

GROVE ACADEMY: PUPIL PREMIUM IMPROVEMENT PLAN 2017-2018

Plan Lead: J Blackhurst

1. Summary information					
Academic Year	2017-2018	Total PLAN budget	248,560	Date of Plan review	Dec 2018
Total number of pupils	460	Number of pupils eligible if appropriate	54 (24%)	Date for next internal review of this plan	Dec 2018
2. End of Y6 attainment 2016-2017					
				<i>PP</i>	<i>NON PP</i>
% achieving ARE (Age-Related Expectations) or above in reading, writing & maths (or equivalent)				33%	46%
% achieving ARE (Age-Related Expectations) or above in reading				49%	51%
% achieving ARE (Age-Related Expectations) or above in writing				46%	64%
% achieving ARE (Age-Related Expectations) or above in maths				54%	59%
Progress scores in reading				-3.3	-4.8
Progress scores in writing				-5.2	-4.3
Progress scores in maths				-3.1	-3.8
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school</i>)					
A.	Pupils eligible for PP are often not emotionally and physically ready to learn				
B.	Teaching and Learning is not consistently good				
C.	Standards for Pupil Premium children are not good				
D.	Attendance and punctuality systems processes and support are not consistent				
E.	Staffing capacity - development of Strategic lead for PDBW/Community & school specific Inclusion Team				
F.	Pupil Premium children are not championed in school				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
G.	Parental engagement with education/school links (educational ability, value of education)				
H.	Attendance and punctuality				
I.	Deprivation/Parental access to resources to support pupils learning experiences				
J.	Transient community				

Plan BUDGET £248,560.00

Academic Year 2017-2018

	ACTIONS	STAFF LEAD & ESTIMATED COST	SUCCESS CRITERIA	EVIDENCE/ IMPACT
PRIORITY 1 - Outcomes 1. 100% pupils make good or better progress from their individual starting points and each cohort attains in line with or above national. BARRIER C	1. Identify from baseline data those pupils who are BARE and WBARE identifying barriers for Pupil Premium children.	PDBW/TLA lead	<ul style="list-style-type: none"> • 100% pupils make good or better progress from individual starting point (TLA, PDBW plan Inclusion The vast majority of Pupil Premium Children that are BARE/WBARE make substantial progress in all year groups (consideration for NTE and children working towards EHC) 	Groups PP data analysis –
	2. Monitor attainment of PP pupils to ensure a narrowing gap between PP and non PP children.	CTs TSAs		
	3. Implement 'gap analysis' interventions for PP pupils working at BARE/WBARE or those at risk of not meeting their end of year attainment targets.	TLA salaries x 50% = £142,368		
	4. BARE/WBARE PP children to be set aspirational targets (5 points substantial progress over the year).	PDBW		
	5. Monitor appropriateness and analyse impact of interventions for PP pupils (Wave 2/3)	PDBW		
PRIORITY 1 – Outcomes 2. ENSURE consistent systems across all schools to show that progress of all vulnerable groups currently on roll matches or is improving towards that of other pupils with the same starting points. (DATA, MOBILITY) BARRIER J	1. Work collaboratively with ELT, SLT and DCPro to develop consistent self-populating data systems to measure progress of all pupils including vulnerable groups and children new to school/mobility Analyse data for matched/non matched pupils – 'tell the story'	PDBW		
	2. Monitor PP children on current tracking system for pupil progress			
	3. Lead pupil progress/appraisal meetings to establish impact, value for money and plan next steps. Teachers to be held to account with regard to target setting			
PRIORITY 1 – Outcomes 3. BARRIER F	<i>Also see actions below in PDBW and TLA</i>			

PRIORITY 1 – Outcomes 4. BARRIER B	<i>Also see actions below in PDBW and TLA</i>			
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			<p>On Trackness Increases in all Year groups Year 6: Pupil Premium ARE R + 26% = 55% (6% Increase on Grove 17 Broadly in line with N) W + 29% = 50% (10% Increase on Grove 17 Below N) M + 39% = 60% (6% Increase on Grove 17 Below N) Year 6: Pupil Premium Greater Depth R +15% = 15% (Increase on Grove17) W + 2% = 10% Also see on trackness grids for year 3,4,5</p>	<p>Work Scrutinies writing and maths Largely focused on PP children – Year leaders focus on exemplary models. All middle leaders coached in carrying out book scrutinies and to feed back to teams and individuals (good/not yet good)</p> <p>Drop in sheet</p>
PRIORITY 2 - TLA 3 Review marking POLICY to provide pupils with incisive feedback, in line with the assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively (Marking) (OFSTED priority) BARRIER B	1. Monitor that books consistently identify PP children (marking policy/ stickers colour code dots)	PDBW Leads ALL LEADS	<ul style="list-style-type: none"> Children’s work evidences that ALL children are challenged to maximise progress and depth of learning (progression through stickers, fix it, challenges) Learning Objectives, Bronze, Silver and Gold Success Criteria and BAD learning activities are explicit, understood, articulated by the children (and impact positively on outcomes) 	<p>Communication Baseline Assessment documents</p> <p>Drop in sheets (see drop in sheets)</p>
TLA links to PRIORITY 1 - Outcomes 4 ENSURE that pupils’ books	2. Pupil Premium specific book monitoring to ensure that at least strong progress is evident and substantial for targeted pupils.	PDBW Leads ALL LEADS		<p>Watch me Learn workshops for (packs)</p>

reflect the good or better outcomes as seen in the school data. (BOOKS AND MARKING BARRIER B)	3. Support staff to check response to all PP feedback/marking in all lessons (fix it) and share evaluation concerns with the class teacher to support planning for next steps	TSAs CTs PDBW	(as appropriate) <ul style="list-style-type: none"> Children’s peer and selfevaluation is understood and mostly accurate 	spelling- parent comment cards Attendance registers completed
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TLA links to PRIORITY 1 – Outcomes 3.ENSURE pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. (COMMUNICATION) BARRIER F	1. Drop in monitoring sheets to include priority 1 outcomes 1.3 so that PP pupils are targeted to discuss their learning	TLA PD BW	<ul style="list-style-type: none"> All pupils have a baseline measure of their communication skills by July 2018 (TLA plan) 	Parent comment cards Updated behaviour record keeping in response to school issue and parent feedback – sheets communication process (diaries)
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PRIORITY 3 – L&M 2. Evidence how the views of pupils and parents are listened to and directly used to impact on our school’s effectiveness. BARRIER F, G	<ol style="list-style-type: none"> 1. Target pupil premium parents to represent deprived families on the parent forum (PDBW Plan P3 1.1-5) 2. Champion Pupil Premium children to be represented on the school council, ensuring pupils are confident and skilled in public speaking (cross reference to Priority 4.2 Pupils discuss and debate issues in a considered way showing respect for others ideas and points of view) 	PDBW lead / HSLW	<ul style="list-style-type: none"> Pupils and parents work with the school to strategically develop the role of homework (TLA 2.2, PDBW 4.2, PP) Pupils and parents work with the school to define measures and address any bullying 	CPD logs Impact of reading and maths teaching and learning currently being monitored improving teaching profile 41% to 44% (Check Impact following data) PP Cohort data
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PRIORITY 3-L&M 5.Ensure staff have access to CPD that impacts on academy priorities raising standards and improving	1.Audit of strengths and training needs to be identified for all TSAs	TSA PDBW lead	<ul style="list-style-type: none"> All teaching and learning staff have accessed CPD and value for money impact is evident in outcomes (priority 1) (TLA, PDBW, Inclusion 	Appraisal planning in place and linked to DHT roles and responsibilities (Discuss how these have been linked)
	2.Talent map to be produced following the analysis of the above Good practice visits/coaching form	TSA PDBW lead		
	3.Training to be mapped out in personalised CPD log order of SIP for TSA	TSA PDBW lead		

provision BARRIER A, E	4.Coaching/monitoring of class based TAs including: deployment, use of initiative, championing pupil premium children, demonstrating impact and value for money of QFT, support and interventions, adaptation, personalisation and differentiation of planning for Pupil Premium children	PDBW Lead £5,000.00	plans) All leaders can demonstrate the impact of funding on outcomes and value for money from funding streams	HSLW seconded from NA Data tracking docs Class context packs in place identifying PP pupils
	PRIORITY 3 –L&M 3.EMBED, skilled, permanent and sustainable	1. DHT with specific non-teaching responsibilities for improving outcomes for PP children. 2. Recruit a HSLW as lead champion for Pupil Premium children in school	PDBW lead £20,000.00 £23,000.00 ELT/SLT	• All (M4+) leaders are performing in line with career-stage expectations /

leadership and management structures. BARRIER E, I	3. Enlist TAs to be PP champions (Cross reference PDBW 4.1 staff are consistent and uncompromising in their determination to safeguard children)	PDBW	• performance-related pay and are impacting on school improvement in their area of leadership (TLA, PDBW, Inclusion plans) • All leaders can demonstrate the impact of funding on outcomes	JBL shared and discussed plans with SM, JG, AH, CT CT SIP report
	4. Arrange Link Governor visits, present and encourage rigorous challenge and evaluation against plans.	PDBW		
	5. Improve the contextual representation of the pupil premium population in school	PDBW		

<p>PRIORITY 3 –L&M 6 Ensure there is a robust academy evidence base to justify leadership judgements.</p>	<ol style="list-style-type: none"> Grove specific SLT to dedicate ½ day weekly to setting up and gathering evidence for school evidence files (as allocated responsibilities in files) All evidence stored to be fully understood and quality assured (seek coaching as appropriate) 	<p>Grove SLT</p>	<ul style="list-style-type: none"> and value for money from funding streams (All plans) All leaders achieve the success criteria set out in their plans Academy evidence files (paper and electronic) support quality assurance and green plan outcomes (All Plans) Grove Senior Leaders can effectively demonstrate and present summative evidence to ELT and link governors (All plans) 	<p>Evidence files PP file in place</p>
<p>PRIORITY 4 PBDW 3 Pupils value their education and influence parents so that they rarely miss a day at school punctuality and attendance is improving rapid (for Pupil Premium)</p> <p>BARRIER H, D</p>	<p><i>Attendance and Punctuality</i></p> <ol style="list-style-type: none"> Develop a consistent approach to monitoring pupil premium attendance and punctuality Clarify roles and responsibilities and develop a sustainable model for Pupil Premium attendance operational management, monitoring, and analysis of impact (including PBDW, OM, HSLW, CTs). Monitor and evaluate attendance of all pupils and intervene where attendance falls below school target (as policy – letters, clinics etc) Review Attendance policy and ensure that reward systems and motivations are in place to encourage Pupil Premium children to want to attend school and to be punctual. 	<p>PBDW, HSLW, OM</p>	<ul style="list-style-type: none"> Increase attendance of PP from 95%- 97% Reduction in Pupil Premium persistently absent from 31 children to 16 children 	<p>Attendance & Punctuality data/tracking analysis</p> <p>Supervision minutes</p> <p>Attendance Clinic minutes</p>

	5. Develop a challenging and robust 'late gate'.			
<p>PRIORITY 4 – PDBW 8.Ensure that the culture, ethos and vision of the MAT and Academy becomes embedded at all levels and across all stakeholders enabling and facilitating improvement strategies moving forwards. BARRIER A, C,G,I</p>	<p>Home/school links 1.Develop time effective system/process for identification of hard to reach 2.Monitor impact of support/value for money 3. Evaluate current hard to reach tracking system and develop a consistent model for the identification of pupil premium pupils and systems to engage families. 4.Implement effective 'watch me learn' sessions to empower parents in particular those hard to reach Pupil Premium parents to support children with homework/learning at home. 5.Monitor homework planning and Pupil Premium books to ensure that this build on previously taught skills. 6. Target and track Pupil Premium parents to attend parents events, evenings 7. Analysis of attainment and attendance of all Pupil Premium children. Incentives/achievement award scheme as part of high expectations on early help plans (Sample case studies) 8. Develop tracking and increase the opportunities for Pupil Premium pupils engagement in the wider life of the school/curriculum</p>	<p>PDBW,HSLW £1,000,00 £20,000.00 £10,000.00</p>	<ul style="list-style-type: none"> • Case studies show: Early intervention Rapid acceleration of intervention where necessary No case drift The child is valued and acknowledged by at least one member of staff (named effective child advocate) Advice is acted upon in a timely way Policies are implemented effectively • There is a shared culture of high expectations and care for well-being of all children, staff and parents. Obstacles to the school vision are removed (Kotters 8 steps) 	<p>Case studies/Chronologies PP child doing well Analysis of impact of plan Targets/interventions Evidence files Example of registers to formulate baseline of hard to reach Registers MYOL- Parent event attendance registers See also See also</p>

	<p>Interventions (Cross reference to TLA good teaching)</p> <p>1. Implement 1-1 mentor meetings between pupil premium children and pupil premium champion (Review MYOL, books capture pupil voice)cross reference to leadership and management 3.1</p> <p>2. Intervention CPD for TSAs (see above) Wave 2 Interventions</p> <p>3. Intervention leads to plan wave 2 interventions, knowing and understanding their roles and responsibilities for impact/value for money</p> <p>4. Provide FUN BOOSTER classes for pupil premium children and parents (linked to hard to reach analysis)</p>	<p>PDBW Teachers TSAs See costings above</p> <p>PDBW TSAs</p> <p>£3,000.00 HSLW,</p>	<ul style="list-style-type: none"> • The vast majority of pupils that are BARE/WBARE make substantial progress in all year groups. 	<p>See Priority 1 Cohort outcomes data Intervention planning and analysis</p>
<p>PRIORITY 4 - PDBW 6 The school environment celebrates how special and unique our children are.</p>	<p>1.Develop celebration tracker that ensures that all pupil premium children are valued, celebrated and receive public praise and recognition for their talents and or achievements</p>	<p>PDBW</p>	<ul style="list-style-type: none"> • The child is celebrated within classroom and school environment (PDBW 4.6) • The environment supports quality learning and celebrates current children (all environment displays including safeguarding, sport, health, SMSC) 	<p>Celebration tracker Displays now include work of all pupil premium children</p>