

Pupil Premium Initiative Audit Trail and Action plan 2015-2016

Total PPG allocation £79,200

Pupil Premium is funding additional to the main school budget. The funding is for two policies:

- raising the attainment of disadvantaged pupils and closing the gap with their peers
- supporting children and young people with parents in the regular armed forces

The grant is allocated as follows:

- pupils known to be eligible for free school meals in any of the previous six years, £1320.
- looked after children and those who have been looked after, defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority, £1900.
- children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order, £1900
- families with parents in the armed forces in any of the previous five years, £300.

Schools have the freedom to spend the budget in a way they think will best support the raising of attainment for these pupils. We have utilised strategies from “Narrowing the Gap”, the Capita conference (Implementing the Pupil Premium) and the Sutton Trust EEF toolkit to inform us of the best ways to use this money. We have taken an action research approach to ensure the initiatives we are introducing have a positive impact on the children’s well being and learning.

In making provision for the Pupil Premium pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.

Currently, 58 children are registered for the Pupil Premium or have in the last 6 years. This number may fluctuate throughout the year.

This action plan is updated half termly to demonstrate the impact of interventions.

Key objective 1 (academic): To improve PP attainment and school exit data				
Rationale:				
<ul style="list-style-type: none"> • 'A Guide to the Pupil Premium': 'Quality of teaching and learning counts most. Schools that create the best outcomes for pupils, recruit, train and retain great teachers and support staff. They adhere to model practice in the use of professional development.' • From the EEF Toolkit: Pupils taught in small groups make on average four months additional progress when compared with larger groups or whole class teaching. 				
Time	Responsible	Initiative/Intervention	Cost	Activity/Evaluation
Ongoing Monitor % of good and outstanding lessons	DS/CB/JH	<ul style="list-style-type: none"> • To ensure quality first teaching in all classrooms. • Staff meeting time for moderation of steps and Early Years Outcomes (release time) • Staff INSET – Guerrilla education: Creative teaching and learning • Training courses to enable staff to move from good to outstanding' • Skills audits and peer observations – teachers and HLTAs to observe other staff members on chosen subject areas they would like to develop 	£1000 training budget £1000 training budget INSET Costs split between schools. 25 delegates @ £625.	<ul style="list-style-type: none"> • Excellent feedback from INSET by Jonathan Lear at Guerrilla education - Creative teaching and learning in the new curriculum. This was attended by teachers, HLTAs and TAs and staff have been planning using Mantle of the Expert. Staff have also completed skills audits and worked with a peer to develop a chosen area. 100% of lessons observed were good and outstanding, with 62% outstanding. • 'Outstanding teaching' CPD for HLTAs who cover teachers' non-contact time. 100% of HLTAs observations were Good and outstanding. • Each year group has had half a day each half term to moderate each core subject so there is a shared understanding of the curriculum and assessment statements. 100% of staff are finding this a beneficial part of CPD, ensuring teams have a shared understanding of the statements and providing data that is reliable for use when planning future provision. • TAs new to their year group attended 'Supporting Children in Primary Maths' course. 90% of cohort

				working at or above age appropriate expectation compared with 82% on TT database.
Termly	DS/CB/JH	<ul style="list-style-type: none"> To ensure all staff are using effective feedback through curriculum moderations 	Monitoring schedule	<ul style="list-style-type: none"> All staff are using green, purple and orange pens to give children feedback and feed forward comments. There is evidence of children responding to these comments as well as self evaluation and peer evaluation. This is an ongoing part of the school's monitoring schedule.
Dec 2015	English Team LH/CB/JH	<ul style="list-style-type: none"> To provide high quality reading resources for outstanding teaching – new app for ipads and practical resources for sand tray, outdoors. To provide high quality resources for PP children to use at home (activity books and story books) DHT/Literacy TA and Reception TA to provide practical outdoor phonics learning sessions for children at risk of falling behind in phonics. 	£2500 resources budget	<ul style="list-style-type: none"> 30/9/15 £100 spent on Letterland resources. FFT Reading books Comics for phonics (PP readers groups) In Reception the average number of the 32 high frequency words a PP YR child can read is 23. 6 children scored above 30, 9 scored above 27. 79% (15/19) PP children achieved/exceeded the Early Learning Goal for Reading compared with 76% All Pupils nationally. 68% (13/19) of PP children achieved/exceeded the Early Learning Goal for Writing compared with 70.8% of all pupils nationally. 4 PP children were identified at Spring 2 as having not completed phase 2 phonics, all of these children successfully completed phase 2, phase 3i and phase 3ii by the end of Summer term after a daily phonics intervention.
Half termly	CB/JH	<ul style="list-style-type: none"> Continue Pupil Premium Working Party with Deputy, Year 2 Team Leader, Pupil Premium governor, Bursar and staff governor. PP Working Party Governors to discuss new initiatives, share research, review data, 	£salaries	<ul style="list-style-type: none"> See minutes of meeting from 13th October with actions in red. (Progress shared with FGB) Meetings on 3.12.15 , 29.2.16 and 14.6.16 KJ, governor, attended a WSCC governors course 'raising the Attainment of Disadvantaged Children' on Wednesday 7th October 2015.

		<p>evaluate impact of interventions and hold school to account.</p> <ul style="list-style-type: none"> • PP children on SLT agendas and overall school improvement plan. 		<ul style="list-style-type: none"> • PP gaps for each year group shared with governors by email and with the FGB at the data training session in Summer term.
Termly	DS	<ul style="list-style-type: none"> • To continue to hold PP conferences in Lyndhurst with locality schools, sharing strategies. 	£salaries	<ul style="list-style-type: none"> • HT is locality leader of PP inclusion conferences. • Meeting held on 19.1.16 and 28.6.16 at Lyndhurst and attended by locality schools, including High Schools. See minutes of meetings and case studies in file. HT, DH and SENCo attended from Lyndhurst. • Surgery session provided schools with other ideas to develop their PP provision and case studies shared effective practice between the locality schools.
September 2015	JH	<ul style="list-style-type: none"> • Transition action plan for 2016 Year 2 leavers. • Children to take learning journals to next school for teachers to assess strengths and weakness from start. • Previous teachers to visit and comment on current progress. • Lyndhurst and Chesswood to moderate together 	Release time for Year 2 teachers from Supply Teacher costs budget	<ul style="list-style-type: none"> • Chesswood have confirmed they felt last year's transition project was very successful and the children settled well. Team leaders visited Chesswood in September to address any issues. • JH met with locality heads to discuss Transition Plan for 2016 leavers. Many activities on it were kept from previous year's successful plan, with adjustments made where required. See Transition Action Plan. • Year 2 have visited Chesswood for taster lessons as the first part of their transition before Chesswood's Open Day. • Additional children have been targeted for extra visits according to their needs. • SENCo's from the schools have met and discussed individuals, with certain children targeted for a Buddy to support their transition.

				<ul style="list-style-type: none"> Year 2 have Sports Day and Multi-skills Festival booked with Chesswood. Transition Project work in Literacy and Maths agreed between schools.
Key objective 2 (academic): To accelerate progress and reduce gaps				
Rationale: From the EEF Toolkit: Pupils taught in small groups make on average four months additional progress when compared with larger groups or whole class teaching. If at Key Stage 1 a child achieves level 2 in Reading, Writing and Maths, 45% of them go onto achieve 5 A-C grades in English and Maths which is considerably higher than if they only achieved a level 2 in one of the subjects (between 8-11%)(from The Pupil Premium: Making it work in your school. Oxford school improvement).				
	Responsible	Initiative/Intervention	Cost	
Half termly	CB/JH	<ul style="list-style-type: none"> To review PP data/case studies half termly to evaluate effectiveness. To meet with team leaders and intervention teachers to replace less effective strategies. 	£salaries budget	<ul style="list-style-type: none"> Class PP gaps shared at staff meetings half termly. Zero and positive gaps celebrated – best gap awarded box of chocolates. Pupil Attainment Meetings arranged for Autumn and Spring Terms. Class teachers meet with Team Leaders to discuss progress of groups and individuals. Targeting need sheet created for children who are making slow progress or at risk of low attainment that informs interventions for the following weeks. Current intervention groups evaluated and adjusted according to needs. Feedback from teachers is positive in the fact that it allows opportunities to interrogate their class data and the progress of their pupils. It enables them to identify and discuss barriers and highlights strengths and areas for development. It also secures accountability for whole class data.
Transition work by October.	Reception CW/KR/CB/JH	<ul style="list-style-type: none"> To develop the children’s social and emotional skills through groups with trained nurture group TA (KR) 	£salaries budget	<ul style="list-style-type: none"> CB met with SENCO and EYFS team to look at EExbaseline data and set up interventions for nurture, communication and literacy.

Groups to be evaluated half termly.		<ul style="list-style-type: none"> • FETA to work with families across the school before children make transition from nursery. • FETA to support children with settling and transition. • UPS teacher to work with PP children on maths. • Literacy TA to work with PP children on fun phonics. • EYFS TA to support PP children with early reading skills e.g. phonics packs, chatterpacks and story sack sessions and communication skills e.g. cookery group • CB (DH and EYFS Leader) has been teaching daily phonic sessions for PP children in EY. JS has covered the group when CB has been out. 		<ul style="list-style-type: none"> • <i>In the Prime areas, 47% of Lyndhurst PP children were well below typical compared with only 28% nationally. 47% were also well below typical in Communication and Language compared with 30% nationally.</i> • <i>In the specific areas, 37% were well below typical in Literacy compared with 15% nationally.</i> • <i>Overall this group is vulnerable to low achievement, with particular concern in Communication and Literacy.</i> • Interventions set up include nurture and Talking Boxes. • 68% of PP children reached a Good Level of Development compared with 71% of Not Pupil Premium – a gap of only 3% which is less than national. • KH has written a report, 'Getting it Right' using feedback from parent questionnaires (75% response) to promote parental engagement. See file • Analyse maths results of children working with SB at end of Autumn 2. • 81% of PP children reached the Expected level or above for Reading. (Only 4 of 21 children were emerging). • GLD gap narrowed for 3rd consecutive year: 8pp, 7pp, 3pp.
Intervention impact evaluated half termly	Year 1 HE	<ul style="list-style-type: none"> • To accelerate reading, writing and maths progress in Year 1 for lower attaining PP. • Team leader, Literacy TA and literacy coordinator supporting low attaining 	£salaries budget	<ul style="list-style-type: none"> • £150 to cover 3 day ECaR course for Year 1 TA • Autumn: In both Reading and Writing, 90% of the PP children have made accelerated progress (more than 2 steps in one half term). All of these children have worked with the Year 1 Literacy TA. In Maths,

		<p>phonics group daily to boost progress/phonics check scores.</p> <ul style="list-style-type: none"> • Year 1 TA to attend ECaR training and to work with Year 1 children from Autumn 1. • Year 1 team leader working with maths groups to accelerate progress. 	<p>100% of the PP children have made accelerated progress. 60% made 4 steps progress in Autumn 1!</p> <ul style="list-style-type: none"> • Spring: 88% of PP children have made expected progress in reading and 63% have made accelerated progress. 100% expected and 75% accelerated in Writing and 100% expected and 25% accelerated in Maths. • Summer: 100% of the cohort have made expected progress in Writing and 78% of the cohort have made accelerated progress. 56% have made accelerated progress in Reading. 100% have made expected progress in Maths and 55% have made accelerated. • Gap in phonics screener between PP and All Others is 1%.
<p>Intervention impact evaluated half termly</p>	<p>Year 2 JH/AA/CB</p>	<ul style="list-style-type: none"> • To accelerate reading, writing and maths progress in Year 2. • Early Morning Reading Buddies (Breakfast club/reading group) from Autumn 1 based on Year 1 results. • Year 2 Team leader and SENCO working with targeted readers. • First Class (ECC) TA x3 per week to accelerate maths. • The team leader is targeting PP maths in the Summer term. 	<p>Analyse attainment and progress for</p> <ul style="list-style-type: none"> • Early Morning Reading Buddies – 60% have made 1 step and 20% have made 2 steps progress (end of Autumn 1). These children have all moved from red/yellow books up to blue/orange. 1 child is able to move out of the intervention group now. • Spring 2: Phonics screener trial retakes. 1 child increased from 9>21, another 9>34, 1 child 8>29 (dyslexia), another child 9>25. We are anticipating that most of the children will now pass their official phonics screener retake. • Targeted Readers (PP without SEN) Autumn 1 with JH: 100% made 1 step, 50% made 2 steps by October half term. 83% have made 3 steps progress by end of November and 67% have made 4 steps. • Target Readers (PP+SEN) with SENCO – All children in the SEN PP writers group have made expected

				<p>progress. In reading, 1 has made 1 step progress and 1 has made 2 steps progress. The others have made progress along the Reading Recovery levels. There is no comparison data available because the children didn't start until the end of September.</p> <ul style="list-style-type: none"> • First Class Maths Autumn 1: 29% made 2 or more steps progress (expected progress is 1). 4 of these children are also SEN. Year 2 team leader has provided the FCM teacher with the gap analysis for planning Autumn 2. • 100% of Reading and Writing group with Literacy TA have made accelerated progress in Reading and 80% in Writing. • By end of spring term, 78.6% of PP children have made expected progress in reading and writing, and 57.1% have made expected progress in Maths. 60.7% of PP children have made accelerated progress in reading. • PP gaps vs All Others are Reading 9.5pp, Writing 7.1pp and Maths 9.5pp – less than national at expected 2015.
J	CB/JH/DS	<ul style="list-style-type: none"> • To continue to train staff in depth on PP to reinforce importance of closing the gap • Staff to analyse own data regularly to monitor gaps within their class and identify strategies for their children • Whole school gaps to be shared and celebrated in staff room so that profile remains high. 	Staff meetings and INSET	<ul style="list-style-type: none"> • See whole school grid of Reading, Writing and Maths PP gaps in each class. Shared in staff meeting and good practice celebrated. • On September INSET, staff received training on how to calculate their own gaps using Target Tracker. This was revisited at a staff meeting and all staff are now happy with how to do this for their own class. (19/11/15) • Year Groups and Class teachers are using Gap Analysis for their planning. Teachers have a clear idea of where they have previously assessed each child in their class on the current learning objective

				<p>so that they can target them in class to make progress towards Mastery.</p> <ul style="list-style-type: none"> Regular PAM meetings allow teachers the opportunity to drill down into their class data, looking at their specific PP gaps and how to address them.
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Key objective 3 (wellbeing): To improve attendance and engagement with families

Rationale:

- If children are below 95% attendance, they are missing out on quality first teaching.
- Research shows that 26% of eligible families in West Sussex may not be signed up.
- Parents and families have the most direct and lasting impact on children's learning and development of social competence. When parents are involved, students achieve more, exhibit more positive attitudes and behavior, and feel more comfortable in new settings. Early childhood providers need to reach out to families in order to build the kind of relationships that engage them as active partners early in their children's education (National Dropout Prevention Center/Network, 2003).

	Responsible	Initiative/Intervention		
<p>Ongoing</p> <p>Parent feedback Autumn half term</p>	KH	<ul style="list-style-type: none"> Family Engagement Teaching Assistant offers support to families in need e.g. family group meetings to resolve confrontation in the home, arranging referrals to other agencies, providing a supportive role to families in crisis, feelings group, advising on behaviour and eating issues at home. FETA arranged parent questionnaire and feedback sessions for new parents regarding routines, expectations and supporting their child at home. 	£salaries	<ul style="list-style-type: none"> FETA training £275 Parents really liked sickness and absence cards – other parents requesting them too. 1 PP Y1 child in a group with Kim has made 3 steps+ progress in RWM in the first half of Autumn Term. 67% of children in KH's groups have made accelerated progress in Autumn 1 (2 steps+). These demonstrates that she is successfully removing barriers to learning for the children she works with.

		<ul style="list-style-type: none"> • Lateness and attendance cards with term dates for PP parents. • Parental engagement activities and resources • Help to reduce lateness and increase attendance. 		
By January census	CB/JH/KH	<ul style="list-style-type: none"> • To ensure all eligible families are signed up for the Pupil Premium. (Part of school attendance Ofsted plan). • Incentives for signing up. • X3 holidays donated by governor • School jumpers • Include online sign up option on school website. 	<p>£250 allocated for uniform</p> <p>£800 allocated for school trips</p>	<ul style="list-style-type: none"> • 07/06/16 £290.00 school uniform, book bags and water bottles for new signers • Letters sent to whole school encouraging people to sign up using enclosed form and giving web address for applying online, more children signed up as a result of this.

	JH	<ul style="list-style-type: none"> To actively encourage and invite families to attend school led workshops. To invite children to attend breakfast club and/or after-school clubs (on a half termly basis to improve attendance/lateness) To offer to pay for holiday clubs e.g. Davison Youth University after a child has managed to reach attendance targets. Letter sent home to individual families to celebrate success of increased attendance and to encourage better attendance. Discussions with parents re: lates and absences. Support offered. (See Ofsted action plan) 	<p>£500 after school club fees allocate</p> <p>£300 breakfast club fees allocated</p>	<ul style="list-style-type: none"> 30/09/15 £250.20 Clubs funded (4 children) JH and CB to participate in EW locality attendance project. JH analysing attendance of PP children. Letters, meetings and provided support for PP families that are struggling with attendance. Attendance incentives trailed in the Spring term for Year 2. This resulted in a 1.2% increase in Year 2 attendance for Spring 1. A second attendance incentive was run for a period of 6 weeks over the second half of the Spring term and into the Summer 1st half. This resulted in an overall whole school increase in attendance of 1.9% from Spring 2 to Summer 1. 52.6% of the children in the school had an increase in their attendance over the incentive period.
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Key objective 4 (enrichment and engagement): To develop personal qualities and extend opportunities, giving aspirations to PP children.

Rationale: From EEF toolkit: Outdoor adventure learning interventions consistently show positive benefits on academic learning and wider outcomes such as self confidence. On average, children who take part in outdoor learning interventions make approximately three months additional progress per year.

	Responsible	Initiative/Intervention	Cost	
July 15	JH/DB/SC	<ul style="list-style-type: none"> A group of Year 1, 2 and 3 PP children to attend 3 Beach school sessions led by trained Beach School Practitioner. 	£50 minibuss	<ul style="list-style-type: none"> DB writes up her evaluations of beach school trips for PP children. These are then on the school website.

		<ul style="list-style-type: none"> • Visit to West Wittering Beach as a contrast to East Worthing 	hire for WW	
Sept 15	NR	<ul style="list-style-type: none"> • Your Space play therapist and Art therapist working in school x10 hours/week • Play therapist providing in class observations and strategies to team • Play therapist providing supervision for team • X3 learning mentors in school to identify barriers to learning 	£6800.10 £salaries	<ul style="list-style-type: none"> • In Autumn 1, 12 children worked with the play therapists. 82% made expected progress (1 step) on average across reading, writing and maths, and 63% made accelerated progress. There were other qualitative benefits for these children as it boosts self-esteem, confidence, and happiness and offers a safe place for the children to express their emotions. This also supports their peers. • 89% of children working with DB in her learning mentor capacity made accelerated progress in Autumn 1.
Termly	JH/ CB	<ul style="list-style-type: none"> • Bucket list created in staff meeting. Divide bucket list into milestones for each year group • Theatre tickets for orchestra performance. 19th January 2016. Karen looking into costs. • Cinema and theatre tickets • Funding of school trips 		<ul style="list-style-type: none"> • Send out bucket list -JH • Year 2 Arundel Castle. £247.00 • Year 1 Forest Schools £44.00 • YR panto £81.00 • Y1 panto £40.50 • Y2 panto £199.50 • Fishers Farm £255.00 • Rhyme Rocket £132.00

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