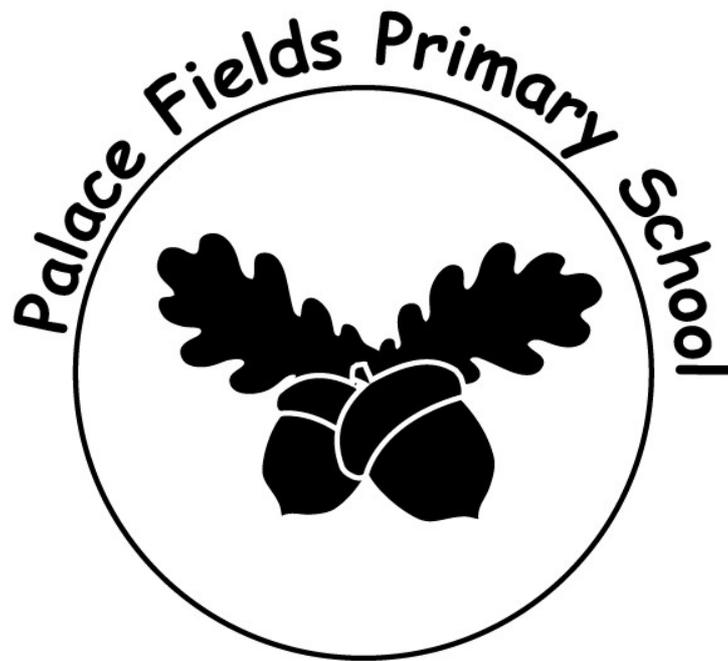


# Palace Fields Primary School



## Pupil Premium Plan 2016 / 17

**Review - 15<sup>th</sup> November 2017 (Draft)**  
**Nikki Hilton/Paul Holloway**

## **Review of the Action Plan, 23<sup>rd</sup> November 2016**

### **Review of the Action Plan, 15<sup>th</sup> November 2017 - PH**

The review of the plan was undertaken 4 months after the completion of the PPG review in June 2016. Since the completion of the PPG review a new Head of School has been appointed (October 2016). The review was supported by conversations with the Head of School and Vice Principal (AH). The original review confirmed that a large proportion of the PPG is dedicated to maintaining the provision for disadvantaged pupils that is already in place, including Learning Assistants, Inclusion Coordinator. Total PPG for 2016 / 17 = £144,000 (approx)

**Key Objectives** - The PPG review, alongside the school's self-evaluation, resulted in the identification of four key areas of focus that were agreed as the foundation for the 2016 / 17 Pupil Premium Plan:

#### **1. Curriculum: To raise the achievement of disadvantaged pupils in reading, writing and mathematics**

- review and evaluate current interventions to identify gaps in provision and to ensure that intervention strategies are effectively targeted to close the gap between disadvantaged pupils and their peers
- review evidence based research to inform the choice of strategies implemented to close the gap
- further develop the range of intervention strategies delivered in reading, writing and mathematics to ensure that pupil premium children in all year groups achieve in line with, or exceeding, their peers
- completion of curriculum review to ensure breadth, coverage, continuity and progression in core subjects

#### **2. Curriculum Enrichment and Wider Opportunities: To improve outcomes for all children through a planned programme of curriculum enrichment and wider opportunities for learning**

- develop activities to promote learning outside of the classroom, within the school campus and beyond, in order to extend children's broader knowledge and skills, including cultural literacy
- provide a range of performing arts activities, and develop systems to monitor and evaluate the impact of these activities upon closing the gap between disadvantaged children and their peers in mathematics, literacy and social and emotional well-being

#### **3. Teaching and Learning: To ensure that there are effective systems in place to monitor and evaluate the quality of learning and teaching including the impact of quality first teaching and intervention strategies on closing the gap**

Support the planning and delivery of quality first teaching and strategies to accelerate the progress of disadvantaged pupils through:

- effective use of tracking software to support assessment and target setting in reading, writing and mathematics
- a planned programme of monitoring and evaluation to ensure consistency of policy implementation including whole school planning, assessment, marking and feedback

#### **4. Attendance: To further develop, implement and evaluate strategies to improve the attendance of all pupils, including those children eligible for the Pupil Premium Grant.**

## 5. Pupil Premium Grant Action Plan: review summary November 2016, review summary November 2017

Aspects of the plan that have been completed are highlighted in green and a summary included. Amber indicates ongoing or partial completion. (Refer to the PPG Action Plan for the specific actions, completion dates, lead personnel, monitoring and evaluation activities).

### Key Objective 1

**Curriculum:** To raise the achievement of disadvantaged pupils in reading, writing and mathematics.

**Action 1a:** Review and evaluate current interventions to identify gaps in provision and ensure that intervention strategies are effectively targeted to close the gap between disadvantaged pupils and their peers.

#### Success Criteria:

- Baselining of EYFS and KS1 children completed, including disadvantaged pupils, to enable more effective tracking of progress and identification of need
- Audit of need completed, informed by pupil progress meetings
- Intervention map in place and Learning Assistant deployment is effectively linked to pupil needs
- Staff training requirements are identified and targeted training is delivered to enhance their knowledge and skills in the delivery of targeted interventions for disadvantaged pupils
- Ambitious targets are set for pupil premium children in reading, writing and maths
- Case studies undertaken to support the review of the impact of targeted interventions
- Targeted interventions are effective in accelerating the progress of disadvantaged pupils and the gap closes in reading, writing and maths – to be carried over.

Baseline assessments have been completed for the reception cohort using both a system introduced by the previous executive principal and a DfE approved baseline assessment (early Excellence). 2017 baseline established using Early Years Outcomes.

The audit of need has been completed and TAs are running targeted intervention groups. A different model of TA deployment has been implemented following a whole school review of interventions. This has been driven by the SENCO. TAs are now involved in designing their own intervention timetables. This has resulted in teaching staff thinking very carefully about the needs of the children within their class and those children that are a priority for additional support. From September 2017 TAs deployed to classes and directed by teachers. Interventions now in place for Year 6 pupils.

The training of staff is ongoing through external training and also through the SENCO. All staff know which children are 'of concern' and support plans are in place for children receiving Wave 2 interventions.

Two TAs have been trained to administer the First Class maths and Number Sense, due to staffing issues this intervention will begin again with new assessments.

Ambitious targets are set for all pupils including those eligible for PPG, recognising the significant 'catch up' that is required if children are to meet national expectations. Target setting is not yet complete. Full pupil progress meetings and moderation to take place in January 2018.

Last term TAs identified specific PPG children to track to support the development of case studies. Due to staffing issues, changes in staffing and changes in performance management reviews for TAs, the case studies have not continued, although this is planned to be implemented in 2017-18 Pupil Premium Review, as case studies undertaken showed significant improvements in the progress and attainment of the children involved, especially in reading and social, emotional development.

Actions from included a whole school protocol to be developed for meeting with parents/carers of children with support plans. The reviews that have now been running for two terms, (three including autumn 2017), has proved to be popular with 90% of parents/carers attending. This has led to an improved awareness of staff to the needs of the children, appropriate referrals are completed and signed by parents at these meeting, improving the access to specialist provision.

A skills audit has been completed by TAs, from this we can assess the provision's that are available and deploy staff more effectively. We are also able to identify training requirements.

New planning formats have been introduced for writing and maths. This ensure the identification of PP, SEND and other vulnerable children. It identifies the learning objective and the success criteria.

**Actions:**

Analysis of skills and deployment of staff to deliver effective interventions.

Performance Management of support staff.

Case studies to review impact of interventions.

Review of assessment systems and calendar.

Accurate baseline of data for PPG children to take place January 2018.

Targets agreed January 2018.

Pupil progress meeting identify actions to be taken to improve outcomes for PPG children across school.

**Action 1b:** review evidence based research to inform the choice of strategies implemented to close the gap.

**Success Criteria:**

- Senior Leadership Team are familiar with the Education Endowment Foundation and Sutton Trust research information
- New Principal (from January 2018) is familiar with EEF and Sutton Trust Research information.
- School strategies for closing the gap are informed by evidence based research
- Chosen strategies, including a renewed focus upon assessment for learning, result in raising the attainment of disadvantaged pupils and a closing of the gap to their peers nationally

The research aspect of the plan has not been developed at this stage. The teaching staff have each completed one Action Research linked to an area development for their class.

There has been some further work completed around AfL. This has been led by the LA's AfL lead (MH) who has led staff meetings to develop peer coaching strategies for staff. There

have been two cycles of peer coaching. If this is to continue new teaching staff will need to be supported.

### Actions

AFL lead to work as part of a MAT primary AFL group, coached by LA's AFL Lead (MH) to bring about whole school improvement in AFL. This will include base-line audit of AFL together with clear actions to take to bring about whole school improvements.

**Action 1c:** further develop the range of intervention strategies delivered in reading, writing and mathematics to ensure that pupil premium children in all year groups achieve in line with, or exceeding, their peers.

### Success Criteria:

- Intervention grid designed and implemented
- Refresh of current whole school reading strategies completed, including guided reading planning and delivery, and reading interventions deployed to accelerate progress including reading recovery, Read, Write, Inc
- Staff trained in Singapore Maths – Maths coordinator and one other member of staff trained – this needs to disseminated throughout school.
- White Rose Maths schemes in place to enhance children's skills in fluency, reasoning and problem solving: quality first teaching enhanced, objectives for all children in place
- Attainment of disadvantaged pupils is raised resulting in a closing of the gap to their peers nationally

Staff have been required to determine which children require intervention, based upon identification of need, identified at Pupil Progress meeting and this has been mapped by the SENCO . This includes the identification of those children who would benefit from 'pre-teaching / learning' supported by a TA. Pupil progress meetings to be held in January 2018 will agree this with staff.

Staff are planning for guided reading sessions but it has been recognised that the guided reading planning format needs to be further revised. Cracking Comprehension purchased by school in Autumn term to provide scaffold for staff to deliver discrete guided reading sessions. Timetables were altered to enabled this to take place at least 4 times per week in all classes.

**53% of pupils entitled to PP in year 2 achieved at least expected standard for maths compared to 79% % of NPP nationally , however, 25% of the PP children were also on the SEND register and there was one CLA.**

**53% of pupils entitled to PP in year 2 achieved at least expected standard for reading compared to 79% of NPP nationally, again, 25% of the PP children were also on the SEND register and there was one CLA.**

**55% of pupils entitled to PP in year 6 achieved at least expected standard for writing compared to 81% of NPP nationally, however, 57% of the PP children were also on the SEND register of which one pupil was SEND and CLA.**

**83% of year 1 PP pupils achieved the expected standard for phonics, compared to 84% of NPP. This demonstrates that the pupil premium expenditure around early**

phonics through the Read Write Inc Scheme, led by an HLTA and taught in small groups has had a significant impact. 80% of year 2 PP pupils who resat the phonics assessment reached expected level compared to 40% of NPP nationally.

**Action:** Revision of guided reading planning format.

Pupil progress meetings to identify clear targeted children and agreed actions.

Guided Reading review to take place to improve provision and outcomes in Reading.

“Mathematical Journey to Excellence” S2S support programme.

**Action 1d:** completion of curriculum review to ensure breadth, coverage, continuity and progression in core subjects.

**Success Criteria:**

- Curriculum overview completed, gaps in teaching and learning identified, information used effectively to inform planning
- Medium term planning includes focus upon vulnerable groups
- Subject leaders are effective in their monitoring and evaluation of whole school strategies, including the provision for disadvantaged pupils
- Assessment points are planned and draw from a range of evidence
- All areas of the National Curriculum are delivered and there are cross curricular opportunities in place to develop the basic skills and raise the attainment of disadvantaged pupils in reading, writing and maths

There has been progress with whole school curriculum planning and a whole school overview has been completed. Planning formats have been revised to include a section around provision for vulnerable groups.

The role of subject leaders has and continues to be developed. Planning has been evaluated but not currently cross referenced through book scrutinies in foundation subjects.

The school is working to further enhance opportunities to develop basic skills across all aspects of the curriculum.

School assessment systems have been reviewed and new formats are used across school for reading, writing and maths, where SEND, PP, vulnerable children are identified/

**Actions:**

Book scrutiny in foundation subjects.

Planning for basic skills across all areas of the curriculum.

All lessons to have opportunity for children to develop basic skills in RWM.

Subject leaders CPD to enable leadership of subjects.

## Key Objective 2

**Curriculum Enrichment and Wider Opportunities:** To improve outcomes for all children through a planned programme of curriculum enrichment and wider opportunities for learning

<p><b>Action 2a:</b> Develop activities to promote learning outside of the classroom, within the school campus and beyond, in order to extend children's broader knowledge and skills, including cultural literacy.</p>
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"><li>- Whole school programme in place, linked to the curriculum plan, that includes the mapping of learning outside the classroom and residential opportunities to improve pupils' engagement, social and emotional development and raises attainment</li><li>- Investigation into Forest School Status undertaken</li></ul>
<p>Lead staff have been identified to oversee residential visits and also to lead on the Evolve risk assessment system for trips outside of school. Classes are encouraged to plan at least one educational visit per term.</p> <p>An accessibility audit has been completed by the site manager and SENCo.</p> <p>The pond area has been developed with the support of the Princes Trust, although the pond is now drained it is an area that the school are keen to develop further.</p>
<p><b>Action 2b:</b> Provide a range of performing arts activities, and develop systems to monitor and evaluate the impact of these activities upon closing the gap between disadvantaged children and their peers in mathematics, literacy and social and emotional well-being</p>
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"><li>- Effective systems designed and implemented to enable the tracking and evaluation of the impact of performing arts activities upon the engagement, social and emotional development, attendance and attainment in basic skills of disadvantaged pupils</li><li>- Activities are planned to include reference to proposed impact</li><li>- Participation impacts upon the engagement, social and emotional development, attendance and attainment in basic skills of disadvantaged pupils (where targeted)</li></ul>
<p>The school is still seeking Artsmark accreditation.</p> <p>The school has successfully Arts award to Year 5 and Year 3. Majority of children have completed the Discover level and 9 children have been assessed at Explorer Level which is to develop them as independent learners.</p> <p>Year 2 will now complete the Arts Award.</p> <p>We were a pilot school for the Music Education Hub.</p> <p>PA lead has worked with dance and drama specialists to devise a scheme of work to directly link to key objectives I the National Curriculum. This need to to reintroduce to have the</p>

desired impact on attainment.

Following from the second Boxall assessment, we will analyse the profiles against the children attending performing arts classes to quantify an impact on social and emotional aspects of learning. This will take place in the spring term when we receive the overview from Boxall Nurture Network.

### Key Objective 3

**Teaching and Learning:** To ensure that there are effective systems in place to monitor and evaluate the quality of learning and teaching including the impact of quality first teaching and intervention strategies on closing the gap

**Action 3a:** Develop effective use of tracking software to support assessment and target setting in reading, writing and mathematics.

**Success Criteria:**

- Whole school tracking system includes the recording and tracking of pupils in receipt of intervention
- Pupil progress meetings are effective in identifying the impact of interventions upon attainment and progress in reading, writing and maths and social and emotional development where targeted
- Data indicates that the gap is closing between disadvantaged pupils and their peers nationally

The school does have a whole school tracking system in place however the effectiveness of the system still needs to be evidenced.

Pupil progress meetings are held half-termly and the assessment information is used to inform groups and to support TA deployment to deliver interventions to targeted children. It is proposed that the SENCo attends will attend future PP meetings. It has been recognised that staff need to be more involved in the *analysis of data* a function that has historically been undertaken by the SLT.

The SEND register is regularly reviewed and following PP meetings to ensure children are identified and those who have been identified as having gaps in learning rather than specific SEN so that appropriate interventions can be planned for.

**Action 3b:** Design and implement a planned programme of monitoring and evaluation to ensure consistency of policy implementation including whole school planning, assessment, marking and feedback.

**Success Criteria:**

- Review of strategy for marking and feedback completed
- Whole school consistency in high quality marking and feedback as part of quality first teaching
- Feedback to pupils informs next steps and targets are ambitious for all pupils, including disadvantaged pupils
- Pupils benefit from time to reflect upon their learning

The marking and feedback strategy has been reviewed but this will be under further review.

A draft marking policy has been addressed which will eventually be part of a whole school assessment for learning policy.

A WALT (We are learning today) header is completed for each lesson for wiring and maths, this also shows the success criteria, and a simple self-evaluation by the children.

**Action:** review of marking and feedback policy, possibly as part of a whole school assessment for learning policy?

Clear marking and feedback policy in place.

Children given time to respond to effective marking and feedback.

AFL policy to be implemented.

#### **Key Objective 4**

**Attendance:** To further develop, implement and evaluate strategies to improve the attendance of all pupils, including those children eligible for the Pupil Premium Grant.

**Action: Monitor attendance of Pupil Premium children and Non Pupil Premium and Persistent Absence children.**

**Success Criteria:** Attendance for PP, NPP and PA children will improve.

A number of strategies to raise attendance were proposed within the action plan:

- Reintroduce attendance trophy
- 100% attendance certificates half termly
- Attendance surgery Fridays with Attendance officer (5hrs) for any children with attendance percentage 90% or below.

Termly Bronze, Silver and Gold certificates have now been introduced. An end of year attendance prize has been introduced. Any child gaining a certificate for 100% for each term is given a ticket, which gives them the opportunity to be included in the prize draw at the end of the year.

Attendance has improved from 94.15% for whole school including nursery in 2015-16 to 95.25 % for 2016-17. Children eligible for PP attendance 2016-17 – 93.7%, NPP children at PFPS is 96.7%

#### **Actions**

Attendance action plan in place highlighting key focus weeks, rewards.

Clear communication with all stakeholders about attendance expectations and rewards.

PA pupils to be identified and support/action taken.