

## Accelerate the progress of the Pupil Premium children by implementing the recommendations of the PP review

### Success criteria

The % of Pupil Premium and non- pupil premium pupils achieving national expectations increases in every year group.  
The gap between pupil premium children and non- pupil premium is less than 12% in reading, writing and maths

<b>Year 3</b>	Reading Present %	PP 70%	End of year target 75%	Present %	Non PP 60%	End of year target 75%
	Writing Present %	PP 61%	End of year target 65%	Present %	Non PP 49%	End of year target 65%
	Maths Present %	PP 73%	End of year target 75%	Present %	Non PP 67%	End of year target 75%
<b>Year 4</b>	Reading Present %	PP 45%	End of year target 65%	Present %	Non PP 44%	End of year target 65%
	Writing Present %	PP 29%	End of year target 65%	Present %	Non PP 35%	End of year target 65%
	Maths Present %	PP 55%	End of year target 65%	Present %	Non PP 57%	End of year target 65%
<b>Year 5</b>	Reading Present %	PP 49%	End of year target 65%	Present %	Non PP 31%	End of year target 65%
	Writing Present %	PP 23%	End of year target 65%	Present %	Non PP 19%	End of year target 65%
	Maths Present %	PP 51%	End of year target 65%	Present %	Non PP 40%	End of year target 65%
<b>Year 6</b>	Reading Present %	PP 46%	End of year target 70%	Present %	Non PP 40%	End of year target 70%
	Writing Present %	PP 34%	End of year target 65%	Present %	Non PP 26%	End of year target 65%
	Maths Present %	PP 37%	End of year target 70%	Present %	Non PP 49%	End of year target 70%

### **Sutton Trust Research Identifies the following as effective means of raising attainment and have been incorporated into this plan:**

Feedback 8m+, Meta cognition and self regulation (learning to learn) 8m+, Reading comprehension +5, Small group and one to one tuition 4/5+, reducing class size +4 (but we use this to enable more feedback, more often to individuals), Extending the school day and summer schools +2m

	<b>Pupil Premium Review comment</b>	<b>Action</b>	<b>Timings and who will monitor</b>	<b>Projected Impact and evaluation</b>	<b>costing</b>
4.1	Reduce Class sizes by ensuring 4 classes per year group	Appoint and organise pupils in 16 classes, 4 per year group to keep class size under 25 (additional class per year group)	September 1 <sup>st</sup> 2015 Monitoring completed in form of actions below.	<b>Projected impact</b> Pupils progress will accelerate as a result of high quality and frequent feedback.	£28,000 x 4 classes £112,000
4.2	<p>There needs to be more active, and explicit leadership and championing of PP attainment and achievement.</p> <ul style="list-style-type: none"> <li>There also needs to be strong and purposeful leadership of this important area of the school, a senior member of staff who will champion the strategies for improving PP achievement and who will be proactive in monitoring the effectiveness of the school's work and the impact of the PP Grant expenditure.</li> <li>Monitoring of PP progress should be frequent in order to intervene immediately where there is underachievement.</li> </ul> <p>The Education Endowment Foundation's research evidence needs to be</p> <ul style="list-style-type: none"> <li>known and understood by all staff referenced in the school pp statement Staff would benefit from:</li> <li>knowing what the PP gap is</li> <li>what the target is for reducing it</li> <li>the opportunity to fully understand what the phrase 'Closing the Gap' means</li> </ul>	<p>Head teacher to lead the strategy with support from DHT and AHTs in order to closely monitor the impact of the pupil premium action plan.</p> <p>Ensure all staff understand the issue around PP pupils and how the school is using the funds to close the gap by sharing the strategy plan</p>	<p>Staff meeting 09/15-pp and which pupils Teacher day 26/10/15-share strategy</p>	<p><b>Projected impact –</b> All teachers have ownership of and aware which children are PP within class and have a greater focus and targeted actions to enable the acceleration of progress</p> <p>Parks HT &amp; Governors to evaluate through the receiving of the monitoring analysis and work with the SMT to determine next steps.</p> <p><b>Autumn 1 evaluation</b> 27/10/15</p>	<p>DHT is non class based to support HT in monitoring of provision and delivering of provision <b>£28,000</b></p>
		<p>Ensure all teachers have PP pupils highlighted in their planning folder</p> <p>Ensure all class teachers complete the actions on the class Pupil Premium monitoring sheet half termly (data information will highlight the closing of the gap at</p>	<p>Review the monitoring sheet within school to ensure impact of PP pupils is identified</p> <p>CM and AC to monitor and summarise</p>		

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	<ul style="list-style-type: none"> <li>being helped to have a much stronger sense of who is in the gap</li> <li>knowing what needs to happen with individual PP students, across the curriculum, in order to close the overall PP gap.</li> </ul> <p>Given the amount of PP Grant the school receives it is important that Governors adopt a more rigorous, approach to monitoring the impact of this funding on the achievement and personal development of PP pupils. There needs to be a greater sense of accountability for Closing the Gap at all levels across the school.</p>	<p>expected level and above for non and FSM pupils).</p>	<p>impact and next steps</p>	<p><b>Autumn 2 evaluation</b> 4/01/16</p> <p><b>Spring 1 evaluation</b> 24/03/16</p>	
		<p>Half termly monitoring by SMT with each member of the teaching staff of reading, writing and maths to determine progress in books of PP pupils and impact of response marking as part of class book trawl.</p>	<p>Leadership team half termly meeting</p> <p>Analyse monitoring sheets half termly (CM)</p> <p>12/10/15 7/12/15 7/03/16 9/05/16 27/06/16</p> <p>AC/CM</p>	<p><b>Spring 2 evaluation</b> 27/05/16</p> <p><b>Summer evaluation</b> 11/07/16</p>	<p>16 x 0.5 days supply per term £1600 x 5 half terms</p> <p><b>£8000</b></p>

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4.3	It would be useful if the school produced data which identified the impact on the attendance and behaviour of PP pupils.	<ul style="list-style-type: none"> <li>- Receive monthly attendance monitoring reports on PP pupils from Parent link worker (D O'C)</li> <li>- Analyse Behaviour log and identify non and PP pupils separately (CM or to be given action plans created for identified pupils with behaviour issues)</li> </ul>	<p>By the 5<sup>th</sup> of the month to AC</p> <p>CM and AC to monitor and summarise impact and next steps</p> <p>By the 5<sup>th</sup> of the month to AC</p>	<p><b>Projected evaluation</b></p> <p>Effective actions can be efficiently identified and developed. Individuals/families identified and targeted to increase attendance and improve behaviour</p>	Attendance time for Parent Link Worker (14% of contracted hrs) = £2,166.71
4.4	Senior leaders might want to consider how PP achievement features in Performance Management objectives across the entire teaching staff, and to consider, also, whether there is value in including named students in those objectives as a focus for raising achievement of PP.	<ul style="list-style-type: none"> <li>- Pupil premium pupils' progress features in the performance management targets of all staff</li> </ul>	By Oct 31 <sup>st</sup> – CE to receive anonymised PM targets.	<p><b>Projected evaluation</b></p> <p>Further improve ownership of PP pupil achievement within all staff</p>	
4.5	<p>In order to provide HMI/Ofsted with clear information the school should present PP data which:</p> <ul style="list-style-type: none"> <li>• Is simple and easy to understand</li> <li>• Which works on a past, present, future model</li> <li>• Which links improvement clearly to PP Grant spending.</li> </ul>	CM and AC to produce data summarised on one page to illustrate the PP data, PP achievement against PP National Average and against non-PP pupils within school and nationally.	Nov 1 <sup>st</sup> 2015.	<p><b>Projected evaluation</b></p> <p>School has a clear and accurate picture of the impact of the spend and practice continues to close the gap by focussing on the</p>	

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	The school should produce easily accessible data on the data relating to PP pupils since 2012 when the Pupil Premium Grant was introduced. This data should illustrate improvement to PP achievement against PP National Average and against non-PP pupils within school and nationally.			most effective actions. Most vulnerable pupils targeted and effective actions in place to accelerate progress and close the gap	
4.6	The statement on the website needs to be clear and easily understood for all stakeholders. What the data is showing needs to be clear through an accompanying narrative	CM to research the statement by Beaumont Leys/Babington and rewrite the statement on the website.	November 1 <sup>st</sup> 2015	All stakeholders are clear on the impact of the spend.	
4.7	The reduction of the PP Gap needs to be more explicitly listed as a key responsibility in the job descriptions of leaders, teachers, and those support staff who work directly with PP pupils.	The above actions to be put into place in order to ensure all staff are aware of their responsibility and are carrying these out.  SMT to work on job descriptions in collaboration with staff.	As above time line  June 2016	<b>Projected evaluation</b> Outcomes for PP pupils increases as a result of the further development of staff ownership of this group.  Governor staffing committee to evaluate	
4.8	The Governors to consider putting together a recruitment package which would incentivise	Governor agenda item in the Spring term 2016 in preparation for Summer appointments.	Governing Body		To be decided based on outcome from

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	<p>experienced teachers to apply. This might include, if Governors felt it appropriate, :</p> <ul style="list-style-type: none"> <li>• An explicit CPD entitlement</li> <li>• Leadership development and experience</li> <li>• Opportunities remunerated through TLR3</li> <li>• Payment of retention allowance at the end of academic years if the member of staff is still employed and working well in the school.</li> </ul> <p>Recruitment allowance for good applicant</p>	<p>Questions for governors to consider:- With the improved work of all staff, at all levels does this remain a need?</p> <p>Has the above actions demonstrated the capacity for this to be achieved through the present structure or does capacity need to be improved?</p>			<p>governor meeting.</p> <p>Possible impact in 2016-17</p>
4.9	<ul style="list-style-type: none"> <li>• The school may wish to consider adopting a policy of 'Never Less Than Good' for all aspects of teaching.</li> <li>• The school should use its partnership with Parks Primary to help bring about a step-change in the quality of teaching and learning</li> </ul> <p>All staff should have training on the Ofsted criteria for Good and Outstanding teaching and this should be reflected in the Lesson Observation proforma</p>	<ul style="list-style-type: none"> <li>• All staff to visit Parks Primary School to analyse the teaching strategies used in the classroom and the resulting impact on the progress in books of pupil premium pupils.</li> <li>• Staff to identify changes to their own practice as a result of the visit and deliver higher quality teaching that raises standards for all but particularly those in receipt of PP.</li> <li>• School half termly monitoring evidence</li> </ul>	SMT and HT at Parks to continue to monitor the progress of pupils through the above monitoring	<p><b>Projected evaluation</b> The attainment and progress of the PP pupils will increase to close the gap on that of such pupils nationally.</p> <p>Reported to Governors as part of termly HT report</p>	<p>16 staff x £200</p> <p>£3200</p>

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4.10	The school should look to increase the number and range of activities and opportunities targeted specifically at PP pupils.	<p>Weekly lunch with PP group of PP children to discuss learning, things that have gone well, things to improve, ambitions. (HT, DHT, AHTs Governors)</p> <p>Residential for year 6 and a termly fully subsidised trip for all pupils throughout the year Y6  Warning zone – Apr  Y6 The Curve – May  Y5 &amp; Y6 Heritage Trail – May (PP children only)  Y6 Science @ Soar Valley – June  Y6 Wicksteed Park – July  Y6 Everybody's Reading – Sep (PP children only)  Y6 Botanical Gardens – Sep  Y6 Kingswood – Oct  All years: Pantomime – Dec  Y5 Mayan Workshop - May  Y5 Conkers - July  Y5 Birmingham Rep – December  Y4 Author Visit (PP children only) - Mar  Y4 Saxons (in school) – Apr  Y4 Dovedale - Apr  Y4 Culture &amp; Youth Summit – June  Y4 White Post farm – July  Y4 Space centre – Oct  Y4 New Walk Museum – Nov</p>		<p><b>Projected evaluation</b> Improve pupil's learning behaviours by raising aspirations and extending life experiences.  Provide experiences to develop vocabulary and communication</p> <p><b>Evaluation</b>  Governors to do half termly pupil interviews to talk to pupils about their learning and impact of this strategy</p>	£22,000

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		Y3 Snibston – Feb Y3 Botanical gardens – Apr Y3 Hobgoblins theatre (in school) – May Y3 Jewry Wall museum – May Y3 Burrough Hill – June Y3 Twin Lakes – July  Mentors for all y5 pp pupils  HA pp lunchtime reading groups Y4 (CM) and y5(AC)	From Oct 15  Started Oct 15		£18,559 (£545.86 weekly)  £2,997 assuming Oct 15 – Jul 16 (£88.14 per week)
4.11		Parent link worker actions: <ul style="list-style-type: none"> <li>• Family learning – English</li> <li>• Leicester College English course for ESOL</li> <li>• Transition support for y6 parents</li> <li>• Family reading (weekly)</li> <li>• Reading course for parents</li> <li>• Education city tutorial for parents</li> <li>• Calculations policy briefing for parents</li> <li>• Parent forums – termly</li> </ul>			£13,309 is annual salary less 14% already accounted for above (for attendance)

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		<ul style="list-style-type: none"> <li>• Parents evenings / Parent View Questionnaires</li> <li>• Home Visits</li> <li>• Signposting to additional services</li> <li>• Organise summer school</li> </ul>			
4.12	<ul style="list-style-type: none"> <li>• The school has the opportunity to use former teaching staff to deliver 1:1 support for PP pupils. This could be a very effective way of accelerating the progress of key PP pupils.</li> <li>• There needs to be a much more comprehensive system for measuring the impact of out of class intervention.</li> <li>• The school might want to consider provision mapping for all PP pupils irrespective of ability.</li> </ul>	<p>1:1 and small group teaching set up in all year groups with a focus on reading comprehension, writing and maths.</p> <p>1:1 Tutors to produce a plan on which they evaluate the learning each session.</p> <p>Teaching Assistants are well trained and deployed to carryout 1:1 reading and small group work.</p>		Data analysed half termly by DHT and reported to	£17,924-teachers £6284-L3 TAs £75,183 (TA's salary x 17 = £192,778 multiplied by % of PP pupils)
4.13	The school now needs to find an effective way of measuring the impact of some of the wider opportunities that are being provided	Governors to do half termly pupil interviews to talk to pupils about their learning and impact of this strategy	CM to monitor the work Half termly All year groups	Governing Body through report at the meeting HT at Parks as part of evaluation.	



Spring term 2								
Summer term 1								
Summer term 2								
	Next steps/actions for individuals							