**HAMILTON ACADEMY, PUPIL PREMIUM, 2017-2018**

**Pupil Premium Action Plan**

Plan Lead: A. Bromley

**Coding:** Green (Achieved); Yellow (Partly achieved); Red (Not achieved)

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| **SEPTEMBER 2017** | **OCTOBER 2017** | **NOVEMBER 2017** | **DECEMBER 2017** |
|  |  | SIP 3.3.5 Play leaders to be coachedSIP3.3.3 Risk Assessments to be implemented as school specific | SIP 1.1.5 Analyse impact of interventionsSIP 1.2.2 Analyse data for matched/non-matched pupilsSIP 1.2.3 1.2.4 Pupil Progress meetingsSIP 1.3.2 Analyse data of PP childrenSIP 1.4.1 Book/work scrutiny |
| **JANUARY 2018** | **FEBRUARY 2018** | **MARCH 2018** | **APRIL 2018** |
| SIP 3.2.4 Meeting with link governors | SIP 1.1.5 Analyse impact of interventionsSIP 1.2.2 Analyse data for matched/non-matched pupilsSIP 1.2.3 1.2.4 Pupil Progress meetingsSIP 1.3.2 Analyse data of PP childrenSIP 1.4.1 Book/work scrutiny | SIP 1.1.5 Analyse impact of interventionsSIP 1.2.2 Analyse data for matched/non-matched pupilsSIP 1.2.3 1.2.4 Pupil Progress meetingsSIP 1.3.2 Analyse data of PP children | SIP 1.4.1 Book/work scrutiny |
| **MAY 2018** | **JUNE 2018** | **JULY 2018** |  |
|  | SIP 1.1.5 Analyse impact of interventionsSIP 1.2.2 Analyse data for matched/non-matched pupilsSIP 1.2.3 1.2.4 Pupil Progress meetingsSIP 1.3.2 Analyse data of PP childrenSIP 1.4.1 Book/work scrutinySIP 3.2.4 Meeting with link governors |  |  |

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| 1. **Summary information**
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| **Academic Year** | 2017-2018 | **Total PLAN budget** | 37,700 | **Date of Plan review** | July 2018 |
| **Total number of pupils** | 212 | **Number of pupils eligible if appropriate** | 25 | **Date for next internal review of this plan** | January 2018 |

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| 1. **End of Year R/ Y2 attainment 2016-2017**
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|  | *PP* | *NON PP* |
| % achieving ARE (Age-Related Expectations) or above in reading, writing & maths (or equivalent) |  | *63%* |
| % achieving ARE (Age-Related Expectations) or above in reading | 87% | 88% |
| % achieving ARE (Age-Related Expectations) or above in writing | 46% | 64% |
| %achieving ARE (Age Related Expectations) or above in phonics **Year 1 children** | 57% | 73% |
| %achieving ARE (Age Related Expectations) or above in phonics **Year 2 children** | 82% | 98% |
| % achieving ARE (Age-Related Expectations) or above in maths | 54% | 59% |
| % making at least strong (good) progress in reading (here since Year N) | 83% | 100% |
| % making substantial progress in reading (here since Year N) | 50% | 84% |
| % making at least strong (good) progress in writing (here since Year N) | 83% | 97% |
| % making substantial progress in writing (here since year N) | 50% | 68% |
| % making at least strong (good) progress in maths (here since year N) | 100% | 97% |
| % making substantial progress in maths (here since Year N) | 67% | 68% |
| 1. **Barriers to future attainment (for pupils eligible for PP)**
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| **In-school barriers** *(issues to be addressed in school)* |
|  | Attendance and punctuality of pupils eligible for PP is not as good as those pupils not eligible for PP. |
|  | Communication and language skills on entry to school are lower for pupils who are eligible for PP. |
|  | Phonic skills on entry to school are lower for pupils who are eligible for PP. |
|  | 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)*** |
| **D.** | Parents of pupils eligible for PP engage less with their child’s learning at home and at school (identified as vulnerable/hard to reach).  |

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| **Plan BUDGET £37,700** |
| **Academic Year 2017-2018** |
|  | ACTIONS | STAFF LEAD & ESTIMATED COST | SUCCESS CRITERIA | EVIDENCE/IMPACT |
| **PRIORITY 1 - outcomes**1. 100% pupils make good or better progress from their individual starting points and each cohort attains in line with or above national.
 | * Identify from baseline data those pupils who are BARE and WBARE identifying barriers for Pupil Premium children.
 | PDBW/TLA Lead | * 100% pupils make good or better progress from individual starting point (TLA, PDBW plan Inclusion
* The vast majority of Pupil Premium Children that are BARE/WBARE make substantial progress in all year groups (consideration for N and SEND pupils)

**On trackness increases in each year group.****Pupil Premium ARE:****Year N:** **R +3 =20% to 80%****W +2 + 40% to 80%****M +3 20% to 80%****Year R****R +2 50% to 75%****W +2 50% to 75%****M+2 63% to 87%****Phonics +4 25% to 75%****Year 1****R 100% - 100%****W 100% to 100%****M100% to 100%****Phonics 100% to 100%****Year 2** **R +3 =58% to 83%****W+3=58%to 83%****M+2=75% to 92%****Phonics +3 68% to 92%****On trackness increases****Nuffield Communication screen.****Reception****PP - 50% ARE Baseline****+3 =87.5%*** Children’s work evidences that ALL children are challenged to maximise progress and depth of learning (progression through stickers, fix it, challenges)
 | Groups data analysisIntervention analysisBehaviour monitoringAttendance analysis/Hard to Reach monitoringData analysisDrop in obsPupil interviewsNuffield screen dataBook scrutiniesParents registers / parental engagement trackingParent forum registerTalent map analysisCPD logsEvidence Files |
| * Continually Monitor attainment of PP pupils to ensure a narrowing gap between PP and non PP children.
 | PDBW/TLA leadCTs TSAsContribution towards salary £25.000 for interventions (extra for year 2)PDBWInclusion leadPDBW lead supported by Assistant Inclusion leads and CTsPDBWTSA PDBW CTS |
| * Implement ‘gap analysis’ interventions for PP pupils working at BARE/WBARE or those at risk of not meeting their end of year attainment targets.
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| * BARE/WBARE PP children to be set aspirational targets (5 points substantial progress over the year).
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| * Monitor appropriateness and analyse impact of interventions for PP pupils (Wave 2/3) to ensure accelerated progress is made.

Intervention leads to plan interventions, knowing and understanding their roles and responsibilities for impact/value for money. |
| * Support PP pupils through behaviour interventions (PHSE) so they are emotionally ready to learn (PHSE).

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| **PRIORITY 1 – outcomes**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) | * 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 – ‘tell the story’.
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| * Monitor PP children on current tracking system for pupil progress.
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| * Lead Pupil progress/appraisal meetings to establish impact, value for money and plan next steps. Teachers to be held to account with regard to target setting.
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| **PRIORITY 1 – outcomes**3.ENSURE pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. (COMMUNICATION) | * When carrying out drop ins, ensure PP pupils are targeted to discuss their learning
 | TLA lead /PDBW lead |
| * Ensure that PP children attain in line with non-PP children in communication – track carefully using communication screen and early years profile and plan targeted interventions.
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| * Pupil premium children to be proportionately represented on the school council.
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| **ENSURE high quality phonic lessons enable pupils to blend and segment words to a high standard to enable them to read at the age appropriate standard.** | * Ensure good quality active phonics lessons are taught daily which are consistent across the school. Teachers to make use of both the indoor and outdoor space. TLA Lead/English Lead
* Throughout the day in other lessons, opportunities are seized to reinforce phonics knowledge and apply skills.
* Marking to ensure phonic misconceptions are addressed. English lead/TLA lead
* Phonics interventions to be tracked very closely to ensure high quality and impact to ensure the PP children’s progress is accelerating to enable them to pass the phonic screening check. TLA Lead/English lead/PDBW lead
* Good practise phonics lessons to be arranged for teachers to see. TLA lead to accompany the teachers and support them to plan and implement strategies to improve practice TLA Lead/English Lead
* Covered by cost of HLTA
 | * Phonic lessons are engaging and PP pupils make strong progress.
* Outcomes are met for PP children and are in line with national expectations for year 1 and 2.
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| **PRIORITY 1 – outcomes**4.ENSURE that pupils’ books reflect the good or better outcomes as seen in the school data. (BOOKS AND MARKING) | * Pupil premium specific book monitoring to ensure that at least strong progress is evident and substantial for targeted pupils. Ensure challenge is evident through BSG and marking feedback/ fix it’s and up levelling.
* Support Staff to check response to all PP feedback/marking in all lessons (Fix it) and share evaluation concerns with the class teacher to support planning for next steps.
 | TLA/PDBW lead |
| **PRIORITY 2 - TLA****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) (OFSTED priority) | * Monitor that books consistently identify PP children (marking policy/ stickers colour code dots)
 |  | * 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)
* Children’s peer and self-evaluation is understood and mostly accurate
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| **PRIORITY 3 – L&M**1. Evidence how the views of pupils and parents are listened to and directly used to impact on our school’s effectiveness.
 | * Target Pupil Premium parents to represent deprived families on the Parent Forum
* Champion Pupil Premium children to be represented on the School Council , ensuring pupils are confident and skilled in expressing their ideas and views.
 | PDBW lead / HSLW | * All leaders can demonstrate the impact of funding on outcomes and value for money from funding streams
* All leaders achieve the success criteria set out in their plans
* Pupils and parents work with the school to strategically develop the role of homework
* The community SLT team work collaboratively, independently and effectively to drive school improvement, raise standards and meet agreed outcomes
* Academy evidence files (paper and electronic) support quality assurance and green plan outcomes
* Senior Leaders can effectively demonstrate and present summative evidence to ELT and link governors
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| **PRIORITY 3-L&M**1. Ensure staff have access to CPD that impacts on academy priorities raising standards and improving provision
 | * Audit of strengths and training needs to be identified for all TSAs.
* Talent map to be produced following the analysis of the above Good practice visits/coaching form.
* Training to be mapped out in personalised CPD log order of SIP for TSA.
* Coach and monitor class based TA’s including deployment, use of initiative, championing pupil premium children, demonstrating impact and value for money of QFT, support and interventions, adaptation, personalisation and differentiation of planning for Pupil Premium children.
 | PDBW lead |
| **PRIORITY 3 –L&M**2.EMBED, skilled, permanent and sustainable leadership and management structures. |
| * AHT with specific non-teaching responsibilities for improving outcomes for PP children.
* Recruit a HSLW as lead champion for Pupil Premium children in school
* All class TAs to be PP champions
* Arrange link governor visits, present and encourage rigorous challenge and evaluation against plans.
* Pupil Induction – identification of PP.
 | PDBW lead |
| Priority 4PDBW Ensure a personal development, behaviour and welfare is a strength. | **Home/school links** * Develop time effective system/process for identification of hard to read
* Provide support for hard to reach INCLUDING Early Help with high expectations for parental engagement
* Monitor impact of support/value for money
* TARGETED Watch me learn – all PP children are represented.
* daily reading for all PP children.
* Target and track all PP parents to attend parent’s evening.
* 100% of PP children complete homework, children invited to attend homework club with parents for support.
* Monitor homework planning and Pupil Premium books to ensure that this build on previously taught skills.
* Develop tracking and increase the opportunities for Pupil Premium pupil’s engagement in the wider life of the school/curriculum

**Attendance** * 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).
* Track Attendance and punctuality carefully of pupils eligible for PP and meetings with parents arranged if attendance falls below 96%
* Review attendance policy and ensure that the reward systems and motivations are in place to encourage Pupil Premium children to want to attend school and to be punctual.
* PP case studies/chronologies/PP plans/provision maps - Individual analysis of attainment and attendance.
 | HSLW contribution salary £9373HSLW/PDBW LeadHSLW/PDBW/OMRewards contribution £100 | Case studies show: * 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)
* Advice is acted upon in a timely way
* Policies are implemented effectively
* **Attendance for pupils eligible for PP is improved from 92.32% to 96%.**
* Reduction in Pupil Premium persistently late from 20 children to 10 children.
 | Hard to reach analysisAnalysis of impact of interventionsHomework trackersEvidence filesAttendance & punctuality data trackingAttendance clinicCase studies |
| Priority 5To develop outstanding early years provision  | * Engage in forest school activities to help Pupil Premium children develop team work, physical and social skills as well as educational skills.
* Pupil Premium children are encouraged to develop their creative skills across the curriculum, evaluating and adapting their work as they wish. The children’s work to be showcased in the classroom and on corridor displays to give them a sense of pride and belonging.
* Facilitators to ensure they target PP children in the continuous provision with their PSED and communication skills to help progress learning.
* PDBW PP focus drop in - Drop in’s to always include a focus on observing PSED (behaviours for learning (MAGIC)) to ensure the children are independent and excited to learn.
* Pupil Progress meetings discuss on trackness of PP children and impact of interventions to ensure 5 points progress to close the gap with non PP children.
 | TLA LEAD/EYFS Practitioners | * PP Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration.
* PP children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education.
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