



Oreston Community Academy

Pupil Premium Action Plan and Planned Spending 2017-2018

In 2017-2018 (October), there are **22 children** currently in receipt of Pupil Premium funding (£1,320 per pupil) for **FSM, 44** who are service children (£300 per child) and **one LAC** (£1900) This gives total budget of **£44,140**

Actions

1. To ensure all families eligible for Pupil Premium funding are identified and apply for funding. (The school office is responsible for promoting Pupil Premium and for sending letters out periodically e.g. to all children who start school; to all children at the end of KS1)
2. Challenge all Pupil Premium children to reach end of year age related expectations (ARE) for reading, writing and maths.
3. Place a specific focus on ensuring all children meet ARE for spelling including grammar and punctuation.
4. Ensure all Pupil Premium children, including the more able, make expected progress from their starting points in reading, writing and maths.
5. All Pupil Premium children will receive learning tailored to their needs; and receive regular effective feedback enabling them to reach their full potential.
6. All children will be provided with the skills to learn effectively.
7. Provide Pupil Premium children with the necessary bespoke support in school from Pupil Premium Champions in order for them to engage effectively.
8. Provide high quality intervention within the classroom setting tailored to need.
9. Support children with out of school learning activities

Methods we will use to prove we have been successful?

1. Closely monitor PP children's attainment, progress, attendance and behaviour.
2. Monitor the impact of any interventions put in place.
3. Ensure interventions are personalised and specific, according to individual pupil needs.
4. Regular analysis of attainment and progress, attendance and behaviour data show the difference between PP and non-PP children (and sub-groups within the PP cohort), and whether it is diminishing
5. External review/audit informs future planning.

Area of Focus	Outcomes	Milestones	Success Criteria
<p>Providing a supportive culture, ethos and environment that can serve as a buffer to difficult circumstances</p> <p>TA's provide opportunities for children to discuss issues linked to well being</p>	<ul style="list-style-type: none"> • Weekly social and emotional group sessions • Meetings with the school councillor. • Using rewards to raise self-esteem across the school within vulnerable groups • Training for 2 TA's to support children with emotional /social needs (ELSA trained) 	<p>Termly review</p>	<p>Children are confident to have conversations about well-being.</p> <p>Children have the language to talk about wellbeing.</p> <p>Staff have an understanding of the importance of emotional well-being and support children using appropriate strategies.</p>
<p>Children supported with out of school learning activities</p>	<ul style="list-style-type: none"> • Children will be given opportunities before/after school to complete homework tasks • Children make progress in curriculum areas as out of school learning is supported. • Children have access to IT and technology • (I pads) in school support PP children with home learning tasks 	<p>December 2017 then on going termly</p>	<p>Children have support in areas of home learning they find difficult.</p> <p>PP children engage with homework activities with increased confidence.</p> <p>Children are confident with how and when they can seek support in school with home learning.</p>
<p>Increased support across the school for vulnerable families</p>	<ul style="list-style-type: none"> • Families use the services from MAST to support them in creating a more positive attitude to home learning. 	<p>Termly review through MAST filter meetings with SLT and SEND Team</p>	<p>Parents have increase confidence in supporting</p>

	<ul style="list-style-type: none"> Vulnerable families attend workshops to support them with their child's learning with a focus in Early Years/KS1 		children with aspects of home learning.
Increase attendance rates for vulnerable children	<ul style="list-style-type: none"> Attendance rates for focus children increase School to work more closely with EWO to develop positive targeted strategies to improve attendance Prioritised 'first day' phone calls/ follow up calls monitored by Attendance Officer Letters home to parents targeting Persistent Absentees. Signposting or support such as social, health and care liaising with SEND Team 	Termly review though pastoral meetings and links with Attendance Officer and Reports	<p>Increased awareness that attendance is important amongst PP/vulnerable families.</p> <p>Attendance for the whole academy is in line or better than National 96%. There is little gap between PP and Non-PP children.</p>
Increased TA hours to deliver focused small group interventions and support quality first teaching for children in receipt of FSM/PP with a focus on Maths and Reading.	<ul style="list-style-type: none"> Develop the confidence in the learners Conferencing with children so that they are aware of how to improve aspects of their learning. TA interventions in Maths and Reading in order to identify and then close the GAP Teachers to support children with their reading so that all children can access the curriculum Children use their skills in the classroom to support the learning across the whole curriculum. 	<p>Monitor attainment and progress at the end of each assessment point (Termly)</p> <p>Weekly TA meetings to Review PP learners with Teaching Staff</p>	The reading ages of all disadvantaged children meets or chronological ages by the end of Year 4.
Additional Adult (HLTA) to support reading across vulnerable groups in Key Stage 2	<ul style="list-style-type: none"> Target reading aloud and discussing books with young children Explicitly extend children's spoken vocabulary 	Monitor attainment and progress at the end of each assessment point	Children are reading a wider variety of texts and read more

	<ul style="list-style-type: none"> The use of structured questioning to develop reading comprehension 	(Termly)	often for pleasure in and out of school. Children show a greater understanding of authorship.
Two trained Oracy Champions with a specific focus on developing the oracy skills of disadvantaged children across the school	<ul style="list-style-type: none"> Oracy project embedded across the whole school curriculum 	Implementation January 2108 Review Point 1 April 2018 Review Point 2 June 2018	Extended learning opportunities are provided via an enriched curriculum. This increases the application of skills & knowledge; raising self-esteem through improved academic achievements for PP children.
Use of PP funding to facilitate curriculum enrichment (including music)	<ul style="list-style-type: none"> Support for school trips / residential Increase participation in extra- curricular clubs and outdoor learning Year 3/4 children – brass instruments Year 5 children to engage with music and digital technology via outside provider Gardening - maintenance of allotment area, providing produce to the kitchens (vulnerable children including persistent absentees) make good progress in reading, writing, GPS and mathematics 	All KS2 children can access one a week in the allotment. Music Tuition one hour per week. Review impact termly	Children enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to. Raised self-esteem. Increased exposure to different types of music through learning to play an instrument/sing as part of a group develops resilience and broadens horizons.
For teachers to have a clear view of how they are going to close the gaps and raise attainment.	<ul style="list-style-type: none"> Rigorous Performance Management cycle objectives clearly link to raising standards. 	Weekly reviews in Teaching Teams	All teachers and teaching assistants are aware of who

	<ul style="list-style-type: none"> • Termly pupil progress meetings keep under review • Class Action Plans have been set up to identify PP children and strategies that are being used to raise standards and close gaps. • Pupil conversations ensure that any actions have been implemented and follow-up discussions focus on the impact of the actions taken 	See SLT/SEN Monitoring cycle	the disadvantaged students are and their specific role in supporting the children.
--	---	------------------------------	--

Costings 2017-2018

Area of Spending	Cost (£)	Impact
Staffing of leadership posts with specific responsibility for PP children	£1500	Effective implementation of PP action plan. Improve pastoral care of PP children in all areas of the school in order to target need.
HLTA (12 Hours)	£4500	Support reading intervention using Project X.
Funding for extra teaching staff Maths and English Teaching Assistants for 1:1 support TA to support Mental Well-being/ELSA Trained TA HLTA to work with additional groups in Y3/4 Additional Teacher to support in Y2	£24,606	Class sizes/groupings for PP children in key subject areas are smaller therefore enabling personalised learning programmes.
Day of trained Counsellor support	£10,404	PP Children will be supported in key aspects of their emotional/social/mental well-being.
A member of staff to coordinate support and provisions for service families through the HMS Heroes Programme (Two hours weekly)	£800	Service Families supported through outreach work which impacts on the mental wellbeing of PP children.

Key Family worker through MAST (as part of our MAST provision)	£8,000	Vulnerable families supported through outreach work which impacts on the mental wellbeing of PP children
Develop Attendance Officer role within the school setting to liaise with EWO and families to increase attendance for vulnerable children. (Two hours per week)	£800	Support given to families whose attendance is lower than 92%.
Music tuition to raise aspiration (Three hours weekly)	£900	Year 3/4 raised self-esteem and resilience.
On Site Librarian (TA) 8 hours a week	£1000	Extended opportunities to access a wide variety of books outside of school; diminishing the gap between PP & Non-PP children through targeted access.