NORTHWOOD BROOM ACADEMY, PUPIL PREMIUM IMPROVEMENT PLAN 2017-2018

Plan Lead: N. Clark

Coding: Green (Achieved); Yellow (Partly achieved); Red (Not achieved) RAG success criteria not actions

PURPLE – Community work

Updated/RAGged Jan 2018 with link and trustee Governors

SEPTEMBER 2016	OCTOBER 2016	NOVEMBER 2016	DECEMBER 2016
Set aspirational targets for all pupils on DCPro (5 points progress for PP children). Identify BARE/WBARE pupils to make accelerated progress (pupil progress meetings/outcomes sheets/staff appraisal). Implement Wave 2 interventions for PP pupils working at BARE/WBARE. Baseline all EYFS pupils in the SSO communication screen to identify children BARE/WBARE in this area	Behaviour monitoring (PP pupils) 'A termly attendance analysis (including vulnerable groups including PP) Implement appropriate intervention for EYFS pupils working BARE/WBARE in communication.	Data analysis (PP/vulnerable groups) Intervention plan monitoring/drop ins Monitor intervention data for (strong or better progress) Monitor context packs to ensure that PP pupils are identified. Monitor MYoL to identify barriers to learning for PP pupils. MAT 4.8.3 – Evaluate current Hard to Reach process (JB lead – see PDBW action plan)	Behaviour monitoring (PP pupils) 'A termly attendance analysis (including vulnerable groups including PP) Celebration tracker to be monitored (certificates) MAT 1.2.3 - Attendance policy to be reviewed (JP lead – see PDBW action plan)
JANUARY 2017	FEBRUARY 2017	MARCH 2017	APRIL 2017
Monitor Wave 2 intervention planning (PP pupils)	Behaviour monitoring (PP pupils) Data analysis (PP/vulnerable groups) Intervention plan monitoring/drop ins 'A termly attendance analysis (including vulnerable groups including PP) Hard to Reach monitoring Homework 'watch me learn' Monitor context packs to ensure that PP pupils are identified. Monitor MYoL to identify barriers to learning for PP pupils.	Monitor attendance policy is being followed and track attendance of PP pupils.	Monitor Wave 2 intervention planning (PP pupils) Behaviour monitoring (PP pupils) Data analysis (PP/vulnerable groups) Intervention plan monitoring/drop ins 'A termly attendance analysis (including vulnerable groups including PP) Monitor context packs to ensure that PP pupils are identified. Monitor MYoL to identify barriers to learning for PP pupils. Hard to Reach monitoring

			Celebration tracker to be monitored (certificates)
MAY 2017	**JU*96NE 2017**	**JULY 2017**	
$^1/_2$ termly attendance analysis	Monitor Wave 2 intervention planning (PP pupils) Behaviour monitoring (PP pupils) Data analysis (PP/vulnerable groups) Intervention plan monitoring/drop ins Monitor context packs to ensure that PP pupils are identified. Monitor MYoL to identify barriers to learning for PP pupils. Hard to Reach monitoring	$^1/_2$ termly attendance analysis Celebration tracker to be monitored (certificates) End of year appraisals check the progress of PP children and teachers are held to account for slow or limited progress.	

1.   Summary information

Academic Year	2017-2018	**Total PLAN budget**	**£77,960**	**Date of Plan review**	December 2018
Total number of pupils	222	**Number of pupils eligible if appropriate**	66 (30%)	**Date for next internal review of this plan**	10.12.18

2. End of Year R/ Y2 attainment 2016-2017

	YR PP	*YR NON PP*	*Y2 PP*	*Y2 NON PP*
% achieving ARE (Age-Related Expectations) or above in reading, writing & maths (or equivalent)	50%	47.5%	54.5%	*66.6%*
% achieving ARE (Age-Related Expectations) or above in reading	50%	49%	60.6%	*80%*
% achieving ARE (Age-Related Expectations) or above in writing	50%	49%	54.5%	*71.3%*
% achieving ARE (Age-Related Expectations) or above in maths	65%	67%	69.7%	*88.4%*
% making at least strong (good) progress in reading (here since Nursery)	67%	72%	79%	100%
% making substantial progress in reading (here since Nursery)	67%	59%	67%	64%
% making at least strong (good) progress in writing (here since Nursery)	92%	86%	88%	100%
% making substantial progress in writing (here since Nursery)	58%	69%	58%	59%
% making at least strong (good) progress in maths (here since Nursery)	92%	93%	88%	95%
% making substantial progress in maths (here since Nursery)	67%	79%	75%	68%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school)*

A.	Pupils eligible for PP are often not emotionally and physically ready to learn
B.	Teaching and Learning is not consistently good
C.	Gap increases through school life
D.	Communication and language skills on entry to school are lower for pupils who are eligible for PP
E.	Key skills (reading, writing, maths) on entry to school are lower for pupils who are eligible for PP
External barriers *(issues which also require action outside school, such as low attendance rates)*	
F.	Parental engagement with education/school links (educational ability, value of education)
G.	Attendance and punctuality
H.	Depravation/Parental access to resources to support pupils learning experiences
I.	Transient community
D.	Communication and language skills on entry to school are lower for pupils who are eligible for PP
E.	Key skills (reading, writing, maths) on entry to school are lower for pupils who are eligible for PP

Plan BUDGET £77,960

PDBW 25% salary £12,668

HSLW 50% salary £10,124

TSA 50% salary £48,819

Resources for Nurture / Interventions £6,349

Academic Year 2017-2018

	ACTIONS	STAFF LEAD & ESTIMATED COST	SUCCESS CRITERIA	EVIDENCE
PRIORITY 1 – Outcomes **Ensure all schools have ambitious targets & work consistently to secure good and better outcomes**				
1.1 100% pupils make good or better progress from their individual starting points and each cohort attains in line with or above national. BARRIER A/B/C/D/E See TLA Plan and PDBW plan	1. Identify from baseline data those pupils who are BARE and WBARE identifying barriers for Pupil Premium children. 2. BARE/WBARE PP children to be set aspirational targets (5 points substantial progress over the year). 3. Implement intervention for PP pupils working at BARE/WBARE or those at risk of not meeting their end of year attainment targets.. 4. Monitor appropriateness and impact of interventions for PP pupils (Wave 2 / 3). Intervention leads to plan interventions, knowing and understanding their roles and responsibilities for impact/value for money. 5. Monitor attainment of PP pupils to ensure a narrowing gap between PP and non PP children 6. Support PP pupils who are not emotionally ready to learn by reducing the number of PP children on behaviour plans through appropriate intervention (stages 2/2+/3). 7. Good Attendance to be encouraged at all levels (attendance awards/policy – PDBW plan – 4.3)	PDBW/TLA lead CTs Contribution towards PDBW lead salary 25% - £12,668 KS lead Inclusion lead TSA salaries - 50% - £48,819 PDBW lead supported by Assistant Inclusion lead and CTs	100% pupils make good or better progress from individual starting point (TLA, PDBW plan Inclusion) Awaiting AP4 data Data for pupils eligible for PP is in-line with national at the end of Y2 Awaiting AP4 data Data for pupils eligible for PP shows significant progress from their September baseline (challenging cohorts) for GLD (target - 35% increase) and Y1 phonics (target - 22% increase) Year 2 - 23/61 children R Baseline 60% / Target 73% / National 61% Gap -0.64 Jan 2018 – 15/23 – 65% (gap closing) W Baseline 48% / Target 65% / National 52% Gap -0.75	Groups data analysis (see commentary AP3 2018) 2017: National R: 75.5% National W:68.2% National M: 75.1% In addition, Nursery – strong progress for FSM children in R and W, children not progressed as well in M.

1.2.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 A/B/C**	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	PDBW/HSLW (salary – 50% - £10,124) /OM	Jan 2018 – 11/23 – 47.8% (gap closing) M Baseline 54% / Target 74% / National 60% Gap -0.65 Jan 2018 – 12/23 52.2% (gap widening)	Attendance analysis Jan 2018 – of 45 persistent absentees, 29% are PP.
	2. Monitor attendance of PP pupils, ensuring systems and actions are consistent (Policy) to increase attendance of PP children.		Year 1 – 20 / 60 children R Baseline 45% - Target 65% Gap -0.09	
	3. Monitor PP children on current tracking system for pupil progress and attainment using DC PRO to ensure that the gap between PP children and their peers closes.	CTs/Team lead/PDBW lead	Jan 2018 – 9/20 45% (gap remaining) W Baseline 54% - Target 65% Gap -0.22	
	4. Teaching staff consistently maintain class context packs to identify PP children and review/amend these at least every assessment point, resulting in all staff knowing who pupil premium children are and championing them to aim/achieve highly.	PDBW lead	Jan 2018 – 9/20 45% (gap widening) M Baseline 60% - Target 80% Gap -0.29	
	5. Monitor MYOL for pupils making less than strong progress and identify barriers to learning (including attendance, attitude, behaviour, uniform, homework).	CTs	Jan 2018 – 12/20 60% (gap closing) Reception – 14/57 children R Baseline 28% - Target 51% Gap -0.05	
	6. Implement intervention for PP pupils making less than strong progress or those at risk of not meeting their end of year attainment targets..	PDBW lead	Jan 2018 – 4/14 28.6% (gap widening) W Baseline 7% - Target 50% Gap -0.04	
	7. Staff appraisal/pupil progress meetings to focus on progress of vulnerable groups (PP children)	ELT	Jan 2018 – 2/14 14.3% (gap closing) M Baseline 42% - Target 50% Gap - 0.23	
1.3.ENSURE pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. (COMMUNICATION) **BARRIER B / D**	1. Support KS1 PP children to attain in line with non-PP children in communication (dependent on ESB/TLA plan for communication)	CTs / TLA lead / PDBW lead	Jan 2018 – 5/14 35.7% (gap widening)	
	2. Track EYFS PP carefully using communication screen and early years profile and plan targeted interventions (Early Talk Boost, Nuffield) to ensure they attain in line with non PP children. (3/8 Talk Boost / 3/8 Nuffield)	EY staff/ EY lead		
	3. Develop a whole school communication screen so all children have a baseline by the end of the year	ENGLISH/TLA LEAD	The attainment gap between PP and non PP closes in all year groups. Awaiting AP4 data	
1.4.ENSURE that pupils' books reflect the good or better outcomes as seen in	1. Monitor books of PP children to ensure that at least strong progress is evident and substantial progress is made by targeted pupils.	TLA/PDBW lead		

the school data. (BOOKS AND MARKING) **BARRIER C**	2. Ensure that books consistently identify PP children (marking policy/ stickers)	TLA/PDBW lead	Nursery GLD attainment shows significant progress (30% increase) from their September baseline. Awaiting AP4 data PP pupils attain in line with their non- pp peers in the Stoke Speaks out Communication screen. Jan 2018 - baseline Awaiting AP4 data Children's work evidences that ALL children are challenged to maximise progress and depth of learning (progression through stickers, fix it, challenges)	Communication screen analysis Update Jan 2018 Nursery Baseline: ARE: 14% PP / 38% Non PP BARE: 29% PP / 27% Non-PP WBARE: 43% PP / 35% Non PP Reception Baseline: ARE: 33% PP / 44% Non PP BARE: 258% PP / 42% Non-PP WBARE: 9% PP / 13% Non PP
Priority 2 Teaching, Learning and Assessment **To ensure all teaching, learning & assessment in our schools is consistently good and better**				Book scrutinies Jan 2018 – Further PP specific scrutinies to be completed. Jan 18 - Book scrutinies show that Continuous Provision is an issue for Reception and challenge for LA pupils (Y1 SSI) Drop in/formal obs
2.2.REVIEW Homework TO ENSURE IT IS MANAGEABLE, builds on basic skills and parents are HELPED to support their child. **BARRIER D**	1. Target PP parents to attend watch me learn homework session (See PDBW Priority 2.1) 2. Challenge PP parents who do not complete homework using Hard to Reach monitoring/MYOL process to identify barriers and offer support.	PDBW / HSLW lead PDBW lead/CTs PDBW/TLA leads	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 (as appropriate	
2.3 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)	1. Monitor books of target PP children to ensure that at least strong progress is evident (and substantial progress for targeted pupils).			

				Behaviour monitoring/analysis (no bullying incidents recorded Jan 2018)
Priority 3 Leadership and Management **To create effective and sustainable leadership & management teams in our schools**				
3.2 Evidence how the views of pupils and parents are listened to and directly used to impact on our school's effectiveness. BARRIER D *See also PDBW plan*	1. Ensure that PP parents are represented on the Parent Forum by targeting specific parents to attend.	PDBW lead / HSLW	Pupils and parents work with the school to strategically develop the role of homework (TLA 2.2, PDBW 4.2, PP)	School council register Jan 2018 27% PP children (in line with school context)
	2. PP children to be proportionally represented on school council	SCHOOL COUNCIL LEAD / PDBW LEAD	April – parent views sought and obtained via Parent Forum. Pupil views obtained vis a student council Pupils and parents work with the school to define, measure and address any bullying (PDBW 4.2, 4.4, Inclusion ,Facilities)	
3.3 .EMBED, skilled, permanent and sustainable leadership and management structures.	1. Appraisal targets to be linked directly with pupil attainment and progress (including substantial progress for WBARE/BARE PP pupils)	PDBW LEAD PDBW LEAD		Appraisal (Jan 2018 – mid year appraisal not yet carried out)

	2. Arrange Link Governor visits to encourage evaluation of action plans		All leaders are performing in line with career-stage expectations / 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 and value for money from funding streams (All plans) All leaders achieve the success criteria set out in their plans - Pupil Premium plan - Mrs.Clark The community SLT team work collaboratively, independently and effectively to drive school improvement, raise standards and meet agreed outcomes (All plans) Academy evidence files (paper and electronic) support quality assurance and green plan outcomes (All Plans) Senior Leaders can effectively demonstrate and present summative evidence to ELT and link governors (All plans)	Governor visit forms
3.6.Ensure there is a robust academy evidence base to justify leadership judgements	1. PDBW Ofsted Ready evidence file to be maintained and kept up to date (file 4). 2. PDBW monitoring to be used to identify priorities for improvement and acted upon (eg: attendance, parental engagement, homework). 3. SMSC Ofsted ready evidence file to be maintained and kept up to date (file 8). 4. SMSC monitoring (e.g. debate, school council) identify priorities for improvement and acted upon.	PDBW lead PDBW lead SMSC lead (overseen by PDBW lead) SMSC lead (overseen by PDBW lead)	• Academy evidence files (paper and electronic) support quality assurance and green plan outcomes (All Plans) • Senior Leaders can effectively demonstrate and present summative evidence to ELT and link governors (All plans)	Jan 2018 – systems and procedures identified as a strength by link and trustee for PP. Area for development: PP evidence file to be set up in line with new plan (as an effective working document). Discussion re. data and how to make this easier to read/analyse.

Priority 4 Personal Development, Behaviour and Welfare				
Ensure a consistent approach to safeguarding and provision so that personal development, behaviour and welfare is at least good.				
4.1 Staff are consistent and uncompromising in their determination to safeguard children.	1. Develop consistency in all documentations, including chronologies, update forms, hard to reach recording to ensure effective information keeping and evidence of impact of provision. See Safeguarding plan 4.1	PDBW LEAD / INCLUSION LEAD / ASSISTANT INCLUSION LEAD	Case studies show (SEN, Safeguarding, Pupil Premium, Behaviour): o Early intervention o Rapid acceleration of intervention where necessary o No case drift o The child is valued and acknowledged by at least one member of staff (named effective child advocate) o Advice is acted upon in a timely way o Policies are implemented effectively	School context Jan 2018- 15/222 PP = 26% 22/66 WB 33% PP 4/16 EG 25% PP 100% CiN PP Behaviour register/monitoring Jan 2018 58% of pupils on behaviour register are PP Behaviour Monitoring shows that policies are being followed. Feedback given to improve practice where this is needed. Area for development- • Rigorously monitor Safeguarding and behaviour chronologies for individual PP children • Plan to implement 'learning mentors' for PP children (particularly those with attendance issues)
	2.Review and implement all safeguarding policies, ensuring that all staff read and understand them. See Safeguarding plan 4.1			

4.3.Pupils value their education and influence parents so that they rarely miss a day at school and attendance is 97%.	1. Develop a consistent approach to monitoring pupil premium attendance and punctuality	PDBW LEAD / OM	• Attendance increases by 1% • Reduce whole-school Persistant Absentees (below 90%) to 17 pupils • Reduce whole-school Persistant Absentees (below 85%) to 6 pupils • Minutes late reduces by 200 minutes	Attendance monitoring/ Analysis Jan 2018 – currently 45 PAs, 22% of PP chn are PAs. 29% of PAs are PP Area for development Suggestion from Trustee: Consider further weekly rewards
	2. Clarify roles and responsibilities and develop a sustainable model for Pupil Premium attendance operational management, monitoring, and analysis of impact (including PDBW, OM, HSLW, CTs).	PDBW LEAD / OM		
	3. Monitor and evaluate attendance of all pupils and intervene where attendance falls below school target (as policy – letters, clinics , involvement of HSLW etc)	OM / AP		
	4. Present certificates to children who achieve 100% attendance each term	OM / AP		
	5. Reward for children who achieve 98%+ (voucher) or 100% attendance for the whole year (kindle)			
4.6 The school environment celebrates how special and unique our children are.	1.Monitor celebration tracker / fun club tracker / golden table tracker to ensure the achievements all PP children are celebrated	PBDW LEAD	The environment supports quality learning and celebrates current children (all environment displays including safeguarding, sport, health, SMSC) The child is celebrated within classroom and school environment (PDBW 4.6) (TLA, PDBW, Inclusion, Pupil Premium, Safeguarding Plans)	Trackers (behaviour monitoring) Learning and site walks
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.	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.	PDBW lead PDBW/TLA lead PDBW/TLA lead	• Case studies show (SEN, Safeguarding, Pupil Premium, Behaviour): ○ 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)	January 2018 Book scrutinies planned in for this half term –PP focus 100% attendance at parents evening was achieved Attendance tracked at school events – analysis to be completed for PP.

	6. Target and track Pupil Premium parents to attend parents events, evenings 7. Analysis of attainment and attendance of all Pupil Premium children. 8. Develop tracking and increase the opportunities for Pupil Premium pupils engagement in the wider life of the school/curriculum	PDBW/HSLW OM/PDB W lead PDBW lead	o Advice is acted upon in a timely way o Policies are implemented effectively o The child is celebrated within classroom and school environment (PDBW 4.6)	Groups data analysis (see above) Area for development- • Rigorously monitor Safeguarding and behaviour chronologies for individual PP children • Plan to implement 'learning mentors' for PP children (particularly those with attendance issues)