y2.</p>	<ul style="list-style-type: none"> As above. RW/RI/KR to have targeted writing groups for PP pupils-in addition to English Targeted Pupil Conferencing for writing for PP pupils. Linked to Achievement Team meetings. 	<ul style="list-style-type: none"> To improve PP pupils' outcomes for ARE and for GD in Y6. Sum 2 40% ARE PP. Aim for 55-60% To ensure that gap is closed for ARE and for progress for PP and non-PP. 	<p>RW JR RI KR AP</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 within age expected expectations- Year 6 focus</p>	<p>RW LM RI JR</p>	<p>5 staff to be paid for 10 hours. Total cost = £4,000</p>	<p>Spring 2- 3 mornings. 8.45-12.15</p> <p><u>Summer 2</u> SATs data and teacher assessment analysed to</p>	<p>Spring Term</p>	

	<p>PP (Disadvantaged) 2019</p> <table border="1" data-bbox="434 293 645 478"> <tr> <td>R: 61.9%</td> </tr> <tr> <td>W: 52.4%</td> </tr> <tr> <td>GPS: 71.4%</td> </tr> <tr> <td>M: 52.4%</td> </tr> <tr> <td>38.1%</td> </tr> </table> <p>CURRENT Y6 PRIOR KS1 PP DATA:</p> <ul style="list-style-type: none"> • R: 61% • W: 46.3% • M: 58.5% <p>Phonics: 76.5% GLD: 30.6%</p>	R: 61.9%	W: 52.4%	GPS: 71.4%	M: 52.4%	38.1%	<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 		<p>Cost of resources = £500</p>	<p>show if PP have met given outcome.</p>		
R: 61.9%												
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38.1%												
<p>To improve outcomes for SEN/PP pupils through Wave 3 Interventions</p>	<ul style="list-style-type: none"> • Implement and track 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. 	<p>RW MG TAs</p>	<p>20 mins x 5 times a week TA £2679</p>	<p>Monitored half-termly for progress. Data to be used for SEN reviews and outcomes.</p>	<p>Half termly</p>						
<p>To improve focused use of learning plans within school and with parents for pupils with SEND.</p>	<ul style="list-style-type: none"> • Purchase and implement Provision Mapping for SEND pupils, pupils on IBPs and Medical Conditions. • Share with parents new APP and how they can view their child's plan and intervention. • Whole school training on the use of electronic Learning 	<ul style="list-style-type: none"> • Funding for SEND and PP is tracked effectively and value for money can be monitored. • Parents can log on and see their child's Learning Plan, can comment and also view interventions. 	<p>MG RW KD</p>	<p>£2593</p>	<p>Monitored termly to check plans are being used and reviewed. PP lead to ensure costings are on for interventions. For PP, SEND and LAC.</p>	<p>Termly</p>						

	<p>Plans, Behaviour Plans and Medical Plans.</p> <ul style="list-style-type: none"> Update system with past plans so the cycle can begin straight away. 	<ul style="list-style-type: none"> Interventions can be tracked throughout school and impact can be monitored. Plan, Do, Review is centrally stored so can be used with ease for applying for EHCPs. 					
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 and outdoor pursuit weeks.	<ul style="list-style-type: none"> Costs of visits kept to a minimum All pupil premium children will have access to visits, competitions, events to enrich the curriculum and widen opportunities. 	<ul style="list-style-type: none"> 100% of pupil premium children will engage with school which should lead to accelerated progress and motivation. 100% of PP pupils attend an enrichment activity. 	RW LL	£8000	<p><u>Summer 2/ Autumn</u></p> <p>Ensure visits are booked for the year and PP parents are informed of the support if required.</p> <p>Track through data and through pupil voice/interviews.</p>	Review after events- visits booked for Y1/2, Y3/4 and Y5/6. Have been offered extra residential by Queen Mary's Grammar School for PP pupils.	.
Engaging and inspiring reading books.	<ul style="list-style-type: none"> Pupils to have a wider selection of reading books to ensure they are reading at least 3x a week. Pupils are targeted for specific books and genres. Books are purchased that are high interest and low decoding to engage pupils with lower reading ages. 	<ul style="list-style-type: none"> PP pupils to read at least 3x a week-if not at home then targeted within school. To use parent volunteers to target PP pupils to ensure weekly reading targets. Pupil feedback to new books is positive and they can talk about books in a positive way. 	ST	£2000			
More Able/Gifted and Talented Opportunities	<ul style="list-style-type: none"> Identified pupils will access provision provided by Education Central. 	<ul style="list-style-type: none"> Identified pupils make at least expected progress so are still are 'above 	RI	Cost of courses: £1,500	<ul style="list-style-type: none"> Half termly monitoring of PP 		

Enrichment for the More Able PP	<ul style="list-style-type: none"> 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. 	<p>expected' by the end of the year.</p> <ul style="list-style-type: none"> Pupils discuss and share raised aspirations. 		10 days of Teach First: £1,000	<p>group through progress meetings.</p> <ul style="list-style-type: none"> 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' visits for PP through ECMAT and other 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 school which should lead to accelerated progress and motivation. 	CJ JR NM	£10,000	<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. 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	£4500	<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. • Sports Coach to be responsible for supporting after school clubs and competitions. Also to support behaviour and engagement at lunchtimes. • 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. • Fewer incidents on the playground, especially with targeted pupils. 	JR RG	£12,500	<ul style="list-style-type: none"> • JR collects data • Club organisers to monitor PP uptake and feedback to JR. 	
Children's University	<ul style="list-style-type: none"> • Pupils have the opportunity to 'graduate' from the University. • Design and develop a range of activities that they can use to achieve their learning hours. • Links to be established further with the University for the wider curriculum. 	<ul style="list-style-type: none"> • All PP pupils have the opportunity to 'graduate' from University and gain points from learning activities. • PP attendance and opportunities are tracked and gaps identified and filled. 	SH	£5,000	<ul style="list-style-type: none"> • SH organises and runs CU with support from Wolverhampton University. • Monitored termly-end of year celebration 	
Total pupil premium expenditure:						£254760