

Pupil Premium Action Plan

2018-19

**What is the Pupil Premium?**

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. This funding is aimed at addressing the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers.

This funding is allocated to schools on the basis of the number of pupils who have been eligible for Free School Meals at any point over the last six years; children who have been “looked after” for more than six months, children who have left local authority care or children of service personnel.

The DFE has given us the freedom to use the Pupil Premium as we see fit, based on the knowledge of our pupils’ needs.

**Pupil Premium Funding**

For the academic year 2018 – 2019, we have received £37,620 in Pupil Premium funding.

**Nature of Support**

At Urmston Primary, we continue to use the additional funding to support a variety of strategies to best meet the needs of each individual child for whom the grant funding was allocated, including:

• high quality, inclusive teaching

• precision teaching by the class teacher and TAs

• pupils taught in groups with other pupils who are working at a similar level

• focused support from skilled teaching assistants, both in class and in small groups

• individual tuition, by an experienced teacher or teaching assistant

• intervention strategy support from teaching assistants and teacher (for example: Boosting Reading Potential, Targeted Support for Teaching Inference in Reading, Lego Therapy, Lexia Literacy Support, Numeracy Support)

• carefully targeted resources known to raise attainment

• personalised support including social and emotional groups, pastoral support for individual pupils and their families, to meet their needs

• supporting parents to fund clubs, private tuition and trips.

*All interventions are highly targeted over a period of time, according to need and impact tracked.*

**Monitoring the impact of Pupil Premium Grant**

The headteacher, Mr Parker, and Lead PPG Teacher, Mrs Cooper, have overall responsibility for the attainment and progress of Pupil Premium children through ensuring the progress of eligible pupils and evidencing this as a whole-school priority.

Children’s progress and attainment is tracked and monitored carefully to ensure they achieve their full potential. Regular monitoring and evaluation is key to ensuring effectiveness of expenditure.

Targets for pupils are set in maths, reading and writing as well as SMSC and we know where we expect them to be by the end of the programme or set of lessons. Monitoring is a joint responsibility of the class teacher and Senior Leaders and regular assessment data is analysed and acted upon. All pupils eligible for Pupil Premium funding are discussed at termly pupil progress meetings. The DFE and LA also analyse our school data and compare our results to national data.

Through our termly Standards and Curriculum Committee meetings we report clearly on data for Pupil Premium and the use of Pupil Premium funding forms part of the monitoring of the Finance Committee so governors can link value for money with impact. There is an identified governor for Pupil Premium.

**Pupil Premium Action Plan Objective 1: to provide personalised, targeted intervention for pupils, enhancing Quality First Teaching to enable every pupil deemed to be disadvantaged to make at least expected progress and be on track for achieving age-related expectations or above by the end of Year 6.**

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| How will we meet this objective?  At Urmston Primary, provision is tailored to meet the needs of every individual PP pupil. This will be led by Mrs Cooper, Lead PPG Teacher, who will support all disadvantaged pupils through targeted support and intervention.   * All disadvantaged pupils will have specific targets that are reviewed on a termly basis at separate individual progress meetings between Mrs Cooper and relevant class teachers. Mrs Cooper will also lead intervention and meetings for PPG pupils and liaise with support staff to ensure needs are being met. Cost to school: £21,636 * TA support for KS2 interventions, etc. Cost to school: £11,000 * Intervention resources & rewards. Cost: £500 * Supply cover for Target meetings (3 terms). Cost: £1500 | | | | |
| Actions | Personnel | Time scales | Monitoring Strategies | Success Criteria |
| PPG Lead to meet with all class teachers to set and review personalised targets, which will be shared with parents and children | PPG Lead  Assessment Lead  Class Teachers | Termly | Pupil progress meetings  Progress trackers in R,W,M and awareness of foundation attainment  Pupils’ books and other work  Summative assessments  Data Analysis  Discussions with class teachers, support staff and pupils | Pupils are aware of next steps in learning and expectations.  Pupils are making at least expected progress if working at ARE or above.  Pupils are making accelerated progress in targeted areas if working below ARE.  Targeted pupils are in-line to achieve greater depth or higher standard. |
| PPG Lead to lead intervention meetings to strategise with support staff | PPG Lead  Support staff | Weekly | Intervention trackers and individual assessments | All staff aware of expectations leading to pupil outcomes mentioned above. |
| PPG Lead to work with each disadvantaged child on a structured timetable, providing targeted intervention | PPG Lead  Class Teachers | Daily/weekly | Timetable  Pupil targets  Discussions with pupils | Pupils are making at least expected progress if working at ARE or above.  Pupils are making accelerated progress in targeted areas if working below ARE.  Targeted pupils are in-line to achieve greater depth or higher standard. |
| Support staff to provide intervention to support disadvantaged pupils’ needs | Support staff  KS2 TA support  Class teachers | Daily | Planning, intervention trackers and pupil progress assessments | The needs of all disadvantaged children are met to meet the objectives above. |
| HT and PPG Lead to complete impact report for all PP pupils, throughout the primary phase, and communicate this with all staff and governors | PPG Lead  HT  DHT - EYFS & KS1 | Termly | Pupil progress meetings  Progress trackers in R,W,M  Pupils’ books  Summative assessment  Data Analysis  Discussions with class teachers  Discussions with support staff | All staff are aware and there is consistency of support and challenge for all pupils as well as next steps.  Governors are given the required information to question and challenge leaders. |
| HT and PPG Lead to meet and monitor effectiveness of intervention and support and implement action plan based on areas for development | PPG Lead  HT | Termly | Progress trackers in R,W,M  Pupils’ books  Summative assessment  Data Analysis  Discussions with class teachers  Discussions with support staff | Pupils are making at least expected progress if working at ARE or above.  Pupils are making accelerated progress in targeted areas if working below ARE.  Targeted pupils are in-line to achieve greater depth or higher standard. |

**Pupil Premium Action Plan Objective 2: to provide additional targeted intervention for individual pupils with the use of IT resources.**

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| How will we meet this objective?  At Urmston Primary, we feel that the use of online and IT resources can further enhance knowledge, skills and understanding of our disadvantaged pupils. We use the following:  - Installation of IT resources in the intervention room. Cost: £2,484 | | | | |
| Actions | Personnel | Time scales | Monitoring Strategies | Success Criteria |
| Disadvantaged pupils to do online diagnostic to assess needs | Assessment Lead | Initial session | Program diagnostic assessments  Progress trackers in R,W,M  Pupils’ books  Summative assessment  Data Analysis  Discussions with class teachers  Discussions with support staff  Discussions with pupils | Awareness of next steps for tutors leading to concise planning for learning |
| Pupils to work with individual tutor on a weekly timetable in Spring/Summer terms respectively | TAs  Online tutors | Weekly | Pupils are making at least expected progress if working at ARE or above.  Pupils are making accelerated progress in targeted areas if working below ARE.  Targeted pupils are in-line to achieve greater depth or higher standard. |
| PPG Lead and HT to monitor impact on pupil performance and liaise with class teachers for AfL and AoL | PPG Lead  Assessment Lead  Class teachers | Weekly |
| PPG Lead to work with SENDCo and support staff to arrange timetable of support for disadvantaged pupils using Lexia | PPG Lead  SENDCo  Class teachers | Weekly | Clear understanding of logistics and smooth running of program ensuring consistency for pupils and leading to improved knowledge, skills and understanding, resulting in the above outcomes for pupils. |
| PPG Lead and SENDCo to monitor impact on pupil performance and liaise with class teachers for AfL and AoL | PPG Lead  SENDCo  Assessment Lead | Weekly/termly | Pupils are making at least expected progress if working at ARE or above.  Pupils are making accelerated progress in targeted areas if working below ARE.  Targeted pupils are in-line to achieve greater depth or higher standard. |

**Pupil Premium Action Plan Objective 3: ensure all PP pupils have the opportunity to access learning opportunities beyond the classroom (ie. school trips and extra-curricular activities)**

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| How will we meet this objective? We will fund, where appropriate and after discussion with parents and outside agencies, activities from the following:  • Extra-curricular Clubs  • Private tuition  • Additional lessons e.g. music, drama  • School Trips Cost: £500 | | | | |
| Actions | Personnel | Time scales | Monitoring Strategies | Success Criteria |
| Contributions towards any of the above determined on an individual child basis following conversations with the child, parents, teachers and other interested parties | HT, Class teachers, all staff | As and when required | Dialogue between PPG Lead, external agencies, SCIP worker and parents | Provision is effectively meeting individual needs. This provision will have an indirect, intangible, positive impact on their learning and experiences at school. |