



## Strategic Implementation Plans – Pupil Premium Overview 2018-2019

### Rationale Current Position

- Learners in receipt of pupil premium funding attain lower than peers, despite making similar rates of progress.
- Learners in receipt of pupil premium funding enter school with lower starting points than peers and therefore need to make greater than expected progress to catch up.
- A significant proportion of learners in receipt of pupil premium funding have greater social and emotional needs than peers, this creates barriers to learning and achievement in and out of school.
- A minority of learners in receipt of pupil premium funding fail to attend school regularly.
- For some families in receipt of pupil premium funding, parental engagement is low and for some parental support for learning at home is poor.
- Learners in receipt of pupil premium funding have less opportunities to experience learning beyond the classroom.
- Pupil premium interventions to date, whilst ensuring that learners make good progress, do not always have rapid and sustained impact on outcomes.
- Learners in receipt of pupil premium funding in Early Years have significantly lower starting points than peers, their language and social skills are considerably lower than peers.
- Health and family support are also identified concerns for some families in receipt of EYs pupil premium.

### Desired Outcomes

- A significant proportion of disadvantaged learners make greater than expected progress given their starting points, in reading, writing and maths to ensure that the targets for attainment are met rapidly.
- All pupils in receipt of pupil premium funding will have robust physical and emotional health, wellbeing and resilience.
- Bespoke interventions, designed and led by a qualified teacher, for all learners in receipt of pupil premium are effective in raising attainment. All those involved in designing and implementing bespoke interventions for learners in receipt of pupil premium are adept at evaluating the impact of their work, and are constantly revising and evaluating this to ensure high-impact on outcomes for learners.
- Academic and social gaps between pupil premium learners and peers are minimised and in many cases eradicated before compulsory schooling begins, meaning that the vast majority of learners start their school journey from similar starting points
- Parents and carers are increasingly engaged in the learning process in school, and do everything possible to support their child in making progress in learning and beyond.
- A robust plan to monitor attendance is implemented to ensure learners rapidly re-engage with school and learning time lost is minimised.
- Learners in receipt of pupil premium are not disadvantaged in any way from the enriching learning opportunities offered in school and beyond.

## Key Actions 2018-2019

### Actions: LEARNING AND CURRICULUM SUPPORT 2018-2019

- Half-termly meetings with class teachers to ensure that the targets set are robust and evidence-informed discussions result in attainment gaps reducing for learners.
- Interventions are astutely monitored and provision adapted according to learner needs. Interventions are RAG rated on the Pupil Premium Spending Plan and actions taken.
- Bespoke Accelerated Progress Plans (APPs) delivered by a designated Pupil Premium Teacher enable gaps in attainment to be diminished.
- The impact of employing a qualified teacher to design, deliver and review bespoke interventions for learners in receipt of the pupil premium ensures that all targets set for attainment and progress above are realised within a rapid timeframe, narrowing the gap between disadvantaged learners and their peers in year.
- Pupil Premium Learners remain a high priority within school

### Actions: BEHAVIOUR AND EMOTIONAL SUPPORT 2018-2019

- ELSA training (social and emotional training). Disseminate information to other learning mentors within school.
- Pastoral Team Meetings – attendance of vulnerable learners to be tracked and pastoral needs to be shared. Alternative provision to be discussed.
- Counselling will be adapted to ensure targets can be analysed and assessed.
- As a result of significant and sustained behavioural or SEMH needs, an alternative provision to be offered to those learners in receipt of Pupil Premium.

### Actions: ENRICHING LEARNING AND EARLY LEARNING SUPPORT 2018-2019

- Social, emotional and academic barriers to learning will be reduced through the Early Years Family Support Worker Role. Families will be engaged and supported from birth to enable positive relationships to be forged from an early age; parents will be able to access early health care and advice in school.
- Family Learning Project will continue; provision for this will be adapted to suit each cohort.
- All Learners attend all educational/ residential visits and enrichment days in school
- Alternative provision, when required, is offered at lunchtimes

### Actions: FAMILY SUPPORT 2018-2019

- Parents and carers are increasingly engaged in the learning process in school, and do everything possible to support their child in making progress in learning and beyond.