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| **Key objective 1: To accelerate progress and increase attainment to reduce gaps across the school.** | | | | |
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| When | Responsible | Initiative/Intervention | Cost | Activity/Evaluation |
| Autumn 2018  Year R | All teachers  SDY DS Governors | * DS to work with EY leader to find out why the gap had widen in Year R last year. * To make sure the information regarding signing up for PP is on the newsletter every week. * Ask FESA to ask families she thinks may be entitled to PP to complete the form * To close the vocabulary gap in Year R. * One teacher to take part in “Helicopter stories” training at Bognor Nursery School and implement for children to see a story being written and encourage them to speak in sentences. * Baseline course (DHT) * LAC conference supply cover x2 teachers * To investigate training 1 or 2 TAs to use the NELI programme in Year R. * Email other locality schools to see if they want to join in with the training and then we can host (need 5 schools to sign up) * To fund an extra UPS3 teacher to target individual PP children to read them stories and talk about the pictures, and early Maths (saying number names, recognising numerals and modelling 1:1 correspondence). * DHT to get to know barriers to learning for Year R children | £115 training + £155 supply cost  £99  £310  See figure in year 1 area  Orchard Maths games for counting and shape recognition £25.80 | **Current Year R**  There are 14 Year R children currently signed up for PP (including 2xLAC)  Gaps at 40-60b or higher at Oct 2018  Reading -2%  Writing +1.3%  Maths -2.2%  Sadly, no take up from other schools for the training programme.  29/10/18 Met with the Year R team to look at PAM forms and discuss barriers to learning. Year R team leader to introduce talking boxes to groups of children. |
| Spring 2019  Year R |  | * Focus on raising the attendance of Year R PP children by telephoning individual parents and offering support * Team leader to brainstorm with team opportunities to target individual children in Maths and action at least 3x per week. * PP Cake and Phonics meeting. Each child given a copy of Letterland digraph books. I spoke with the rest of the parents 1:1 100% of parents spoken to and trained in how we teach phonics. |  | **Current Year R**  There are 14 Year R children currently signed up for PP (including 2xLAC)  1 child EHCP SSC  Gaps at 40-60b or higher at Dec 2018  Reading +2.9% (12 children working below)  Writing -10.9% (13 children working below)  Maths -16.6% (14 children working below)  Attendance and lates have significantly decreased for one PP child in Year R  Gap data at Spr 1 40-60b+ or higher (on track)  Reading -2% (5 children working below)  Writing +2% (6 children working below)  Number +0.3% (5 children working below) |
| Summer 2019  Year R |  |  |  |  |
| Autumn 2018  Year 1 | All teachers  SDY DS Governors | * Quality first teaching. INSET day to update knowledge on working memory skills, EAL, SEND. * Use Durrington Research Centre research on Cognitive load theory – Twilight all staff trained on this theory to reflect on provision for their lower attaining children. * Head teacher to work with 5 children 2/3 times per week on memory games * DHT to teach in phonics group 7 (11 PP children 41% in this group) 3x per week alongside class teacher + TA (using Star group planning) * DHT/Maths specialist to target 8 children who scored 1 in Number 2/3 times per week (1st half term) * Daily reading with HM x5 per week (target 4 children below ARE) * SB UPS 3 Teacher employed 2x mornings per week to focus on phonics and reading for 9 children for the first half term (7 Number for 4 children) + Number for second half term until end of March 2019   (This includes training for the TA who works with the EHCP children in class).   * Track attendance for Year 1 children * LAC child funded for Breakfast club * Funding for clubs for attendance incentive * Purchase of talking sound buttons for each PP/SEND child * SB Focus on Reading and Writing | £4986  £92.50  £?  £229.60 | **Current Year 1 @ end of Year R (figures include LAC children and post LAC)**  There were 18 children in Year R cohort in 2017/18. 28.6% met GLD. (77.9% non-PP) Gap was -49.3% at GLD  Gap in subject area:  Reading -43.3%  Writing -51.6%  Number -54%  **Current cohort Year 1 has 23 PP children (inc LAC, Post LAC and Service)**  5 children new to school.  12 females  10 males  2 EAL  2 EHCP 5 SEN (TOTAL SEN 7 = 32%)  1 LAC  1 Service family  **Oct 2018**  Gaps at 40-60s+ or higher  Reading -35.5%  Writing -39.5%  Maths -45.7%  **Dec 2018**  Gaps at 1b or higher  Reading -40.7% (14 children working below)  Writing -37.5% (16 children working below)  Maths -51.3% (17 children working below) |
| Spring 2019  Year 1 |  | * Maths ECC Intervention 3x per week (11 PP children) * SB UPS3 Reading x2 per week intensive acceleration (7 PP children) * HM x5 per week (6 PP children) |  | **Current cohort Year 1 has 22 PP children (inc LAC, Post LAC and Service)**  5 children new to school.  12 females  10 males  2 EAL  2 EHCP 8 SEN (TOTAL SEN 10 = 45%)  1 LAC  1 Service family  Gap data at Spr 1 1b+ or higher (on track)  Reading -28.8% (10 children working below)  Writing -36.1% (14 children working below)  Maths -40.8% (14 children working below) |
| Summer 2019  Year 1 |  |  |  |  |
| Autumn 2018  Year 2 | All teachers  SDY DS  Governors | * 5 x weekly reading with HM (1 PP Year 2 child) * 3 x weekly reading with JS (3 PP Year 2 below ARE) * 2/3 x per week with SENCO ( 1 PP child below ARE) * 5 x weekly Early Bird with JS ( 5 PP children who are at ARE 1w+ or above) * Maths Year 2 3x weekly with ZS (7 PP children who are working at ARE 1s) * Maths Year 2 3x weekly with ZS (4 PP children who are at ARE 1w+) * DS (HT) to read with 3x children 2/3 times per week 1w+ * HE UPS3 Teacher to target lower attaining PP writers and lower attaining PP Maths (initially for Oct-Dec 2018) * Natural dying and weaving workshop (10 Year 2 children) * Funding for clubs for attendance incentive * Funding for school uniform * Funding for panto Year 2 * Funding for panto Year 1/R | £2044  £300  £172  £112  £64 | **Current Year 2 @ end of Year 1 (figures include LAC children and post LAC)**  There were 18 PP children in the 2017/2018 cohort.  83.3% reached the phonic screener pass mark (above national)  Gap was -6.7%  In Reading at ARE 1w+ 77.8%  In Writing at ARE 1w+ 61%  In Maths at ARE 1w+ 66.7%  Gap in subject area:  Reading +2.2%  Writing -15.8%  Maths -18.7%  **Current cohort Year 2 has 19 PP children (inc LAC, Post LAC and Service)**  11 Females  8 Males  2 EAL  9 SEN (47%)  **October 2018**  Gaps at 1s+ or higher  Reading -19%  Writing -27.7%  Maths -36.7%  Gaps have increased due to ARE altering to 1s at end of Year 1 rather than 1w+ therefore ARE at this point in the year would be 1s+  **December 2018**  Gaps at 2b or higher  Reading -16.8%  Writing -35.3%  Maths -34.4% |
| Spring 2018  Year 2 |  | * HE UPS3 Teacher to target lower attaining PP writers (Jan-March 2019) * HM 5x weekly reading (8 PP children) * SEND teacher reading 3x per week with 1 PP child. * JS Early Birds Reading daily (5 PP children) * SB UPS3 teacher Maths 2x weekly (8 PP children) * ZS HLTA Maths 3x per week (5 PP children) * HE UPS3 teacher Writing (11 PP children) * JS HLTA Writing (9 PP children) | £2469.00 | **Current cohort Year 2 has 21 PP children (inc LAC, Post LAC and Service)**  12 Females  9 Males  3 EAL  12 SEN (57%) (2 children EHCP in SSC)  Gap data at Spr 1 2b+ or higher (on track)  Reading -7% (7 children working below)  Writing -39.4% (16 children working below)  Maths -27.4% (12 children working below) |
| Summer 2018  Year 2 |  |  |  |  |

**Total Pupil Premium Grant allocation September 2018-August 2019 £**

**Number of pupil eligible for the grant:**

This action plan is updated each half term to demonstrate the impact of interventions

**Identified barriers to educational achievement**

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| **Barrier** | **Examples of overcoming barriers** |
| Low levels of parental engagement | Quality First Teaching (QFT)  DHT working with parents of children in the lower attaining phonics group in Year 1.  Reading and Maths workshops for parents to attend.  Phonics and cake initiative  Intervention groups. All PP children are daily readers. |
| Attendance and punctuality | Termly tracking of attendance, incentives (free theatre tickets), certificates, letters home.  Family Engagement Support Officer (FESO)  Individual parents spoken to half termly and offered support / free club if their child’s attendance improves |
| Poor language and communication skills | Year R teachers trained on “Helicopter Stories”.  Year R send home Chatterpacks to all parents. Talking boxes intervention is used.  PP children work with teachers on school trips (extending vocabulary)  Sports coaches read with PP boys (positive role models)  UPS3 teacher employed to read stories to extend vocabulary in Autumn term.  Interventions. |
| Low attainment on entry (baseline) in Year R | QFT and objective led planning in Year R  Supporting Year group with planning Maths  Orchard games for early Maths acquisition  Interventions – Daily Maths targets |
| Social and emotional needs that affect learning (attachment, social services involvement, parents with mental health/isolation issues, domestic violence, in the refuge, LAC, post-LAC) | Your Space Play therapy, FESO, Attachment training for staff (2013, 2019), working with other agencies, Learning Mentors |
| Mobility – children who begin school after the Year R | Mobility form completed with parents and class teacher for early identification. Half termly assessment data analysed. |
| Lack of access to extra-curricular activities / Low aspirations | All children invited to take part in a free Gymnastics, Athletics, Football and Dance club each year to train for locality competitions.  PP children with above 96% attendance are offered a free club.  Rich and varied curriculum opportunities that inspire children – beach, forest schools, library, art etc. Visitors that inspire – Year R occupations (fire fighters, police officer, forensic office etc) and dress up day.  Imagine, Make and play art opportunities. |

**How the Pupil Premium allocation is to be spent to address those barriers and the reason for that approach.**

**How the school is to measure the impact and effect of its expenditure of the Pupil Premium allocation**