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| **Benwick Primary School**  **School Improvement Plan** | | | | | | | |
| **Area of development**  Pupil Premium and Vulnerable Pupils | | | | | **Led By**  Head teacher: Jackie North  SENCO: Angela Wood  Named Governor: Darren Gore | | |
| **Start Date**  April 2016 | | | **Review Date**  April 2017 | | | **Budget allocated**  £79,372  Planned: £72,831 | |
| **Key Priority**  To ensure equality of provision by raising attainment and narrowing the gap of children entitled to Pupil Premium and also vulnerable pupils | | | | | **Expectations**  Targeted strategic support which improves outcomes for children who are potentially vulnerable and therefore improve outcomes in both academic and social aspects of school life for pupils to narrow the gap. | | |
| **Main issues to be addressed**   * Identify specific children and monitor their progress to ensure they are making good or better progress. * To provision map children to ensure they access the support they need and measure impact * Provide a range of social and educational activities that inspire and raise aspirations * Provide financial support to allow pupils to experience educational visits including residential trips. | | | **Success Criteria**   * Targeted strategic support and plan improve outcomes for children who are potentially vulnerable * Improve outcomes in both academic and social aspects of school life for pupils. * Narrow the gap and ensure that pupils consistently stay ahead or in line with school and national trends | | | **How this will be monitored and evaluated**   * Half termly Pupil Progress meetings with teaching staff * Half termly review meetings by SLT * Termly reports to Governing Body | |
| **Provision** | **Cost/Budget** | **Action required** | | **Resources** | | **Expected impact** | **Actual impact** |
| Intervention work by TA’s / HLTAs either withdrawn or within class dependent on need  Monthly meeting to discuss progress with TAS  Half termly learning walk  PP children book scrutiny  PP staff meeting  Intervention programmes  Nurture for vulnerable children  PP children with SEND IEPS  Provision map tracks children’s progress  Lego club | £41,245  + ANO salary £13,366  + 3 HLTA hours  + £2037 (Salary)  = £56,649  N/A  N/A  N/A  N/A  N/A  £100 for ingredients / equipment / games  N/A  N/A    1 x hour KS salary £412 + money for lego kits | Teachers and SENCO to identify children that require additional support  Programmes to be devised and delivered and reviewed half termly.  AG to lead meeting – discuss provision and progress for all PP children from each class.  SLT to conduct learning walk every half term which focuses on PP children’s engagement, learning, participation,books and progress  SLT to conduct book scrutiny every term – to select 3 PP children from each class and look at ALL their books  AW to lead review of PP children every half term – to include feedback from data, book scrutiny and learning walk  Strict half termly interventions – if not working change/adapt. If working continue. AG/AW to discuss each half term  AG to work with small groups on social skills, confidence, independence and communication  IEPs are reviewed and new targets set every term. Monitored by AG.  JN creates provison map for PP children annually – data and provision updated termly  Lego club – at least once a week at lunch time | | AG - 18 level 3 TA hours  ST – 18 HLTA hours  KS – 17 level 2 hours  NH – 15 HLTA hours  KT – 3 level 2 hours  ANO – 25 hours – to support 1-1 in reception  1 hour each month release time  1 hour each month  A morning each term  1 staff meeting every half term  Meeting every half term between AG/AW  5 minute box  Project Code  First class@number  Success@arithmetic  Nurture time – cooking / gardening / playing games  Children’s targets are challenging but achievable – parents are kept informed of children’s progress  Children’s data and provision are analysed, reviewed and updated according to need  Lego club – invites vulnerable children to attend to build social skills / communication | | To raise standards and support children with SEN and FSM.  Accelerated progress over the year.  TAs more aware of PP children’s needs which then enhances child’s progress  SLT able to critically review provision for PP children – provide feedback to staff / ensure feedback acted upon  PP children’s work analysed across a range of subjects – feedback to staff. Relate information in books to progress data  Teachers more aware of PP children and the importance of raising their achievement.  Children do not become intervention overloaded. Interventions are only continued if they are having impact.  Children are happy and ready to learn  PP children with SEND make accelerated progress – close tracking of data and provision ensures needs are being met  PP children’s needs are identified, targets set and provision linked to their needs. Accelerated progress for PP children expected.    Children enjoy an hour concentrating on creating lego, following instructions, socialising with others in the group | AG left in December – we decided not to replace with an intervention TA but with a TA who could work in different classes according to need. We thus moved the interventions to the TAs already working with the children in their own classes. The SENCo revised the recording of IEPs and their impact, including baseline and exit assessments. Looking at PIRA reading tests across the year the SEN children made progress from their starting points. Based on the success of PIRA we decided to take on PUMA and GAPs as well for 2017-18, moving away from Assertive Mentoring.  From November to May JN was planning for and teaching the y5/6 class so the monitoring that would normally have been done in the Spring did not happen.  Interventions have become more focused and more relevant to the work the children are doing in class.  With AG leaving the person trained in 1st class@number had gone and the TA trained in Success@Arithmetic left in July. We will retrain next year.  A provision map for PP children was created and key areas of need identified. This was shared with teachers so that they are aware of the PP children in their class.  Lego club has been a success. The children who have attended the club comment that they enjoy working on the models in a small group; they build resilience when tackling lego building and social skills when communicating with others in the group.  Unfortunately PP children did not make accelerated progress to meet expected standard but they all made progress from their starting points. |
| Improve pupil behaviour and attendance | £200.00 (AM behaviour scheme resources) including bronze, silver and gold awards  £50.00 (July 100% attendance rewards)  £210  £600 | To manage behaviour in the classroom and in the playground and to reward good behaviour and effort to ensure this remains a key priority  3 x lunchtime clubs run by Premier Sports until end July  5 x lunchtime clubs run by Premier Sports from September until April | | Assertive mentoring smilies and class point scheme and rewards  Attendance certificates awarded each term  100% attendance awards end of year  Premier sports coach to provide organised games at lunch time  Premier sports coach to provide organised games at lunch time | | To improve low level disruption in classrooms and behaviour on the playground. | Attendance for the academic year up to 18th July was 95.92%. Authorised absence for 2016/2017 was 2.97% and unauthorised 1.32%. These figures are similar to the corresponding attendance for the year 2015/2016 which was 95.48%  Behaviour at lunchtimes has improved with fewer children receiving time-outs. The lunch clubs provided by Premier Sports keep the children busy and they are less likely to be in trouble.  15 children ended the year with 100% attendance – a record year. |
| Improve reading attainment throughout the school | (annual AR renewal) £1000  Reading books  £250 | Children in class 2-4 to be registered.  Books at book level 1 and 2  Investigate possibility of training parents in Better Reading Partnership | | Accelerated Reader scheme  List of suitable books with primary age topics and high reading age  Train parents in Better Reading Partnership to target specific children to read regularly in school – particularly those who do not read at home | | Reading attainment is increased.  Pupil engagement is improved.  Teachers encourage children to use library during lessons as well as a lending library  Children’s reading attainment improves | KS2 results increased from 53% in 2016 to 60% in 2017. More children in KS2 are achieving their half termly targets in AR and an increasing number of y2 children as well. There needs to be an increase in the level the Star Test awards, especially in year 5/6, because we believe the children are not reading books at y5/6 level.  We were unable to train parents in the Better Reading training but we did encourage parents to become a reading buddy – we had 5 during the year who came in and listened to children read regularly.  Mrs Johnson’s reading café was well attended and the children enjoyed sharing a book and completing activities related to it. |
| Part funded school trips – residential | Possible 13 PPG children x £60= £780  Probably 7 x £60 - £420 | To enhance the wider aspects of school life which contribute to wellbeing | | Residential trip to Kingswood May 2017 | | Impact statements are positive from the children about the experience and how it has changed their aspirations and learning | During the y6 leavers assembly many children made comments about their Kingswood experience. They enjoyed the challenge of the activities. One child said she was “determined to try every activity” because she wanted to beat her brother who had not managed the Leap of faith. Another y6 child said that he wanted to get further than he had when he went as a Y4.There was a lot of team work, confidence building and resilience seen over the weekend. The children were a credit to the school. |
| Tracking pupil progress and pupil awareness of next steps | £2475 (Supply cover for 1:2:1s)  £165 x 3 terms x 5 teachers) | AM range of resources to support assessment and tracking | | Termly pupil 1:2:1 sessions  AM System  Folder per child plus inserts | | Assessments provide essential information to better plan provision which impacts overall APS and progress of pupils.  Percentage of pupils across the school who make targeted progress | We were increasingly unhappy with using the AM system for reading and decided to trial using the PIRA (Rising Stars) materials for reading each term. If successful we would also move to using the PUMA (maths) and GAPS (spelling and grammar). We were finding that the AM system, originally set up as levels, was not working for us because the idea of moving up through the levels was at the heart of the system. Following the trial we decided to purchase the PUMA, PIRA and GAPs for 2017-18 and started by using the summer tests to provide us with a baseline to start with.  We also used their Hodder Scale to set targets for our SEN/PP children – this scale is in smaller increments but shows that these children have made progress. The teachers have decided that they are going to use this Hodder Scale to set targets for all children in 2017-18. |
| Support for LAC children | KS salary (6 hours until August 2016 when child leaves) £1368  £932  £2356 (PEP money) | 1:2:1 to enable child to access literacy and numeracy lessons  to support phonics/social skills for 4 LAC children  1-1 tutor (£31 x2 x 38 weeks)  1 session y6 reading  1 sessions y5 + y4 maths | | Level 2 TA 6 hours per week (EHCP plan provides 17 and a half hours)  Level 3 TA 2 hours a week  Winchmore Tutor x1hr a week with y5 LAC | | Child is supported and makes accelerated progress.  Basic skills reading and writing are developed. Social skills including confidence, independence and communication are developed.  Children are provided with bespoke 1-1 support to address gaps in learning to improve overall attainment | The LAC child left in the Summer fo 2016 – he did not sit the SATs. He had made progress from his starting points and was not excluded during his time here.  The LAC children were supported by the TAs in their classes because the level 3 TA left at Christmas.  The Winchmore Tutor provided 1-1 support for 3 LAC children – improving their basic numeracy and reading. Although the y6 did not meet the standard he did make progress from his starting points. In 2017-18 we have decided to use the tutor to take groups of 3 for maths from y5 and y6 to improve their understanding of basic skills. |
| To support pupil premium children and their families – to encourage parent engagement in their learning | Release time – 1 day a week – to be covered by HLTA £2470  N/A | Assistant Head to be released one day a week to set up parent form, hold workshops, hold coffee mornings, plan events, meet with vulnerable parents, hold SC meetings etc  Family learning activities | | Management time  AW to arrange further family learning workshops for parents | | Parental support and engagement increased – eg more children reading at home, helping with homework etc  Parents feel more able to support their children’s learning | Assistant Head was covered by the HLTA. Coffee mornings were successful gaining a handful of parents each time dependent on the focus. Parents who attended found the sessions informative and valued the time spent in school.  The family technology workshop was enjoyed by the parents and the children – although only 3 parents signed up. |
| Enrichment - to widen children’s experience | £650  £400  £465  £600  £500 | To include coach hire where relevant:  Voice in a million concert at Wembley Arena for keystage 2.  Voice in a million workshop for KS2 (£500)  Paul Priestly – artist – workshop in school  Balance bikes training for EYFS children September 2016  Life Education Bus | | Tickets, bus and staff to accompany children. Teaching and learning packs and previsit and following visit.  Artist visit + any resources we may require for the day  3 days intensive cycle training for reception children.  PSHE education for all children from the Life Education Bus (bi-annual visit) | | Impact statements are positive from the children about the experience and how it has changed their aspirations and learning.  Children experience a real artist at work – supports their own art development and our Artsmark work  All reception children able to ride safely most without stabilisers  Children have the opportunity to explore different themes in a unique environment. Drugs education including alcohol and smoking for KS2 children is a focus. | Both children and parents love the VIAM concert. The numbers who want to attend has risen every year and the Y6 leaver’s commented that it was the best thing they did while here. Singing in Wembley Arena with 5000 children is an experience not to be missed. The parents enjoy the concert but providing them with a cheap ticket on the coach, if there is space, has enabled some of them to go to London for the first time. One parent commented that her younger child would have to go when he was old enough because she wanted to go and her elder child was going to secondary school! The Paul Priestley workshop produced some excellent art work in the children’s sketchbooks. It was part of our Artsmark portfolio which we hope to submit in the Spring of 2018.  The Reception children learned quickly to ride on the balanced bikes and many subsequently moved on to riding pedalled bikes successfully. We hosted a Pudsey Pelathon for Children in Need and had over 40 children and parents cycle through the village.  The Life Education bus visits every 2 years and provides PSHE work to all children. The focus this year was friendships and bullying in KS1 and Drugs in KS2. This is a useful addition to our PSHE work and provides a different environment for the children to work in and discuss important topics. |
| To support assessment | £200  £500 | Purchase To Build A Profile (2simple) licence for the year  Purchase Rising Stars or equivalent half termly assessments for reading | | 2 Simple programme  Rising Stars (Pira) reading assessments | | EYFS profile is constructed through observations over the year building a comprehensive file of the child’s learning.  A comprehensive reading assessment which will show progress every half term | This programme is used effectively in the EYFS to record observations which the teacher then used to make her final judgements. In 2017 67% achieved a GLD – one child, who had not been in school since May, made the difference between our outcomes and being in line with national. |
| Develop enquiry based learning in KS1 | £1800 +VAT in 2016-17 and a further £1800+VAT in 2017-18 | Develop enquiry based learning in KS1 – carry on the independent enquiry so rich in EY into KS1 | | EExBa cluster project – developing enquiry based learning in KS1. 5 days training for 2 teachers + heads | | Children are led by enquiry. Children become independent learners with enquiring minds, asking questions and developing their own learning | The y1 and y2 teachers attended the 5 day training and both have decided to continue with some of the techniques into 2017-18. The children were encouraged to be more independent in their learning and take more responsibility. This then empowered them to find out more. |
| Provide milk for those FSM children who would like it. | £270  (average £30 a week) | Register children in September if are on FSM and would like milk. | | Cool Milk | | Children have a nourishing drink to sustain them through the morning. | Only 2 children signed up for this at the start of the term and then they decided not to have it so we cancelled the order. |
| Premier sports holiday club for PP children | £ per child | Book holiday club for individual children in receipt of PP if believe will be of benefit to the child | | Premier Sports holiday clubs | | Children gain confidence and develop social skills during a fund day of sport in the summer holidays | The holiday club, run by Premier Sports, was very successful with over 20 children attending in October half term. |