

Pupil Premium Action Plan 2018-2019

PRIORITY FOR DEVELOPMENT	ACTION	COST	SUCCESS CRITERIA	Impact Measures
<p>To improve attainment and progress for pupil premium children in areas specific to individuals – reading, writing and maths.</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 literacy activities. - Subscribe to x tables Rock Stars to support improvement of basic maths skills - Discrete section added to pupil progress documents to discuss disadvantaged pupils - Staff meeting for CPD and the development of methods/subject knowledge - Allocation of a TA every day for each class to support and challenge children of all ability groups and individuals identified. - All staff to participate in Tri-teach CPD with WPT 	<p>33 hours/day for 39 weeks £11853 Bug Club subscription £1430 X tables Rock Stars £150</p>	<ul style="list-style-type: none"> - Increased levels of attainment/progress - All pupil premium children will make good or better progress - Observations completed and best practice fed back to staff. - Subject lead will have observed good practice in partnership schools and shared with staff. - All children will have a Grammar and Spelling Bug login that they can access from home and school. - TAs will be deployed to challenge and support and this will be evident in teacher’s planning and observations. TAs will have a raised awareness of who the pupil premium children are in their classes and how to support them. 	
<p>Offer wider experiences through residential and educational visits subsidised by school, sport festivals, clubs and other extra-curricular activities.</p>	<ul style="list-style-type: none"> - Educational visits linked to the curriculum will be subsidised by 50% for all pupil premium children – ensure office staff are aware - Residential will be funded by school - Collect registers for clubs to check attendance at clubs and festivals 	<p>Allocated spend £900</p>	<ul style="list-style-type: none"> - All disadvantaged pupils access at least one extra-curricular activity - Children from disadvantaged families will have the opportunity to attend all visits - Residential will be attended by all pupil premium children. 	

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<p>Wider outcomes – provide music lessons for families unable to fund this themselves</p>	<ul style="list-style-type: none"> - Organise drumming teacher and discuss timetable and children who will access this - Hold discussions with class teachers around children that this would benefit – opportunity, confidence, behaviour incentive etc. - Children will be given the opportunity to access drumming lessons for a short session once per week in either a small group or 1:1 - Get feedback from class teachers, drumming teacher and children. 	<p>5 places £45 x 39 £1,755</p>	<ul style="list-style-type: none"> - 5 children will access lessons and show development in playing an instrument/reading music (feedback from drumming teacher) - All 5 children will access the sessions for a minimum of 10 – 23 weeks. - Feedback from teachers will show that children have improved levels of engagement/enjoyment - Children identified specifically for behaviour will show improved levels of behaviour rated on a scale of 1 - 10 	
<p>Breakfast Club spaces to ensure a healthy start to the day. 6 places for 39 weeks.</p>	<ul style="list-style-type: none"> - Review attendance and punctuality of all pupil premium children - Offer a place at breakfast club 3 mornings per week for any child with attendance below 95% or frequent late incidents. 	<p>6 places 31 weeks from Oct half term £535</p>	<ul style="list-style-type: none"> - All disadvantaged pupils attending breakfast club will have attendance above 96% and no late incidents. - Children will have a healthy start to the day with breakfast before lessons begin 	
<p>Y6 boosters classes to improve attainment and ensure at least expected progress</p>	<ul style="list-style-type: none"> - Use books and test results to identify gaps for individuals and groups with Y6 teacher - Identify prior attainment groups of Y6 children to identify progress expectations - Set additional provision and plan for booster groups based on the above - Hold discussions around particular pupil premium children within this cohort 	<p>2 x afternoons/ week for 26 weeks Teacher – 2 hours per week £25 x 52 = £1300 TA – 4 hours per week £9.20 x 104 = £957</p>	<ul style="list-style-type: none"> - All disadvantaged pupils make good or better progress - Based on prior attainment group, pupil premium children achieve given targets. - Ensure that disadvantaged pupils at expected standard matches/ is better than national standard 	

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Behaviour support/nurture group	<ul style="list-style-type: none"> - Liaise with Rawmarsh behaviour specialists around support and training - Meet with John Cartwright to discuss strategies and interventions for specific children identified to meet their needs – anger management, behaviour at unstructured times, self-esteem and anxiety. - Following the meetings with JC, plan sessions to support individuals/target group 	£1051	<ul style="list-style-type: none"> - Meetings with behaviour mentor will have taken place. - Weekly nurture/behaviour sessions carried out with identified PP children - Behaviour of individuals will improve – instances of children receiving a number 3 warning and parents needing to be contacted will decrease - Levels of engagement will improve - Chn targeted specifically for self-esteem will show improved levels of participation and negative behaviour 	
Speech and language intervention – traded service – to support disadvantaged pupils	<ul style="list-style-type: none"> - SENCo and SALT to identify children who would benefit from additional support - Screen the identified children from FS2 and Y1 - Following screening, implement programmes set by SALT - SALT to review 8 children currently know to the service - Update records with children to be discharged/have new targets set based on the above 	Therapist £1200	<ul style="list-style-type: none"> - Clear progress should be seen against targets set by SALT using entry and exit data on provision map for children already known to S and L - Progress will be seen against screening data for new referrals. 	
Wave 3 interventions – FFT And Reading Rescue – to improve basic literacy skills.	<ul style="list-style-type: none"> - Work with support staff and class teachers to identify children - Gather entry data using FFT/Reading Rescue tools - Support from LSS regarding assessments and selection of children - Timetable sessions 	Reading Rescue delivery 6 hours Band D x 23 £2155 FFT delivery 10 hours Band D x 39 £3592	<ul style="list-style-type: none"> - Exit data will show progress when compared to entry data - Class teachers will see improvement in lessons with application of learning in 1:1 sessions - Books will demonstrate progress in work scrutiny 	

Total spend = £26,878

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