

Pupil Premium Action plan 2019-20



Overview					
School	Appleton Primary School				
Academic Year	2019/20	Total PP budget	£124,040.00		
Total number of pupils	314 (not including nursery)	Number of pupils eligible for PP	94		

2. Current progress by the end of KS2		
	<i>Pupils eligible for Pupil Premium</i>	<i>Pupils not eligible for</i>
76% achieved ARE+ (National 73%) add progress	17	33
43% achieved ARE+ (National 78%)	17	33
71% achieved ARE+ (National 78%)	17	33
53% achieved ARE+ (National 79%)	17	33

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school)	
A	Pupils have personal, social and emotional barriers as well as limited resilience skills, which inhibits their readiness to learn and requires social an emotional support.
B	Limited exposure to a language rich environment which results in gaps between PP and others in reading and writing
C	Pupil premium pupils with SEND displaying challenging behaviour
D	Pupils in general start FS2 below the expected starting point with additional needs identified early.
External barriers(issues which also require action outside school)	
D.	Lack of engagement from parents for home /school learning as well as parental ability to support learning at home and the need for parents to help children with their daily reading, phonics development, writing and number skills
E.	Higher absence rates especially persistent absence and lateness

4. Desired outcomes					
<i>Desired outcomes and how they will be measured</i>			<i>Success Criteria</i>		
A	Ensure pupils eligible for pupils premium have an equal chance of meeting age related expectations by making good and better progress through teacher led targeted intervention		Pupils eligible for PP across the school make rapid progress by the end of the year so that all pupils eligible for PP make age related expectations		
B.	Ensure KS1 pupils make the appropriate progress in reading, writing and maths by ensuring high quality teaching and intervention.		Reading/phonics support will be provided to identified pupils who are at risk of falling behind. Reading support will be implemented to ensure all pupils are heard reading 3 times a week. Maths and writing intervention to be put into place to support pupils in making good progress.		
C.	Identify and remove barriers to learning through high quality Pastoral support.		Pastoral support team will work with class teachers and parents to provide support for pupils emotional and social wellbeing. They will also pick up pupils who's attendance and punctuality is a concern		
5. Planned expenditure			Academic year 2019-20		
Quality of teaching for all					
Desired Outcomes	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
Ensure pupils eligible for pupil premium have an equal chance of meeting age related expectations by making good and better than expected progress through teacher led	Teacher led intervention through small group work to plug gaps in learning. Staff training/pupil progress meetings/reports to identify groups of	Internal and external research has found teacher led intervention to be highly effective. Teachers carefully plan intervention to effectively target pupils within their class who are struggling. This intervention is conducted above and beyond the English and maths lessons	Internal/external monitoring within the school through the schools monitoring system. Data analysis and book scrutiny to evidence and evaluate progress being made.	SLT/Phase leaders/class teachers	Termly

targeted interventions	pupils at risk of falling behind their peers				
Improvements in Prime and Specific areas of Learning in EYFS so that the GLD in 2020 continues the upward trend towards National Average	Maintain high level of staffing in EYFS to facilitate intervention work using highly trained nursery nurses and TAs Engage parents in supporting their children's learning through a range of workshops	Through parent workshops our early year's team have been able to engage with parents and encourage them to have a more active approach to their child's. Research shows that once early years provision is in place, efforts to improve the quality of provision, for example by training staff, appear to be more promising than simply increasing the quantity of provision by providing extra hours in the day, or by changing the physical environment of early years settings. Research shows that the association between parental involvement and a child's academic success is well established	Internal/external moderation within in the school through the schools monitoring systems. Refresh and train EYFS support staff with new approaches/ideas and update existing training when needed.	SLT/Foundation stage lead/class teachers	
Maintain improvements in attainment at end of KS1 so more children are KS2 ready.	Maintain small class sizes in Yr. 1 and Yr. 2. Targeted intervention	Through having smaller KS1 classes the school has been able to increase the number of pupils achieving EXP or GDP from their Foundation Stage outcome. Research shows that reducing class sizes for younger children may provide longer term benefits	Targeting and focusing on specific pupils during lessons. Data tracking and analysis/ lesson observations/book scrutinises	SLT/Phase leaders	Termly

		<p>It is likely that the more flexible choices the teacher has for organising learners combined with an increase in the quality and quantity of feedback accounts for the gains</p> <p>Slightly larger effects are documented for the lower achievers and those from the lower socio-economic status for very young pupils</p>			
Targeted Support					
Desired Outcomes	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
<p>Ensure pupils eligible for pupil premium have an equal chance of meeting age related expectations by making good and better than expected progress through teacher led</p>	<p>Small group teacher led interventions to plug gaps and accelerate learning at both ARE and greater Depth in KS1/KS2</p>	<p>Internal evidence shows that teacher led intervention with pre and over learning supported pupils in achieving age related expectations. Additional experienced member of staff in KS2 allowed focused support to support a greater number of pupils in achieving GDP.</p> <p>Research shows that Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher.</p>	<p>Ensure pupils are identified through ongoing assessments. Ensure observations and book scrutinies have a high focus on pupil premium pupils within the school</p> <p>Track and monitor intervention through an internal provision map</p>	<p>ML/CS Phase leaders Class teachers</p>	<p>Ongoing monitoring</p>

targeted interventions		Schools should think carefully about the training and deployment of TA's.			
Other approaches					
Desired Outcomes	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
To target and support all pupil premium pupils to take part in home/school reading at least 3 times a week.	Daily and weekly tracking of pupil's home/school reading to ensure all children and their families have access to support in getting their child to read at home.	To ensure that all pupils are given regular opportunity to be listened to when reading and continue to build on the school approach of developing a love of reading.	Class teachers updates to CS to ensure engagement with parents. Weekly tracking system in place	AD/CS	Termly
To target and support all pupil premium children through a designated pastoral team which includes emotional welfare, behaviour and parental support.	Targeted pupil intervention. Direct approach with parents regarding attendance and punctuality. Small group/1 to 1 intervention	Providing children with emotional and behaviour support ensures that pupils are able to access learning with better resilience and confidence. Therefore removing barriers to learning.	CS oversees ELSA programme. Class teachers provide updates to CS. CS/ELSAs to meet with parents	CS	Ongoing.