

Wilberforce Pupil Premium Action Plan 2016/17

The aim of the Pupil Premium is to identify and implement strategies in order to increase social mobility and reduce the attainment gap between the highest and lowest achieving pupils nationally.

The aim is to ensure that the Pupil Premium Grant is targeted at the students it is intended for and significantly improve the achievement and life chances of disadvantaged students attending Wilberforce Primary by narrowing the gap in achievement between them and their peers.

This will be achieved by:

- Providing educational support which raises the achievement of these students so that it is in line with their peers and national expectations
- Providing emotional and social support where appropriate.
- Addressing any inequalities in opportunity faced by these students.

	Key Identified Actions	Lead	Cost	Time	Monitoring	Quality Assurance	Success Criteria Milestone 1 Dec 2016 (RAG)	Success Criteria Milestone 2 April 2017 (RAG)	Success Criteria Milestone 3 July 2017 (RAG)	RAG T1	RAG T2	Rag T3
1.1	To increase the attainment of EYFS TA outcomes for GLD.	DC	£5000	Sept 16 – July 17	<p>Active involvement in UL and Westminster EYFS cluster activity including</p> <ul style="list-style-type: none"> ✓ profile moderation ✓ Visits to 'good+ settings ✓ Baseline evaluations ✓ Enhancing the EYFS provision ✓ EYFS CPD <p>Inclusion in the EYFS</p>	<p>RSIL: Analysis of data against profiles</p> <p>External Moderation of EYFS judgement</p>	Baseline Judgements confirmed , all pupils have evidence of good progress against core & prime areas	All pupils have continued to make good or better progress from Autumn baseline	<ul style="list-style-type: none"> • Gap between boys and girls no larger than 10% by July 2017 • The gap between achievement in aspects of Language and communication, literacy and maths no target than 10% below any other curriculum area • Proportion of pupils achieving GLD 70% with 30% exceeding this. 			

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2.1	To provide Y1/2 support for corrective teaching of PP and vulnerable groups - HLTA	DC	£26000	Sept 16 – July 17	<p>Termly pupil progress meetings all year groups</p> <p>weekly book scrutiny – all year groups</p> <p>Detailed scrutiny of maths and English pupil work against teacher planning half termly – all the above to ensure:</p> <ul style="list-style-type: none"> ✓ Consistency ✓ progression ✓ Pitch and expectation ✓ match to thematic overview, ✓ Curriculum content coverage ✓ Standards of 	Outcomes and Data reported to United Learning termly and evaluated by Primary Director at T meeting	The percentage of pupils working at age related expectations in reading is at least 60%, in writing at least 50%.	<ul style="list-style-type: none"> • Outcomes in reading 75%, writing 65%, maths 80% • Boys writing is no lower than 50%. • Girls reading is no lower than 70% 	<ul style="list-style-type: none"> • The proportion of pupils achieving reading, writing and maths combined is 75%. • FFT targets are reached reading 86%, writing 77% maths 85% • The gap between boys and girls attainment is no larger than 10% 			
3.1	To provide Y3/4/5/6 support for corrective teaching of PP and vulnerable groups - HLTA	DY	£52000	Sept 16 – July 17	<p>ensure:</p> <ul style="list-style-type: none"> ✓ Consistency ✓ progression ✓ Pitch and expectation ✓ match to thematic overview, ✓ Curriculum content coverage ✓ Standards of 		<ul style="list-style-type: none"> • The attainment of boys in maths is at least 50% working at age related expectations. • The attainment of boys and girls in reading 	<ul style="list-style-type: none"> • The proportion of pupils working at expected level in reading, writing and maths combined is not less than 65%. • Overall attainment of 	<ul style="list-style-type: none"> • The proportion of pupils achieving reading, writing and maths combined is 80%. • FFT targets are reached. • The gap between boys and girls attainment is 			

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					<p>attainment</p> <ul style="list-style-type: none"> ✓ Pupil progress ✓ The quality of marking and feedback to support progress ✓ Pupil response to marking and feedback ✓ Adjustments made to teaching/planning as a result of marking and feedback ✓ The accuracy of teacher assessment ✓ The impact of CPD on the quality of provision across the school ✓ The quality of homework provision 		<p>and writing is also at least 50%</p>	<p>the cohort in each subject is 70%</p>	<p>no larger than 10%</p> <ul style="list-style-type: none"> • The gap between other pupil groups (EAL/non-EAL, pupil premium/non-pupil premium) is no larger than 10% with evidence over the year that the gap is closing. 			
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					The results of the above to be reported back to Standards/ action plan committee and teaching staff and used to inform CPD decisions							
4.1	To provide nurture provision from January.	ZK	£2000	Jan 17 – July 17			Pupils identified for targeted support.	Pupils identified for targeted support are receiving tailored nurture provision on a weekly basis.	Data for attendance, behaviour and progress demonstrates impact by April 2017 for 100% of the pupils.			
5.1	To have access to an attendance officer to raise attendance.	LU	£22000	Sept 16 – July 17	<p>Education welfare officer checks on termly attendance data</p> <p>Weekly attendance meetings for high tariff families</p> <p>Monthly Vulnerable children meetings</p> <p>HR business partner monitoring visit</p>	<p>Outcomes To Standards /action plan review committee and reported to T meeting</p> <p>Court information (Via Tri-</p>	<p>Policy delivered to parents, staff and pupils. Published on website December 2016</p> <p>Prosecutions/ fines pursued for all PA below 75%</p>	<p>20 PA pupils identified for targeted support. 75% managed via FCAF intervention</p> <p>% of successful prosecutions/fines increases by 10% by March 2017</p>	<p>The PA attendance of target 20 pupils identified improves by 10%</p> <p>% of successful Prosecutions/fines increases by 10% by July 2017</p>			

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					monthly(Staff attendance)	Borough)	(where serious illness of the child is not the cause) by October 2016					
6.1	For all staff to receive attachment training.	LD/CM	£2000	3 dates during Sept 16 – July 17	<p>RSIL: Behaviour for learning audit</p> <p>RSIL: Behaviour for learning review</p> <p>Behaviour reports to Standards/action plan committee monthly</p>	Primary Director: T meetings	Attachment schools training 6 th September all staff	<p>Focus INSET on de-escalation & specialist Behaviour management for new staff</p> <p>Attachment schools training 2</p>	CPOMS demonstrates decrease in high tariff incidents: incidents resulting in Fixed term exclusion by 80% from previous levels			
7.1	To provide speech and language interventions for EYFS and KS1 (Box Clever)	FC	£2000	Sept 16 – July 17	<p>Standards /action plan committee to consider impact outcomes from:</p> <ul style="list-style-type: none"> ✓ Pupil progress meetings (termly) ✓ Entry and exit 	Primary Director QA outcomes for vulnerable groups at T meetings	Intervention plan in place by mid September 2016	Inclusion interventions up and running by Spring 1	Data for attendance, behaviour and progress demonstrates impact by April 2017			

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					<p>data for interventions</p> <p>✓ Pupil and parent voice within targeted interventions.</p>							
8.1	To ensure children have access to the school breakfast club.	LU	£4000	Sept 16 – July 17	<p>Education welfare officer checks on termly attendance data</p> <p>Monthly Vulnerable children meetings</p>	<p>Outcomes To Standards /action plan review committee and reported to T meeting</p>	<p>Breakfast club started and children identified from vulnerable childrens meetings to begin attending.</p>	<p>Lateness within school reduces for the targeted pupils.</p> <p>% of successful prosecutions/fines increases by 10% by March 2017</p>	<p>Data for attendance, behaviour and progress demonstrates impact by April 2017</p>			
<p>Total predicted expenditure at present for the academic year 2016/17 - £113,000</p>												