

Pupil Premium Action Plan 2017-18

What do we want to achieve for our Pupil Premium children?

Larkfields Junior School want to provide the very best provision for all our children so that they can become lifelong learners and be successful in a career of their choice. We want to ensure that the children have the correct skill set to be independent, resilient learners. We want our pupil premium children to have the same life chances as all our other children and make the same or better progress as non-pupil premium children.

Barriers to Learning

For all our children and especially some of our pupil premium children the main barrier to learning is around attitudes towards learning particularly around independence. Our pupil premium children are not very independent and have little or no resilience when it comes to learning and finding things difficult, some are not very aspirational. For some of our PP children the barrier is a lack of engagement from parents and this leads to missed opportunities for learning outside of the school.

What outcomes do we want from our Pupil Premium spending?

We need to raise the attainment and progress that pupil premium children make to ensure we are further diminishing the difference. To provide a structure for those children with behavioural needs to support self-esteem, friendship and manage emotions. To further engage parents within school life to ensure that we can broaden experiences and support learning.

Desired Outcomes	Success Criteria (intended outcomes)	Evaluate current strategies. 2015-16	Evaluate current strategies 2016-17 (April 2017)	Strategies implemented September 2017
Improving disadvantaged pupils attainment	To ensure that 90% pupil premium children meet ARE at the end of each year group.	1:1 tuition was used last year with little or no impact. End of KS2 data shows only 25% made ARE in WR, RE,MA. No measures for impact were used and intervention was not monitored.	Interventions are now monitored and reviewed each half term to ensure progress is being made. Pupil Premium children are now monitored carefully to check that progress and attainment is being made as part of the appraisal process.	Interventions are now more structured and are done in afternoons. TAs have time with teachers to discuss interventions and barriers to learning daily. A wide range of enabling items are available for all children to use to support learning- for some children this may be signposted by the teacher.
Reducing gaps				
Improving attendance	To ensure that PP children are in school and on time.	This was monitored last year.	PP children's attendance is monitored half termly and letters are sent out each half term to those children falling below 90%. The attendance policy has been updated to be clearer to parents	New attendance systems for all children means attendance is monitored weekly and actions are put into place. This includes information to parents,

			<p>about the consequences of children not being in school.</p> <p>Breakfast club aimed at PP children has been established and this has reduced the amount of PP children who are late to 0% in the spring term.</p>	<p>monitoring letters and in some cases fining parents.</p> <p>This robust system has maintained good attendance</p>
Accelerating progress	<p>To identify using FFT data those PP who have a 60% or more chance of making accelerating progress. To target learning to support accelerated learning.</p>	<p>FFT data was not used last year and as a result children were not targeted.</p>	<p>FFT data has been used to inform teachers of progress and attainment targets. Teachers have used this to identify specific interventions and precision teaching.</p>	<p>PP teacher has been employed one day a week to target specific children. This is a full time member of staff. Progress tracking document have been set up to monitor progress as well as attainment.</p> <p>Termly progress meetings will allow staff to discuss progress how to accelerate progress if needed.</p> <p>Detailed specific interventions are also in place.</p>

Reducing exclusions	To have no exclusions of PP children	1 PP child was excluded in 2015-16	No PP children have been excluded this year.	1 pupil premium child was excluded at the end of the summer term
Improving behaviour	To ensure that PP children can access the behaviour system and that they can self-regulate their own behaviour based on systems in school or that a system is place to allow them to make progress and supports specifics needs.	Behaviour for PP children was not specifically monitored so no data is available. 1 PP children was excluded. However many of the behaviour issues are from PP children.	Behaviour is now monitored each term and PP children are looked at as part of this. Some adjustments have been made to support PP children and this has seen an improvement in excellent behaviour and attitudes to learning.	New behaviour STAR system in place. Tracking of behaviours in place Behaviour is monitored each half term.
Improving engagement of families	To create more opportunities for parents to engage in the school day. To use the AFA model and structured conversations to promote family engagement.	Parents are invited into school regularly including review meeting for some PP children and parents evenings.	All PP parents attended parent meetings.	Parental engagement plan is now in place. See Action plan. This includes our hard to reach parents. Display in entrance hall
Developing skills and personal qualities	For children to be able to identify own emotions and act accordingly. For children to have a supportive engaging environment to support life skills work.	TA worked with children on 1:1 basis with some success but this has resulted in some learnt helplessness for some PP children.	Teaching assistants have accessed CPD to develop more independence in lessons. As a whole school enabling items and success criteria have been introduced to	Counselling provided by Place to Be will be in place from November 2017

			<p>support children with their own learning. The curriculum has been redesigned to improve engagement of learners.</p> <p>Lesson observations including those from outside agencies show an increase in independence and vastly improved attitudes to learning for all children including our PP children.</p>	
Extending opportunities	For children to be able to access the wide range of extra-curricular activities on offer. To see 80% of children engaged in 1 after school club	This was monitored last year.	<p>Monitoring of PP children accessing extra-curricular activities show 75% of PP are doing so. This does not include those accessing breakfast club.</p> <p>Higher ability PP children have also accessed days out at the Nottingham High school and with John Lewis.</p>	<p>Extra curriculum activities are now running at lunch time and some are targeted at PP children.</p> <p>A wider range of after school clubs now run with less focus on sport and more on creativity.</p>

Improving Transition	To ensure that children in year 6 have successful transition and to develop links with the infants to create a stronger transition programme throughout the whole year.	Some extra transition provision put in place for year 6.	Transition mornings have been put in place for all year groups and earlier in the year so teachers and pupils can start to get to know pupils in advance. Transition programmes for year 6 and year 2 are also more extensive and now in place	Transition for specific children was done this year this included a wider range of visits to support the transition process. For year 2-3 a broader and more extensive programme was put into place. The year 3 children have settled very well.
Improving destinations	N/A			

School Context

OFSTED Inspection March 2014 –Good

Low proportion of PP 14% school wide- small numbers of PP in each year group.

1 LAC child

PP children performed below Nottinghamshire in end of KS2 2017. However the gap has closed since last year where only 25% achieved ARE

Nottinghamshire	School
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Maths 56%	50%
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Reading 52%	37%
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Writing 60%	37%
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SPAG 59%	50%
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Governors noted that the 2017 disadvantaged group (9 children) had made significantly better progress than the previous year's cohort in Reading: -6.5 to -0.9; and Maths: -6.1 to -1.2 where they outperformed 'all pupils'.

Progress in writing slowed from -3.24 to -6.00 though this was seen as part of a wider issue around writing progress.

Diminishing the difference

The attainment gap in end of KS2 2017 still shows a gap between PP and Non PP however this is less than last year.

Funding

Amount of PP funding, number of pupils eligible and percentage of total number on role:

2014-15 £40,800 for 30 pupils representing 13% of total number on role

2015-16 £44,860 for 33 pupils representing 14% of total number on role

2016-17 £41,060 for 32 pupils representing 13 % of total number on role

2017-18 £64123 for 33 pupils representing 14 % of total number on role

The figures below are based on our Sept 2017 pupil numbers. The income above is for our 16-17 pupils as Pupil Premium is received in April of each year.

Number of PP pupils in each year group 2017-18 41

Carryover of PP money for counsellor in school £8472

TA training for effective interventions £200

Total amount spent: Feb 2017 £39681(including planned carry forward)

	Pupil Premium Number	Proportion of cohort	Funding £	Spent on
Year 3	3	5%	£3960 Not including carry forward for counsellor	Nurture group staff £1692 PP Intervention £1650 TA Interventions resources £303 Counsellor £632 Trips £200
Year 4	12	20%	£15840 Not including carry forward for counsellor	Nurture group £6768 Music Lessons £263 PP Interventions £1650 Intervention resources £303 Counsellor £632 French Lessons £55 Trips £700 Books for reading £331 Counsellor equipment £500

					Mission X £250	
	Year 5	8	13%	£10560 Not including carry forward for counsellor	Nurture group £4512 TA Interventions resources £303 PP Intervention £1650 Extra-Curricular French £110 Counsellor £632 Trips £500 Music Lesson £263 Extra curricular clubs £240	
	Year 6	10	17%	£13200 Not including carry forward for counsellor	3 rd Teacher Mon – Wed for small group teaching £9900 PP Intervention £1650 TA Interventions resources £303 Counsellor £632 French Lessons £176.95 Music lessons £263 Trips £400	
Issue (New point)	Action				Impact	
	Actions	By whom	Line managed	Status	Intended	Actual (Evidence)
						Further Actions

To develop the role of strategic lead	JS/EP to complete pupil premium training and use NCC handbook	JS			Strategic lead has a clear understanding of their role.	JS/EP completed PP training	
	JS/EP to meet half termly to discuss PP spend and where it needs to be targeted	JS/EP			Monitoring and evaluation is regular and robust with findings feeding into next stage of development	JS is now leading PP	
	Agree PP monitoring timetable which links to SDP	JS			School website is compliant and has information to support	MB has Updated this	
	Update website regularly in relation to PP (use latest compliance check sheet)	MB	JS		Attainment and progress reports enable all stakeholders to have a clear understanding of the impact of spending related to outcomes.	PP data now included in HT report MB nominated as PP link governor. This is updated each term	
	To provide regular and accurate data reports to staff and governors	JS					
	For staff to discuss PP children and actions as part of termly data meetings.	All Staff	JS			Done with Year 6 Done as a staff meeting and as part of appraisal meetings in March	Termly pupil progress meetings with all staff progress trackers and intervention trackers used to support this.

<p>To develop Governor knowledge and understanding of Pupil Premium</p>	<p>Appoint link governor</p> <p>Link governor to be invited to attend any monitoring focused on PP</p> <p>JS to report to Governors in detail about progress of PP children linked to spending as part of HT report.</p> <p>To advise governors of any training around PP.</p>	<p>GD</p> <p>JS</p> <p>GD</p>	<p>JS</p> <p>GD</p> <p>JS</p>		<p>Link governor is clear about role</p> <p>All governors to have a clearer knowledge and understanding around PP funding</p> <p>EP to produce a PP report for FGB in Jan and May</p> <p>Governors are holding leaders to account and asking questions related to PP</p>	<p>MB</p> <p>Nominated Learning walk with MB completed 9/3/17- see governor report</p> <p>PP spending updated in detail after request from Vice chair.</p> <p>See FGB Minutes</p>	<p>Regular meeting with PP governor to discuss progress and impact</p> <p>Review plan</p> <p>PP part of HT report</p>
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<p>To improve DP attitudes to learning by promoting the 4Rs</p>	<p>See BLP action plan</p> <p>To provide CPD for all staff on introducing and using BLP</p> <p>For children to actively take part in a range of specially built lessons to develop the 4Rs</p> <p>To work with Parents to develop understanding around the BLP and the language used.</p>	<p>JS</p>			<p>Pupil interviews to show increased confidence</p> <p>Improved attainment and progress- see data reports for more information</p> <p>For children to be able to articulate about their learning accurately knowing strengths and areas for development.</p> <p>For children to be more independent and not relying on adult support (see lesson obs and video lessons)</p>	<p>Questionnaire completed by JS</p> <p>See Eaz MAG report- Proportional analysis</p> <p>Pupil interviews completed by BM and LBU</p> <p>See teacher observations summary sheet.</p> <p>Learning walks and health check report improvements in this area.</p>	<p>4R lessons continuing. Part of SC for lessons</p> <p>Some children having specific resilience lessons by AC</p> <p>Curriculum evening including section on BLP</p> <p>Leaflet sent out to all parents.</p>
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<p>To improve the engagement of parents and carers of DP</p>	<p>To establish a system of structured conversations for parents.</p> <p>To hold open lessons for parents to see what is happening in school and lessons.</p> <p>Form a parent working party ensuring that some parents are DP parents.</p>	<p>JS/LB</p>			<p>For all DP parents to attend parents evening (new style with longer sessions)</p> <p>For parents to experience learning in school.</p> <p>To share the language of the 4Rs</p> <p>Parents are more actively engaged in supporting learning.</p>	<p>Attendance for parents evening was all but 1 DP parent attended autumn term Spring term all DP parents attended or were contacted. See attendance registers for Parents evening in Attendance file.</p>	<p>Parental engagement plan in place for all parents- see plan</p> <p>Parental engagement board now in place in the entrance hall alongside parent post box.</p>
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To improve staff use of data to address the needs of underachieving DP	Staff to have CPD training on EAZ Mag to allow them to track DP progress and achievement.	JS			All staff to understand and use DP performance information to identify underachievement. To identify barriers to learning. To evaluate the impact of interventions.	FFT data has been used to identify those children that may over or under achieve including DP See TA intervention sheets for each year group. Appraisal targets for all staff include for at least 50% of DP to be at ARE New planning documents have focus groups that could include PP children. Staff meeting on PP in April to be done.	Progress tracker now in place so staff can easily identify those children including PP not making enough progress. Appraisal target links to DP children
	Half termly progress meetings to evaluate the impact of interventions and progress made.	JS					
	For staff to use data including FFT to inform planning.	All Staff					
	For HT to use data including FFT and Notts performance tables for aspiration target setting.	JS					

<p>To improve the effective deployment of TAs to address the diminishing the difference agenda.</p>	<p>Provide CPD on a range of strategies to support DP children with a focus on the 4Rs Monitor and evaluate delivery of interventions To create case studies for pupil premium children.</p>	<p>LB/JS</p>			<p>All TAs to be delivering high quality impact driven interventions DPs are making progress in learning as a result of interventions</p>	<p>Training provided for TAs including CLTSA network meeting</p>	<p>New TA structure now in place. Interventions happening very regularly with DP children. PP group also being taught by ASS Head Case studies created.</p>
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<p>To Improve behaviour for all DP</p>	<p>All staff to be consistently using the Take Care Behaviour system.</p> <p>CPD for staff on specific behaviours</p> <p>Staff to adapt behaviour system to support children with specific needs.</p> <p>Staff to work with Ta's to ensure consistent behaviour strategies</p>				<p>To ensure that PP children can access the behaviour system and that they can self-regulate their own behaviour based on systems in school or that a system is place to allow them to make progress and supports specific needs.</p> <p>For a reduce amount PP children to be in the behaviour log.</p> <p>For PP children to become more self regulating.</p>	<p>Behaviour log shows that out of 108 red cards recorded in the first half term 46 were pupil premium children. Of this the vast proportion was in year 4 and 6 and were identified as 6 specific children. All parents were contacted.</p> <p>Yr3-2/12 Yr4- 24/49 Year 5- 0 Year 6- 20/47 See behaviour log for further information.</p>	<p>STAR behaviour system implemented SIMS is being trialled to log behaviour types.</p>
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<p>To develop skills and personal qualities of DP</p>	<p>To establish nurture group for children to be able to express feelings and emotions.</p> <p>Within nurture to establish a programme of activities to support and develop personal skills and qualities</p> <p>Enrichment activities for HA DP children to be established</p>	<p>LB JW/SHa</p> <p>JS/FJ</p>			<p>For children to be able to identify own emotions and act accordingly. For children to have a supportive engaging environment to support life and work skills.</p> <p>For DP children to have less fallings out and be able to recognise their role in a disagreement.</p> <p>To allow our HA DP pupils to have access to a range of enrichment activities which will broaden horizons and skill sets This will include GEMS, High school enrichment days, and access to John Lewis competitions and events.</p>	<p>JS running 6 week programme developing a breakfast club working on maths and English skills and working as a group. See evidence pack and powerpoint. Breakfast club has now started with 17 children regularly attending.</p> <p>Nurture group is well established. See nurture planning</p> <p>GEMs maths club is established</p> <p>John Lewis have supported us with Visits and enrichment-see plan and email</p>	<p>Further clubs have been added at lunchtime- including arts, Makaton, homework, science and lego, to appeal to a wider audience. This is being tracked to see attendance. Enrichment activities include session at David Lloyd gym for some targeted children and working with John Lewis. GEMS will also continue to run.</p>
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						DP pupils have attended 2 Nottingham high school days based around STEM	
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<p>To provide extracurricular activities and experiences for DP</p>	<p>To monitor which children are attending which clubs.</p> <p>To actively encourage DP children to join a club.</p> <p>Premier sports to once a week run a quiet PE club for reluctant PE participants</p> <p>Some PP Children to be part of planning and designing a breakfast club – See breakfast club planning.</p> <p>To trial a breakfast club for children.</p>	<p>JS</p> <p>JS</p> <p>JS/Premier sports</p>			<p>For children to be able to access the wide range of extra-curricular activities on offer. To see 80% of DP children engaged in at least 1 after school club</p> <p>Art club to be offered to PP children</p> <p>To ensure PP children are at school on time and have had a healthy breakfast. To improve social skills and reading.</p>	<p>29/41 children engaging in after school clubs (71%) See register for information</p> <p>Breakfast club in planning operational as of January 2017 17 children regularly attending and homework, reading and social interaction is part of the club.</p>	
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Improving Transition		Year 3 teachers			<p>To ensure that DP in year 6 have successful transition. Confident and happy to go to secondary school. Year 2-3 children have had a varied range of experiences within the junior school setting. To reduce the year 2 to 3 learning dip.</p>	<p>New transition plan in place for Infants to juniors- See NPqH placement school action plan.</p>	
<p>To improve attendance for DP children as this is lower than non FSM children.</p>	<p>To monitor attendance weekly of DP children. To encourage them to attend breakfast club. For individual rewards to be given for targeted children whose attendance is below 90% For all unauthorised absences to be fully investigated</p>				<p>To improve attendance – if they are not in school they cannot learn! To have children that attend school at least 95% of the time.</p>	<p>Monitoring attendance of DP pupils weekly. Letters being sent out to all parents if attendance drops below 90% See attendance file And monitoring.</p>	