



<b>Priority/Target</b>	To continue to narrow the achievement gap between disadvantaged groups and their peers				
<b>Funding</b>	East Herrington 2018-2019 Funding Currently estimated at £105.600.00				
<b>Key Actions</b>	<b>Timescale</b>	<b>Resources</b>	<b>Monitoring and Evaluation</b>	<b>Success Outcomes</b>	<b>Impact of Key Actions</b>
Ensure that PP children are identified on all documents that monitor performance Intervention Proformas updated Pupil Premium Register updated in line with Census	In place beginning of term and updated half termly for all documents linked to Pupil Progress Meetings and monitoring timetable	PP Intervention Proforma Tracking System Pupil Progress Meetings Analysis from SIMS	PP Lead to monitor – half termly SLT to monitor – half termly through data analysis and Pupil Progress meetings Governors - termly	Data analysis comparing PP and peers shows gap is narrowing PP figures compare favourably to National figures for all children	
Ensure data analysis is shared in September 2018 Inset and used to identify PP children Data from previous year shows PP children's level of attainment and rates of progress from the previous academic year	INSET - September Reviewed half termly	Data analysis used to identify PP children at risk of underachieving	HT to work with PP Lead / Assessment Lead	Data analysis for all year groups on a termly basis identifies any PP children falling behind and interventions in place	
Ensure Pupil Progress meetings identify, monitor and track progress and attainment of PP children	Half termly following staff data input – using data from tracking system	Tracking system Class tracking sheets PP Lead Reports	PP Lead / Ass Lead / SLT Data analysis Pupil progress meeting monitoring Work scrutiny	Comparing PP and peers shows gap is narrowing at both expected and higher levels	



Key Actions	Timescale	Resources	Monitoring and Evaluation	Success Outcomes	Impact of Key Actions
<p>Secure regular and high quality support for PP children in need of additional help Additional Teacher in Y5 Additional TA in Reception, Y1, Y2, Y3, Y4</p>	Termly	<p>Specific resources – Lexia Spellodrome TA dedicated time Specialist external support Funding for additional staff</p>	<p>Class teachers – daily Focussed targets Intervention programmes Data tracking shows accelerated progress</p>	<p>ASP shows PP data in school is at least in line with national figures PP figures compare favourably to National figures for all children at end of each key stage</p>	
<p>Develop all children’s (including PP) understanding of the main principles in the Primary Maths curriculum through the introduction of Inspire Maths (Y1-Y5) Embed a mastery curriculum ensuring children’s needs are met through appropriate differentiation: the less able by the use of equipment; the more able by the level of challenge Provide opportunities for fluency, reasoning and problem solving.</p>	Termly	<p>Staff meetings / INSET timetable  Numicon Inspire Maths practice book, text book, assessment book for all year groups Y1-Y5 White Rose hub resources ICT subscriptions – Oxford Owl</p>	<p>Class teachers – use of equipment and CPA approach embedded in the curriculum to allow all children to develop a deeper understanding of maths. Specific intervention and More able challenge through problem solving and application. Maths lead to analyse impact through monitoring of learning Planning/Work scrutiny Pupil progress meetings</p>	<p>All children accessing the curriculum for their year group and kept together. Pupils progress through the curriculum content at the same pace.  Data analysis for all year groups on a termly basis identifies any PP children falling behind and interventions in place  PP figures compare favourably to National figures for all children at end of each key stage</p>	
<p>Develop children’s writing through two-year project with primary writing project. Use Talk for writing as a focus to</p>	Termly	<p>Staff meetings / INSET timetable  Attendance at project meetings</p>	<p>Class teachers – continue to embed Talk 4 Writing skills in Literacy and across the curriculum.</p>	<p>All children access a unique curriculum that is broad and balanced. Children can write</p>	



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develop children's writing enabling them to write confidently and independently across a range of genres.			Termly book scrutiny  Long term and medium term planning on website.	confidently in a range of genres. Outcomes for children will Continue to be in line or better than all children nationally.	
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Key Actions	Timescale	Resources	Monitoring and Evaluation	Success Outcomes	Impact of Key Actions
Have a broad range of visits and visitors used to enrich curriculum offer including Residential visits to Derwent Hill.	Termly	Class budget managed accordingly via Business Manager	Work scrutiny of PP children SLT Data analysis SLT pupil progress Individual analysis of pupils and support by class teachers.	PP funding is used to enrich the experiences of the children with visits and visitors	
Purchase and use technology to increase the quality of learning in lessons and increasing PP access to the internet Give individual pupils access to specific intervention programmes e.g Lexia, Accelerated reader, Spellodrome	Termly	APPs for IPAD I-Pads / Laptop ICT suite	SLT Lesson observations SLT Planning / Work Scrutiny	Comparing PP and peers shows gap is narrowing at both expected and higher levels	



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Ensure PP children continue to access the variety of extra-curricular clubs and activities offered at school.	Termly	Registers PE Action Plan	PP Lead to monitor % of children accessing extra-curricular activities	PP funding used to enrich experiences of the children through extra – curricular activity. Children learn and develop skills indicating enjoyment, pupil development and beneficial results	
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Key Actions	Timescale	Resources	Monitoring and Evaluation	Success Outcomes	Impact of Key Actions
Identify all children (including PP) who do not read at home/ return books regularly and plan appropriate interventions Employ 3 'Beanstalk' staff to hear readers individually 3 times a week.	Weekly	Current Reading initiative Intervention Volunteers Teaching Assistant dedicated time Beanstalk staff salaries	Weekly 'Five in 5' initiative via class assembly Reading data analysis	ASP shows PP data in school is at least in line with national figures PP figures compare favourably to National figures for all children at end of each key stage	
In EYFS continue to teach quality phonics for all children to encourage early reading skills. Use Talk for Writing texts to stimulate and engage children in learning. Work in small groups to ensure children	Weekly	Talk for Writing texts Teaching assistant	Work scrutiny of PP children SLT Data analysis SLT pupil progress	Children enjoy early reading and writing and exit Reception with expected ELG. Disadvantaged children to be in line or better than other disadvantaged and all children nationally.	



<p>receive quality support and challenge.</p>					
<p>Ensure opportunities for parents to learn alongside children through Family Learning</p>	<p>Half termly</p>	<p>Meeting room Hall space Timetable of events</p>	<p>Family Learning Lead and PP Lead to liaise Pre and Post Feedback Attendance of parents in sessions Feedback from all involved</p>	<p>ASP on line shows PP data in school is at least in line with national figures PP figures compare favourably to National figures for all children at end of each key stage</p>	
<p>Provide interventions that address emotional, social and behavioural needs.</p> <ul style="list-style-type: none"> <li>• Access to North East Counselling Service to give children the opportunity to receive professional counselling to help them with a range of issues and concerns they may have.</li> <li>• Continue to embed a new PHSE curriculum with a strong focus on building resilience and growth mind-set</li> <li>• Y6 Climbing club to help identified children (including PP) to develop resilience</li> <li>• Weekly small group intervention nurture sessions using the Fun Friends</li> </ul>	<p>Half termly / termly</p>	<p>iCAMH training for whole staff to improve knowledge of children's well-being</p> <p>Climbing club membership</p> <p>Cost of weekly counselling sessions for specific children (including PP)</p>	<p>Class teacher / Wellbeing Co-ordinator</p> <p>Observations Pre and Post Feedback</p> <p>Attendance at climbing wall Feedback from staff, parents, instructors and teachers involved</p>	<p>Children can use strategies and techniques to cope with demands and challenges both in and outside of school.</p> <p>Staff and Children within school have a better awareness and understanding of mental health, how to identify issues and where to go for help.</p>	



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<p>intervention programme from CAMHS.</p> <ul style="list-style-type: none"><li>• Achieve Mental Health Charter Mark</li></ul>						
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