

Pupil Premium Action Plan 2018-19

Total Allocated £17594 [-2033 compared to 2017/18)

Vision: By the time they leave this school at Year 6 for all disadvantaged pupils to have narrowed any educational gaps to their peers, to have at least met the expected standard for Year 6 pupils in reading, writing and maths and to be ready for the next stage in their education.

Total number of pupils	106	Number of pupils eligible for PP	FSM: 8 Service: 16	Dates for next internal review of this strategy	12/18 04/19 07/19
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Our Pupil Premium Strategy

1. We have an inclusive approach to education which values the whole child. Our Christian Values of Love, Fellowship and Justice guide our thinking and decision making for all members of the school community.
2. Standards of behaviour and attendance are outstanding. Pupils enjoy school, feel valued and make a positive contribution.
3. We have a constant focus on improving teaching and learning. Our key school improvement targets are geared towards improving our practice and achieving better outcomes for all pupil groups.
4. We have a skilled Special Education Needs Coordinator (SENCo) and experienced Learning Support Staff who are able to offer a wide range of interventions to support the various needs that pupils present in school.
5. We deploy staff to best meet the needs of pupils. A significant amount of support time is targeted at early intervention in Years R-2 so that pupils have the basic skills required as they move into Key Stage 2.
6. We have a robust internal tracking system which enable us to track pupils individual and respond to concerns in a timely manner. Pupil progress meetings are conducted at least termly and alongside the class teacher are attend by the Headteacher, Deputy Headteacher, SENCo and a governor.
7. The Headteacher provides robust challenge for all members of staff and encourages a culture whereby expectations are high, thinking is challenged and innovation is encouraged.

Barriers to educational achievement at Appleshaw

We recognise a number of barriers to learning which our staff, through excellent knowledge of each individual pupil and carefully directed resources seek to minimise so that all pupils are able to achieve their best in all aspects of the curriculum. Barriers to educational achievement we experience include:

- lack of independence
- low resilience
- low self-esteem
- poor early language skills

Current attainment 2017/18

	<i>Pupils eligible for PP</i>	<i>All pupils (national average)</i>	<i>Gap</i>
% achieving expected standard or above in reading, writing & maths at the end of Key Stage 2	100%	64%	+36%
% achieving expected standard or above in reading, writing & maths at the end of Key Stage 1	75%	65.3%	+9.7%
% achieving expected standard in the Year 1 Phonics Screening Check	100%	82.5%	+17.5%
% achieving a Good Level of Development in the EYFS	100%	64.4%	+35.6%

Review of expenditure 2017/18

Previous Academic Year		£19,627		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Whole school development: metacognition, self regulation, immersive learning	<p>A richer more purposeful curriculum that operates for all pupils but especially benefits those who find engaging with learning more difficult.</p> <p>Pupils who have a greater awareness of their learning targets and are able to articulate them confidently and see the relevance of what they are doing in class.</p>	Qualitative evidence gathered from teachers and pupils shows that an 'immersive' approach to education at Appleshaw has had a very positive	Further work as a school will continue in 2018/19 to develop our curriculum and assessment procedures	£0
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Small group intervention/1:1 support	At least 80% of Pupil Premium pupils either reaching the expected standard or making good progress towards the standard.	At key assessment points (EYFS,Y1, Y2, Y6) PP pupils show good attainment when compared with their peers (see table above)	Continue to offer this support because it benefits all pupils, not just PP pupils.	£14000
Allocated Emotional Literacy Support Assistant (ELSA) hours	Our ELSA will provide valuable intervention for pupils with social, emotional and behavioural needs. This could be short or longer term intervention and will involve pupils across the school on a needs basis in small groups or 1:1 as appropriate	Successful ELSA intervention led to improved attitudes to learning, better emotional resilience and continued good academic progress	Continue offer tis support because it has a positive impact on individuals/groups of pupils and	£3500

Allocated 'Learning Mentor' hours	To enable children to become better learners by encouraging them to reflect on their learning, complete homework tasks and make improved progress in their learning.	This approach has a positive impact on pupils because it provides		£1600
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Attendance on day and residential trips and special projects	To ensure equity for all pupils by subsidising trips and visits, including participation in the Shakespeare Schools Festival	100% participation in educational visits and curriculum projects.	Continue to allocate funds to this area to ensure we can continue to offer a broad curriculum.	£1000

Action Plan 2018/19

Barrier	Vision for reducing/eliminating barrier	Provision	Rationale	Monitoring
lack of independence	<p>To have an embedded culture of high pupil self-discipline and self-regulation</p> <p>For all pupils to see the benefit of hard work and dedication to their studies</p>	<p>Support for individuals to become more self-disciplined and be better able to regulate their learning behaviours through providing effective learning support in each class and through a dedicated learning mentor who will work with targeted pupils each week/fortnight</p> <p>Continued whole school work on the development of our immersive curriculum</p>	<p>Some of our pupils do not see themselves as key elements of the learning process. They are too reliant on adults to motivate them. By ensuring quality learning support in each class and by providing a learning mentor to work with pupils on a 1:1 basis we can help children to take more personal responsibility for their learning.</p> <p>If successful this intervention will enable children to become better learners by encouraging them to reflect on their learning, complete homework tasks and make improved progress in their learning.</p> <p>For older pupils we want them to be ready for the challenges of secondary education.</p>	<p>At termly pupil progress meetings where teachers will report back on the effectiveness of interventions and the progress that pupils are making towards their year group or individual targets.</p>
low resilience	<p>For all pupils to see the benefits of hard work and of perseverance.</p>	<p>Carefully targeted learning support and teaching will aim to tackle low resilience. We will work on a whole school culture and will find regular opportunities to reinforce the language of resilience. Where appropriate pupils may work with specialist staff to overcome specific barriers (i.e. coping with bereavement, coping with the deployment of a parent etc).</p>	<p>When pupils have low resilience they give up easily. They see all work as being too hard and do not push the boundaries of what they could achieve. Enabling pupils to be resilient is key in developing lifelong learners.</p>	<p>See above</p>

low self-esteem	For all pupils to see themselves as learners and to recognise the positive ways in which they can influence their own outcomes.	Our ELSA will provide valuable intervention for pupils with social, emotional and behavioural needs. This could be short or longer term intervention and will involve pupils across the school on a needs basis in small groups or 1:1 as appropriate.	If successful this intervention will enable participating pupils to fully access the curriculum and achieve their full learning potential.	See above
poor early language skills	For early gaps in pupils language skills to be addressed as quickly as possible so that they are able to access the full range of learning that is their entitlement.	<p>We will use a software programme to screen all our young pupils which will help us identify specific language gaps and barriers.</p> <p>The EYFS and Y1 curriculum will seek to expose all children to a rich variety of language. We will provide books and language materials to help support specific children at home.</p>	Some pupils start school with a hugely significant language gap to their peers. We want to narrow this gap as much as possible whilst at the same time appreciating that it is not a gap that is easily or quickly closed.	See above