



Pupil Premium Funding Action Plan – Academic Year 2018 to 2019

Predicted income: £35,560

The pupil premium action plan for 2018 to 2019 details intended expenditure.

Objective	Actions	Cost (Approximate)	Evidence
<p>To offer Quality First Teaching to all disadvantaged children</p>	<p>Ensure all pupils have access to good/outstanding teaching. Continue to develop and review the Maths ‘Loopy Model’ Use Alan Peat sentence types to teach the children to write exciting, sophisticated pieces of writing that use the right tone for their purpose. Ensure a multi-sensory phonics approach in the delivery of phonics within EYFS and KS1. Release teachers for peer to peer observations to share good practice. Visits to other Hillary schools to observe good teaching and learning CPD led by SLT focusing on high quality modelling, meeting the varying needs of the class through effective use of AfL. Ensure a high level of aspiration for all pupils. Challenging targets set and ensure good level of challenge and support is within all lessons. Additional release time for core subject leaders to monitor provision and quality of teaching for PP pupils. Additional release time for foundation subject leaders to monitor provision and quality of teaching for PP pupils.</p>	<p>£20,000</p>	<p>The loopy planning model will be in place across the whole school, enabling every child to make at least expected progress or more.</p> <p>Further development of fluency model to revisit previously taught concepts to assist memory retrieval.</p> <p>SLT to meet regularly with subject leaders Regular Book/Planning scrutiny to take place High quality feedback given to all staff</p>
<p>To close the gap, as early as possible, in early years with the use of tailored 1:1 provision.</p>	<p>Same day intervention to ensure that pupils do not leave the school day with misconceptions from what has been taught that day. Children who need specific SALT input will be addressed as early as possible so tailored interventions can be put in place. Additional 1:1 reading sessions x3 sessions per week for PP children ‘Talk About’ programme, focusing on self-esteem and self-awareness will be offered to all vulnerable children. All children will participate in weekly Jigsaw, PSHCE lessons as part of the curriculum. 5 minute box literacy intervention will be delivered to ensure all children are on track to pass the Year 1 phonics screening</p>	<p>£8,500</p>	<p>Regular reviews of Intervention timetables Regular communication between PP/Intervention staff and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources Progress from on-entry data to End of year will show at least typical progress for all pupils.</p> <p>Year 1 phonics screening results</p>

<p>To identify and meet the needs of individuals.</p>	<p>Develop the pupil premium register to allow more focus on pupil barriers to learning. Pupil premium conferencing to take place within the Autumn Term with a focus to ensure pupils feel valued, safe and ready to learn. Pupil premium conferencing to take place within the Summer Term with a focus on transitions ELSA provision available and delivered by two ELSA trained members of staff Pupil progress meetings that support teachers to review barriers, finding other solutions and support strategies to enable pupil progress to be at least expected</p>	<p>£5,060</p>	<p>PP register is used to track pupil progress and facilitate discussions in PP meetings including those with parents. Class Teacher to review PP passports, with PP lead, x4 times per academic year. Pupil conferencing to be discussed with SLT and actions/next steps addressed.</p>
<p>To monitor attendance of vulnerable pupils and reduce the persistent absence rate of the PP group.</p>	<p>Develop the role of the Inclusion Lead, to strategically lead the attendance team. Inclusion lead to develop the role of the Pupil Officer, through monthly meetings to track attendance and agree next steps. Identify pupils with an attendance figure of 96% or below. Close collaborative work with the school attendance officer. Class teacher to liaise with parents and agree actions. Pastoral care worker will work with children where appropriate however it is more likely that this will be work with parents.</p>	<p>£500</p>	<p>Attendance figure for all vulnerable children 96% or above. Minutes of attendance audit with Local Authority. Pastoral case load re. Attendance</p>
<p>To develop a culture of aspiration.</p>	<p>Every class to have 'PRIDE' learning behaviours displayed and staff and children are to refer to them illustrating what they look like Topic displays illustrate the skills of i.e an historian/ geographer Staff plan to opportunities for those skills to be applied across the curriculum 'Guess who?' assembly: We will invite or display on screen a mystery guest to an assembly once a half term for the children to guess their profession and ask questions about what they do. We will aim to address gender stereotypes within this. Develop further roles of responsibility throughout Key Stage 2 – which have a good proportion of PPG children – Junior Leaders, Play Buddies, School Councillors. HERO DAY (Spring 2): Children will dress up as a Superhero of their own choice with a special super power to change the world for the better. What do I want to be when I grow up day (Summer 1): Children to dress up as a future career they aspire to have.</p>	<p>£500</p>	<p>PP children will make comments which reflect our School ethos 'Imagine, Believe, Achieve' Governor talks to children to ascertain their skills with in the foundation subjects Parent topic assemblies launched – sharing the skills learnt within the topics We want children to recognise and know that there are different types of jobs and to be aspirational about their own future. Children will be able to talk about a variety of jobs and feel they can aspire to this no matter their gender or other differences.</p>

<p>To ensure all vulnerable children have the opportunity to participate in trips and enrichment activities.</p>	<p>Ensure all children are able to participate fully in school trips and residential trips Teaching staff will ensure that learning is supported by trips that are carefully planned to enhance the school's curriculum Teaching staff will encourage independence, perseverance and team-work through participation in group activities and over-night stays on residential visits. Priority placement in school clubs given to those who may not have the opportunities otherwise</p>	<p>£1000</p>	<p>All vulnerable children will attend school trips. Trip rationale, completed by the Class Teacher, will identify how the trip will support learning. Children will demonstrate 'PRIDE' learning behaviours</p>
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