

DISADVANTAGED PUPILS ACTION PLAN – USE OF PUPIL PREMIUM FUNDING 2017-18

<b>Priority</b>	<b>Objectives; to improve achievement for disadvantaged children through:</b> Quality first teaching Intervention and support Differentiation Effective staff deployment High quality resources Catch up and boosters First hand experiences Nurturing approach Adherence to Maslowe's hierarchy of need Pastoral, emotional and social support			<b>Priority Targets/success criteria:</b> Continue to close the gap between disadvantaged pupils and others Maintain the gap already closed in Y1 and Y3 Continue to maintain the standards of attendance from disadvantaged pupils which currently match that of other pupils			
<b>Evidence base</b>	In most year groups (excepting Y1 and Y3) there is a discernible gap between disadvantaged attainment and achievement when compared to other pupils. This is reflected nationally and locally.						
<b>Tasks and Actions to be taken</b>	<b>Person/s Responsible</b>	<b>Date for actions</b>	<b>Resources</b>	<b>Monitoring</b>	<b>Milestones</b>	<b>Outcomes</b>	<b>Evidence</b>
<b>Obj.1: add progress of vulnerable groups onto appraisal target and make it the key priority in the SIP</b>	HS Team leaders All staff colleagues	September October Reviews in January and May 2018	Time Governor meetings Staff training (2.1.18)	Termly through SIP and also two appraisal reviews Governor monitoring in autumn term	The gap maintains or shows signs of closing by term one end; by end of term two there is a reduction in the gap	That disadvantaged pupils achieve to their potential and as well as the achievement made by other pupils	Monitoring evidence Governor minutes Data ASP and IDSR
<b>Obj. 2: Ensure that all of Maslowe's hierarchy of needs are attended to wherever possible</b>	All staff colleagues and governors	Continue with breakfast and milk daily Continue with pastoral support including behaviour mentor for inclusion Update the SMSC curriculum with Mindmate lessons	Funding for breakfast and milk Cost of staff – pastoral team and behaviour mentor  Time for curriculum update Use of mindmate resources	Governors and SLT  AHT with responsibility for curriculum	All breakfast is in place and budgeted for Three year model shows maintenance of requisite staff SMSC updated curriculum is in place before Spring term	Children are safe, well nourished and ready to start learning Children access support in a timely fashion and staff are well equipped to deal with issues Preventative work is in place through the curriculum	Monitoring Pupil interviews Caseload of pastoral team Supervision of pastoral team Curriculum monitoring Books
<b>Obj. 3: Staff are equipped to provide a curriculum which meets the needs of our disadvantaged pupils</b>	All staff colleagues SLT DHT for training and CPD	January 2018 INSET SDM in September 2017 Restorative practice consultant visit in Spring term 2018	INSET 2018 cost Cost of SDM Sept 17 Training budget Cost of RP consultant	Governor monitoring SLT monitoring DHT CPD monitoring	Staff attend training in Sept and Jan Reports to gov's in termly HT report on staff training	Staff can alter curriculum to meet needs of all learners They are equipped with strategies to include and motivate all learners and make the curriculum accessible to them all	Outcomes Data Typicalities Monitoring Participation day CPD feedback and analysis
<b>Evaluative questions</b>	Is the gap closing between outcomes for disadvantaged pupils and others – in school, locally and nationally? Is there evidence of inclusion of all learners and changes to practice to meet their needs? When looking in books, speaking with pupils and seeing them in class – is there evidence of enjoyment and a positive attitude to learning?			Monitoring including governor involvement	PPG governor visits Monitoring of SLT and through appraisal process Governor participation day January 2018 HT peer review visit November 2018 RKA peer review visit summer term 2018		