

PP development plan 2016-2017

Impact from 2014-2015	Impact from 2015-2016	What are the identified priorities for the next academic year?	Actions	Impact from 2016 -2017
EYFS Average points 32.6, higher than cohort average -non PP 32.3 - -0.3 Gap (5.6). PP marginally outperforming non PP. Gap reduced from previous year.	Only 2 classes show a widening of the gap in favour of Non PP in all subjects. 5 classes show a narrowing of the gap for Reading and Writing, plus Y5 gap in favour of PP.	Fewer than 70% of disadvantaged pupils met the expected standard in phonics in year 1.	Nurture provision to support Y1 & Y2 pupils with social and emotional barriers to learning (Social & Emotional) Trained TAs to take groups of children for phonics in YR & KS1 to meet individual needs (phonics)	Although only 57% (8/14 children) passed the Y1 phonics, the 6 which did not are SEND receiving support from Nurture and Ed Psych recommendations. 21% passed with full marks.
	6 classes making expected or above progress for disadvantaged. With Maths in 2 classes showing slightly below.	Fewer than 80% of disadvantaged pupils met the expected standard in phonics in year 2.	Appraisal targets set linked to data analysis to provide individual support and instruction (Individualised instruction)	only 5 PP children took the phonics test in Y2, all making good progress bar 1 - Ed psych referral possible EHC plan.
KS1 group made progress in line with children from the same starting points within EYFS. 1 Child also working with EWO and family support worker linked to attendance concerns.	KS1 Non PP exceeding PP in all areas. Internal assessments show the gap narrowing for Writing and Maths.	Reduce KS1 PP gap for Reading 2.23	Intervention strategies to be more focused to affect the gap positively, through appraisal targets linked to data. Bug Club, wave 1 intervention small groups. Peer support from Y5 & 6b pupils (Digital tech, small group tuition, Peer tutoring)	Internal gap reduced and Pupil premium outperformed non Pupil premium in the Y2 cohort. The previous Y2 cohort gap in reading has reduced to 1.78
KS1 The group exceeded expected 4 point progress over the year for Reading 4.6 and Maths 5.27. This is good progress. They were slightly below for writing 3.5.	KS1 The disadvantaged exceeded expected 4 point progress over the year for Reading 4.2 and Maths 4.3. This is good progress. They made expected progress for writing 4 points, but 6 children made over 6 points progress, which is good progress.	KS1 attainment was well below the national figure for expected+ or greater depth in at least one subject for the groups: disadvantaged emerging, boys	Use of data analysis and tracking to identify children's individual needs, providing support and regular feedback on learning. Ensuring best staff and trained TAs operating in YR class to improve outcomes over time (Feedback, Early years intervention)	The group were close to expected 4 point progress over the year for Reading 3.6 and exceeded the progress in Maths 5. This is good progress. The limited progress is due to the SEND needs within the group. 33% achieved expected combined RWM with 1 child at GD. 25% were boys.
The PP children without the SEND, Reading 5.4, Writing 4, Maths 5.7	There are a number of interventions which have been directed towards improving the outcomes for pupil premium children. This can be seen where pupil premium outperform the non-pupil premium children, in a number of year groups across Reading, writing and Maths.	KS2 progress was significantly below average and in the lowest 10% in at least one subject for the groups: disadvantaged, disadvantaged low, disadvantaged middle, girls, girls middle, boys, boys middle, boys high, SEN support low.	Use of best staff and trained TAs to provide small group work and individualised feedback, links to gaps in learning. (Feedback, small group tuition) High number of SEND in current Upper KS2 requires some 1:1 support and individualised planning. (1:1 tuition)	Pupil premium outperformed the non pupil premium in Reading, writing and Maths. Progress in Reading and writing was above the expected. Slightly below for Maths.
KS2 Small gap R & W, less than 1.	In cases where the gap is larger, this is due to children being included in other vulnerable groups such as Special educational needs, English as an additional language.	High numbers of Pupil premium children with parents who are difficult to engage.	Organise opportunities for parents to work in the classroom alongside their children, with links to the Curriculum. (parental involvement)	Culture club has encourage parent participation. Opportunities through the Arts Mark has also supported engagement. To continue as a focus for next year.
		Improve outcomes for individuals compared with current reported data.	Provide workshop / teaching opportunities for parents alongside their children with development opportunities at home and outside of school. (Parental Involvement)	Previous focus was on intervention for Maths, there is a closing of the gaps in this area. The focus on the previous Y1T cohort has proved a narrowing of the gap across Reading, writing and Maths.
		Attendance PP 95.7% (non pp 96.7%)	Family support worker picks up all low attenders and meets with parents to offer parenting through group training and individual action plans. (Parental Involvement, Social & emotional support)	Attendance 93.2% due to persistent Absentee and exclusions. FSW engaged with families. Removal of these 2 children bring attendance in line with non PP.
		Improve APS and GLD for PP children. Average points 30.6, non PP 32.6 Gap 2 (-0.3). Increase on previous year. GLD 55 % (64%)	Data tracking and interventions with trained TAs and best staff. Coordinating learning from preschool, developing language (Early years intervention)	14 Children, 3 SEND, 2 EAL. Average points 32, non PP 32.4 Gap 0.4 GLD 64 % (55% 2016), Non PP 69%
		Increase opportunities for children who are disadvantaged to experience art and culture to expand their understanding of their community and their place in it. Providing aspirational opportunities	Culture club formed working on culture challenge with selected PP children (Arts participation)	Positive impact, children report increased confidence and self belief and aspirational understanding.
		Improve outcomes for disadvantaged pupils where behaviour is a barrier to learning. Affecting theirs and others attainment.	Trained TAs to work on emotional and social skills including behaviour in Nurture room. Play therapist. Parental support. Behaviour intervention linked to PE and sport - Skip Beatz and Karate (behaviour intervention, self-regulation)	1 child under threat of exclusion -improved behaviour responses. All children developed more positive response to behaviour conversations and expectations. Track attainment progress through the next year