

Pupil Premium Action Plan 2016-2017

PRIORITY FOR DEVELOPMENT	ACTION	RESOURCES REQUIRED	MONITOR (BY WHOM)	SUCCESS CRITERIA	Impact Measures
1	<p>Evaluate and identify needs of pupil premium children</p>	<ul style="list-style-type: none"> - Evaluate progress data for 2015/2016 to assess children’s attainment/progress/needs to identify gaps/areas for development. - Review targets from last action plan - Update website with details of areas of development for pupil premium expenditure for 2016/2017. 	<p>Staff meeting time</p>	<p>SP, LT and PB</p>	<p>Information collected and gaps identified. Gaps identified as follows:</p> <ul style="list-style-type: none"> - KS2 SPaG attainment - Writing - Personalised gaps were also identified for individual children (see school level analysis)
2	<p>KS2 SPaG attainment</p>	<ul style="list-style-type: none"> - Complete initial data analysis and monitor termly. - Continue to subscribe to ‘Bug Club’ to improve levels of pupil/parent engagement and raise attainment through interactive SPaG activities. - Organise appropriate parental leaflets (online/paper based) to improve parental understanding of new SPaG terminology. - Staff meeting for CPD and the development of methods/subject knowledge for the teaching of SPaG across school - Deliver phonics workshop - Subject lead to observe SPaG in other schools within WPT. 	<p>Staff meeting time Money SLT time to complete analysis</p>	<p>SP LT LB All staff for training</p>	<ul style="list-style-type: none"> - Quantities of books within school will increase – Bug Club printed resources being purchased for school. - Increased levels of attainment/progress - Staff fully trained in new resources and materials - Phonics workshop delivered successfully to parents - Observations completed and best practice fed back to staff. - Raised parental understanding of new SPaG terminology. - SLT to visit other schools regarding parental leaflets/online guides - Subject lead will have observed good practice in partnership schools and shared with staff. <ul style="list-style-type: none"> - In Writing - %ages of PP children working at AREs rose from 59% - 88% over the year with 88% of the children making good/better progress. - In Reading - %ages of PP children working at AREs rose from 71% to 82% with 76% making good/better progress. - Subject lead delivered staff meetings to keep staff updated on good practice and resources. - 100% children had

						<ul style="list-style-type: none"> - access to Bug Club resources from home and school with personalised log ins. - Staff (Teachers and TAs) aware of 'focus' children including pupil premium children. - General school level KS2 data 2017 – 80% of Y6 children attained Expected standard in SPaG, with 33% achieving Higher Score (both above national)
3	Writing	<ul style="list-style-type: none"> - Complete initial data analysis and monitor termly. - Deliver FFT intervention to appropriate children during academic year - Subject lead to observe Writing in other schools within WPT. - Deliver staff grammar training for all staff for CPD. - Develop training materials/resource for staff to support grammar subject knowledge. - Invest in 'Grammar and Spelling Bug' to increase levels of engagement /attainment as well as providing additional materials as a teaching resource linked to the new curriculum. - Complete writing intervention group (Film Appreciation Society) for identified reluctant writers to close the attainment gap by increasing engagement and enjoyment of 	<p>Staff meeting time. Money Time to develop materials Resources to produce booklets SLT time to monitor</p>	<p>SP LT LB</p>	<ul style="list-style-type: none"> - FFT delivered to identified KS1 children - Increased levels of attainment/progress - All children will have a Grammar and Spelling Bug login that they can access from home and school. - Levels of engagement and enjoyment will increase (survey) - Levels of attainment will increase. - Class teacher will observe children applying skills to classroom learning and interim assessments completed at the beginning and end will show improvement in skills. - TAs will be deployed to challenge and support and this will be evident in teacher's planning. TAs will have a raised awareness of who the pupil premium children 	<ul style="list-style-type: none"> - Initial meeting held - Meetings with class teachers took place to discuss needs of group and areas of interest to plan engaging sessions - A timetable of support for a weekly nurture group drawn up reflecting discussions with class teachers - Reduction in low level behaviour, and increase in levels of engagement and enjoyment in writing lessons - General school level KS2 data 2017 – 83%

SP and LT October 2016

		<p>writing. This will be delivered by highly skilled teachers.</p> <ul style="list-style-type: none"> - Allocation of a TA for writing every day for each class to support and challenge children of all ability groups and individuals identified. 			are in their classes and how to support them.	of Y6 children attained Expected standard in Writing (above national), with 17% achieving Higher Score (in line with national)
--	--	--	--	--	---	--

	£
Financial Year 2016/17 Pupil Premium Allocation incl. Deprivation Pupil Premium, Service Child Premium, Adopted from Care Premium, Looked After etc.	24,640
Bug Club (Grammar & Spelling bug included) continued subscription	1,430
Allocation of TA for 1.25hr writing support in each class every am	20,920
Behaviour support intervention	1256
Ongoing subsidising of school visits	1,035.63
Total	24,641.63

SCHOOL: ASTON HALL JUNIOR & INFANT