



Pupil Premium Action Plan 2019 – 2020

Isle of Ely Primary School Pupil premium strategy statement

Summary information

School

Academic Year 2019-2020

Total PP budget £14, 520

Date of most recent PP Review 22/09/2016

Total number of pupils 301

Number of pupils eligible for PP 11

Date for next internal review of this strategy October 2020

Objective	Actions	Responsibility	Timescale	Resources	Monitoring	Success Criteria	Outcome
Ensure children in receipt of PP funding are working in line with their peers. Costing: £2,500 from main school budget.	Use Pixl assessment system to track progress.	Class teacher Assessment leader.	Ongoing assessments through Pixl.	Purchase Pixl assessment system with appropriate training for staff.	PPMS termly. Core Pixl meetings fortnightly. Assessment leader to analyse data with class teachers.	Children’s outcomes are at least in line with national average. Progress is at least in line with peers.	Pixl in place and basic training has been given to all staff. Assessment leader has offered additional training and staff are using it regularly.
	Organise Pixl ‘therapy’ groups to ensure there are no gaps in learning.	Class teacher to set groups. TA to run and feedback to class teacher.	Ongoing throughout the year; reviewed after each assessment week.	Access to Pixl resources; appropriate spaces in which to host the groups.	Assessment lead to monitor alongside the SENCo. This information to be fed into PPMS.	Therapy tests show knowledge is embedded. Gaps are filled effectively.	Therapies are in their infancy. This is an area to continue to work on.
	Consider activities that can extend MA children’s learning.	Class teacher to set extension activities and challenges.	Ongoing by teacher judgement but reviewed at least termly against assessment outcomes.	To be confirmed. Teachers to identify.	PPMs. Check that most able children receiving PP are making good progress.	More able children to achieve in line of peers of similar ability.	

Last updated on 14.02.20

Pupil Premium Action Plan 2019 – 2020

This will be part of a three year programme of actions and will be regularly updated.

Objective	Actions	Responsibility	Timescale	Resources	Monitoring	Success Criteria	Outcome <i>Last updated on 14.02.20</i>
Reduce barriers to learning. £1,000 using the CPD budget.	Ensure all children (receiving the funding) have one page profiles.	SLT to oversee collation of documents.	To be in place by November and reviewed half-termly.	Template	SLT to monitor alongside SENCO.	Children's needs are captured clearly.	
	Identify barriers to learning for PP children to ensure our provision is inclusive of all.	Class teacher and SENCo to identify barriers. SENCo to work with external agencies to offer appropriate support.	Ongoing	Interventions etc. to be confirmed as barriers are identified.	SLT and SENCo to monitor through book scrutinies, PPMs, learning walks and data analysis.	Children's progress is in line with their peers. Interventions suit the needs of the children.	
	Ensure all staff are using QFT.						
Develop children's emotional well-being. £1,394 THRIVE practitioner training £812.70 THRIVE on line assessment tool £13,781 THRIVE Lead salary	Introduce Thrive approach with appropriate staff training.	HT to organise training.	Training to be undertaken in the Autumn Term and embedded by the Summer Term.	Thrive training CPD for all staff and intensive training for allocated TA.	Governing Body to check that the CPD has taken place.	All staff are trained to an appropriate level.	
	Develop Thrive room.	HT to organise appropriate budget and space. TA to organise classroom.	Established in Autumn Term.	Soft furnishings, games etc. Use existing furniture from around the school.	SLT to check that the room is safe and fits the Thrive approach.	An appropriate room is allocated that children can access.	Room is being well used and children are keen to use it.

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Develop children's emotional well-being (cont'd).	Allocate appropriate member of staff to lead Thrive.	HT to organise staffing.	September 2019.	N/A	N/A	Appropriate member of staff allocated.	TA allocated and has been trained accordingly to run interventions from Spring 2 2020.
	Organise ongoing Thrive interventions.	HT to oversee the intervention timetable alongside the TA and SENCo.	Ongoing.	TBC.	Governing Body to challenge HT on success of interventions. Analyse pre- and post-intervention data.	Children's well-being improves and there are fewer incidents that cause the children to lose focus on learning. Friendships and social interactions are stronger.	As above.
Improve attendance for children receiving PP. £N/A	Monitor attendance half-termly.	Admin / SLT to monitor.	Attendance should be checked weekly. Higher level analysis should take place each half-term.	Access to sims.	Admin / SLT to monitor.	Evidence shows that attendance has been checked and issues have been identified and actioned.	Attendance monitored regularly.
	Meet with parents should attendance show a decline.	SLT / SENCo / Thrive TA.	As needed.	Meeting release time as necessary.	SLT to consider improvements.	Attendance improves. Parental relationships improve.	