

Pupil Premium Action Plan/Coasting school summary 2016/17

Academic Year:2016/2017		Total fund allowance: £228,258 No. of children eligible:173			
<i>Pupil Premium Barriers to learning/Links to SDP</i>	Focus/Links to SDP	Actions to achieve	Planned spend	Evidence	Impact on pupils
<i>1.Attendance/Health/enrichment To provide early preventative support and encourage resilience by increasing parental involvement in school and tackling issues of attendance.</i>	Supporting attendance, pupil well-being and targeting under achieving pupils through family support provision as well as in class help and support.	By developing further, the tracking of data around attendance in connection with introduction of CPOMS and tackling issues that arise with parents with the support of the LA APSO. By providing family support and parent learning around readiness for Nursery and School. By increasing attendance at after school clubs and holiday provision through improved provision, consultation with pupils and better promotion of events.	£25,739 <i>(Educational Teaching Manager/ Behaviour & attendance)</i> <i>Fun for All Holiday Club</i> £811 <i>Breakfast Club</i> £8355 <i>After School Clubs (enrichment)</i> £12,129	Attendance to improve – data analysis will meet National expectations. Breakfast Club will support a healthy start to the school day/after school clubs provision will target specific needs. Attainment/progress will improve. See whole school data.	<i>Vulnerable families have been supported and attendance has improved due to regular meetings with target families to improve parent and pupil engagement with school. Attendance figures are at National for the whole school at 96%. Dis advantaged children- Breakfast club has run from 7.30 am and was open to all year 2 and year 6 pupils during Statutory testing. All pupil premium children who attend breakfast club are given additional tuition in reading. The breakfast club has promoted healthy eating at breakfast time and has a range of activities available to develop children with social skills.</i>
<i>2.Emotional/behaviour A) To raise standards by supporting pupils' safety, emotional, social and mental health welfare through introduction of the use of CPOMs; the</i>	To raise standards and continue to narrow the gap for vulnerable groups and individuals by ensuring that pastoral support within the school and through the Hub EIP is effective. Ensuring that support from other agencies,	The Hub EIP will provide reciprocal learning and pastoral support between schools and enhance our capacity to meet the needs of our children in the current economic climate. CP/LG/BF/AK/KP	£52,165	Pupil premium children identified. All CT/support staff are aware of who these children are. Pupil welfare needs identified. Curriculum developments	<i>The vast majority if not 100% of pupils will tell us that they are happy and safe in school. The vast majority if not 100% of parents will tell us that they feel their children are well supported in school. Data around behaviour has demonstrated improved standards and incidences of poor behaviour.</i>

<p><i>development of Curriculum and practice that will support pupil resilience and self-esteem as well as through the new Hub EIP and agency partnerships.</i></p> <p><i>B) To support pupil's safety, emotional, social and mental health welfare through introduction of the use of CPOMs across the school and the development of Curriculum and practice that will support pupil resilience and raise self-esteem.</i></p> <p><u>3)EYFS & KS1 Support for Learning & Nurture/enrichment</u></p> <p><i>To embed practice with two year olds in our Nursery and ensure that EYFS provision and practice is consistently good or better and meets pupil's needs.</i></p>	<p>volunteer groups and funding streams is accessed for the benefit of our children, families and community.</p> <p>Programmes of study, schemes of work and interventions to support this work will be developed. Whole school Safeguarding will have been updated. The Hub EIP will provide reciprocal learning and pastoral support between schools and enhance our capacity to meet the needs of our children in the current economic climate. Curriculum development and resourcing will focus attention on developing greater resilience and raising self-esteem</p> <p>To embed practice with two year olds in our Nursery and ensure that EYFS provision and practice is consistently good or better and meets pupil's needs.</p>	<p>Staff employed to deliver interventions & pastoral support for pupils with delayed development and/or needing to make accelerated progress. To provide targeted support for pupils with emotional barriers to learning.</p>	<p>£11,974</p>	<p>Improved to support resilience and engagement. Attainment and progress will improve-see whole school data.</p>	<p>Safeguarding training is current and the new CPOMs system is now understood by all and enabling improved sharing of information necessary to meet pupils' welfare needs. The Hub EIP is now in place. Curriculum development for September 2017 to enrich children's learning has been created. Children with behaviour and late developmental issues continue to be identified early and support put in place for both child and parent/carers; as a result, these children begin to thrive.</p>
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<p><u>4.Improving the quality of teaching & Learning</u> <i>To raise standards in teaching and learning by ensuring new staff /support staff are familiar with the school tracker, assessment criteria, threshold expectations & testing and that all staff consistently use formative assessment effectively in their daily classroom management.</i></p> <p><i>To continue to raise standards in attainment and pupil progress and close the gap with National Averages despite fluctuations in pupil cohorts over time and for any apparent negative trends in performance to be eradicated.</i></p>	<p>Staff employed to deliver interventions across KS1/2. The Educational Endowment Project will support the school in looking at how effectively we deploy our teaching assistants in order to impact everyday classroom teaching, structured intervention and the linking of learning from work led by teachers and teaching assistants. ETAs will support Mind-Growth in school, reading comprehension and RAP's.</p> <p>The Core subject action plans will make use of data analysis, monitoring & evaluation in order to ensure that key objectives set identify and support the closing of gaps with National averages. Cross curricular planning will support improvement in pupil's skills to apply their learning in Core subjects. Data analysis will track and identify gaps in learning and support teaching and learning with appropriate interventions.</p>	<p>By raising standards in attainment and progress through improved use and sharing with support staff of formative assessment, exemplification materials, success criteria and development of personalised learning targets to meet age related expectations and test thresholds. By supporting first quality teaching in meeting the needs of each child. Time-tabling opportunity for teachers and classroom support staff to collaborate when planning for lessons and differentiated support.</p> <p><i>Intervention Support in and outside classroom for targeted groups of children opportunities for first-hand experiences and development of literacy and numeracy skills. Target groups for literacy and numeracy in Year 6 . Support for SATs revision and improved learning outcomes in reading writing and maths (Greater proportion meeting ARES). Pupils to gain confidence with key concepts.</i></p>	<p>£23,349 Staff employed to deliver interventions. ETA time out of class. Resources.</p> <p>Learning Mentors £43,557</p> <p>Booster sessions £1230</p>	<p>Data will identify gaps in learning. Intervention measures (Including pastoral) will support attainment and progress both in the classroom and out. Planning will identify the needs of children and the learning bridges for ETA's)</p>	<p>All children will have a good understanding of their personalised learning targets and age related expectations. Knowledge and skills of support staff in enabling pupils to reach the expected or better standards of achievement has improved and supported through timetabling changes that enable greater staff collaborative working. The EEF project has had positive impacted on staff working relationships, shared practice and shared goals</p> <p>Core subject action plans have been completed and evaluated, informing the next cycle of school improvement. Staff with subject responsibility are very knowledgeable about their area of responsibility and standards expected and they regularly inform whole school development effectively. Curriculum plans have been overhauled to meet needs identified through the monitoring and evaluation of the curriculum cycle. Short term planning has been reviewed to ensure its effectiveness in supporting teaching and learning.</p>
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<p><u>5, To support pupil's safety, emotional, social and mental health welfare SEN/ETA support</u></p>	<p>By continuing to lead the development of the Fulcrum Learning and Community Hub of schools with a focus on integrating services on behalf of children and families.</p> <p>By leading and managing the development and work of the Early Intervention Panel for the Hub.</p> <p>By supporting Hub leaders of the Fulcrum Strategic Board by continuing to lead Hub liaison with Kirklees Education and Public Health officers.</p> <p>By investigating possible joint commissioning activities and identify funding that will benefit the school and community.</p> <p>By networking with other services and the Third Sector to engage our families in the Healthy Child Programme 0-19.</p>	<p>To liaise with the speech and language services and deliver programmes to individuals and groups with communication concerns</p> <p>Care support to meet pupils' medical needs in school. SEN children and those with disabilities to be supported with access to learning.</p>	<p>Speech/ Language development officer £14,880</p> <p>ETA / SEN Support £25,968</p> <p>Hub Work £8,101</p>	<p>Children with medical and special needs and our most able will have improved on previous standards of achievement (See Target data for 2016/17).</p>	<p>Children's development of good health, well-being and resilience has been fostered.</p> <p>The Early Intervention Panel has become established and provides support for schools in meeting the needs of our most challenged pupils and families- consequently barriers to learning have been reduced. Resources are and have been located to fill the gaps left by reduced budgets and service provision cuts from the LA and public health. There is a wider, skilled workforce base established which effectively deploys to better meet the needs of pupils, families and colleagues.</p>
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