



Priority/Target	To continue to narrow the achievement gap between disadvantaged groups and their peers				
Funding	East Herrington 2017-2018 Funding Currently estimated at £101,640.00				
Key Actions	Timescale	Resources	Monitoring and Evaluation	Success Outcomes	Impact of Key Actions
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	Termly tracking of Pupil Progress children on to A.Conlin's assessment tracking system. Also tracking of specific support and intervention – this information is reviewed by L.Lavelle. Monitoring of diminishing the difference between disadvantaged and non-disadvantaged pupils. Monitoring indicates that appropriate support and intervention or challenge is in place. By the time the pupils leave Y6 the gap has diminished. Pupils are performing better than all pupils nationally in Reading, writing and maths.
Ensure data analysis is shared in September 2017 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	This continues to be a key point for pupil progress meetings. Updated tracking and assessment procedures have allowed for effective discussion during Pupil Progress review meetings (termly) focusing on individual pupil progress and attainment. The level of support and challenge is discussed. Outcomes as above. Monitoring



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<p>Secure regular and high quality support for PP children in need of additional help Employ an additional Teacher in Y6 Employ additional TA in Reception, Y1, Y2, Y3, Y4</p>	<p>Termly</p>	<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>2018/19 focus on Reception Disadvantaged and whole school monitoring of Disadvantaged against Disadvantaged more able.</p> <p>Impact of additional teacher in Year 6 resulted in at least good and some outstanding progress by the end of the academic year. The pupils settled, behaviour improved and they received good emotional and academic support. Organisation of 3 classes to be continued in Year 5 (2018/2019) to support cohort needs. Y6 outcomes 2017/18 for disadvantaged pupils above national. TA support used in: Y1 outcomes a positive impact on phonics results for all pupils including disadvantaged. All disadvantaged children passed phonic screening. Y2 additional teacher supported pupils to make good progress from their starting points. Disadvantaged children above other Disadvantaged children in RWM. Y3 additional TA supported to ensure transition into KS2,</p>



					development of reading fluency and basic maths skills.
<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)</p> <p>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</p> <p>Provide opportunities for fluency, reasoning and problem solving.</p>	<p>Termly</p>	<p>Staff meetings / INSET timetable</p> <p>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.</p> <p>Specific intervention and More able challenge through problem solving and application.</p> <p>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.</p> <p>Data analysis for all year groups on a termly basis identifies any PP children falling behind and interventions in place</p> <p>PP figures compare favourably to National figures for all children at end of each key stage</p>	<p>Staff accessed appropriate training to support the delivery of INSPIRE maths. Additional concrete resources purchased to support pupils' understanding of place value and the number system. Additional support provided for pupils when appropriate and necessary.</p> <p>End of KS2 Pupil Premium children results above national (15% above national all) at expected level and above national at greater depth (by 12%). Both results well above national disadvantaged.</p> <p>KS1 Disadvantaged pupils results in line with national results (1% above all pupils nationally) Results well above National Disadvantaged. Greater depth disadvantaged pupils result above National average (by 13%)</p>



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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	PP funding is used to enrich the experiences of the children with visits and visitors	Disadvantaged pupils access a range of activities such as Derwent Hill residential visit. Educational visits and visitors into school all paid for giving all children access to a range of experiences. Experiences used as a stimulus for work in school such as writing, focus for geography curriculum etc. Self-esteem of all pupils monitored. Support given if appropriate
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	Pupil Premium funding accessed for Maths 3 rd Space Learning individual intervention programme; access to Lexia to support reading; access to Spelladrome to support spelling. Funding used to purchase additional laptops to enable pupils to have access to the appropriate programmes.
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	Range of extra-curricular activities offered including: Music lessons; sporting activities, Change for Life funded for disadvantaged pupils. Children visit Birmingham and London as part of the experience.



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<p>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.</p>	Weekly	<p>Current Reading initiative Intervention Volunteers Teaching Assistant dedicated time Beanstalk staff salaries</p>	<p>Weekly 'Five in 5' initiative via class assembly Reading data analysis</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>Beanstalk workers employed to hear children read regularly to support the development of reading fluency.</p> <p>Additional support is given by volunteers and lunch time staff to develop children's fluency.</p> <p>By the end of Year 6 95% of disadvantaged pupils reached the expected standard compared to 77% of all pupils nationally.</p>
<p>Ensure opportunities for parents to learn alongside children through Family Learning</p>	Half termly	<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 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>Family Learning Programme was in place and offered termly. See Summer Report 2018 Family Learning Report for Governors produced by Mrs. Bond</p>
<p>Provide interventions that address emotional, social and behavioural needs.</p> <ul style="list-style-type: none"> Access to North East Counselling Service to give children the opportunity to receive professional counselling to help them with 	Half termly / termly	<p>iCAMH training for whole staff to improve knowledge of children's well-being</p> <p>Climbing club membership</p>	<p>Class teacher / Wellbeing Co-ordinator</p> <p>Observations Pre and Post Feedback</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</p>	<p>Identified pupils accessed North East Counselling service (£500 for 10 sessions per pupil). This give appropriate support for key pupils.</p> <p>PSHE curriculum produced and shared with staff to support pupils emotional</p>



East Herrington Primary Academy Pupil Premium Strategy Action Plan 2017-2018

<p>a range of issues and concerns they may have.</p> <ul style="list-style-type: none">• Continue to embed a new PHSE curriculum with a strong focus on building resilience and growth mind-set• Y6 Climbing club to help identified children (including PP) to develop resilience• Weekly small group intervention nurture sessions using the Fun Friends intervention programme from CAMHS.		<p>Cost of weekly counselling sessions for specific children (including PP)</p>	<p>Attendance at climbing wall Feedback from staff, parents, instructors and teachers involved</p>	<p>understanding of mental health, how to identify issues and where to go for help.</p>	<p>well-being, developing resilience and a growth mind set</p> <p>A group of Y6 pupils accessed a climbing programme during the autumn term. This was very successful – developed confidence, team work and resilience.</p>
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