

**Strand One: Teaching and Learning; improving outcomes for pupils**

**Key action Three:** Accelerate progress and raise attainment for disadvantaged pupils -especially the most vulnerable  
**Gov: Jason Tazzyman**

**School Lead: Headteacher**

Objective/ issue identified	Key actions	Time scale/funding	Key Performance indicators/ Monitoring arrangements	Lead Person	Milestones/ notes of progress
<p><b>To ensure that all leaders have a clear plans to improve outcomes for disadvantaged learners</b></p>	<p><b><u>1) The culture and strength of leadership</u></b></p> <ul style="list-style-type: none"> <li>➤ Subject leader action plans to identify how to accelerate progress and raise attainment for PPG pupils. This will include Early Language development for pupils in EYFS</li> <li>➤ That all monitoring identifies the progress of PPG pupils and the provision that is made for these pupils.                      -Termly PPG student voice                      -Student Shadowing                      -</li> <li>➤ Appointing of a governor with responsibility for disadvantaged pupils  <b>Training for PPG Gov:                      David Gardener-Haig -youtube</b></li> </ul>	<p>Sept 17</p> <p>From Sept</p> <p>Nov 17</p> <p>Feb 18</p> <p>May 18</p> <p>Oct .17</p>	<ul style="list-style-type: none"> <li>➤ Subject leader plans include actions to support progress by PPG pupils</li> <li>➤ SLT monitoring identifies the progress and provision for PPG pupils.</li> <li>➤ Pupils progress evident, identification of gaps in own knowledge, where these have been targeted, evidence in pupils books of impact.</li> <li>➤ Analysis of data: impact of breakfast club on progress, impact of Learning champions</li> <li>➤ Identification of Governor, identification of regular times for governor visits</li> </ul>	<p>RC</p>	

	<ul style="list-style-type: none"> <li>➤ Regular termly reviews of disadvantaged pupil progress take place</li> <li>➤ Redevelop PPG section of website using Pupil Premium Strategy Statement. <b>Share with PPG Gov.</b></li> <li>➤ <b>Development of PPG policy</b></li> </ul>	<p>Dec.17</p> <p>Nov.17</p> <p>Jan.18</p>	<ul style="list-style-type: none"> <li>➤ Ensuring impact and progress towards pupil targets</li> </ul>		
<p><b>Attainment for PPG pupils remains below National Outcomes for similar pupils</b></p> <p><b>Progress throughout the school is mixed and with limited numbers of pupils making accelerated progress from starting points.</b></p> <p><b>That additional funding for PPG pupils is used effectively to target this group of learners.</b></p>	<p><b>2)Analysis of data and target setting:</b></p> <ul style="list-style-type: none"> <li>➤ Gain a better picture of PPG progress. Closer analysis of the progress of PPG pupils. Analysis of different groups of PPG learners</li> <li>➤ Progress targets identified for PPG pupils for Reading, Writing and Maths</li> <li>➤ Progress performance of PPG pupils to be form part of all staff performance management targets. That closing the gap targets are set for PPG pupils.</li> </ul>	<p>July .17</p> <p>Sept.17</p> <p>Oct. 17</p>	<ul style="list-style-type: none"> <li>➤ 100% of PPG pupils make expected progress of 4.0pts progress. That a significant majority of pupils make accelerated progress of 5.0 pts (July 2018)</li> <li>➤ Progress in PPG pupils' books will reflect strong progress from starting points.</li> <li>➤ All staff to have a clear overview for barriers for each PPG pupil and the actions that will taken to move each of these pupils on.</li> <li>➤ <b>Monitoring of overview action plan by SLT. Support from learning champions adapted to match the learning needs that have been identified.</b></li> <li>➤</li> </ul>	<p>RC</p> <p>RC/leadership team</p>	

	<p><b><u>3) Planning and targeting of PPG pupils</u></b></p> <ul style="list-style-type: none"> <li>➤ Identification of the barriers that are preventing PPG pupils from making progress e.g. barrier/action/impact Development of overview action plan for each PPG pupil.</li> <li>➤ That in lesson planning: PPG pupils are identified and needs planned for. That adults make sure that in each lesson PPG pupils make good progress, where barriers are identified there is high quality intervention –time limited and tightly focussed. E.g. surgery time. That opportunities are identified to close gaps in PPG pupils understanding. Pre teaching/ post teaching.</li> <li>➤ Teaching staff to check the progress of PPG pupils in each lesson. Where progress in lessons is not made this is identified and action taken.</li> </ul>	<p>Sept 17</p> <p>Sept 17</p>	<ul style="list-style-type: none"> <li>➤ Monitoring of planning will show - clear identification of the PPG group that the learning needs of PPG pupils are being planned for. --Planning will show annotations of ongoing assessment. <b>Monitoring of planning will show annotations where PPG pupils gaps are being closed</b></li> <li>➤ Effective use of surgery time by teachers and support staff to ensure that all PPG pupils are making good progress in each and every lesson. Implement ‘Keep-up, not catch up’ approach.</li> </ul>		
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