|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 2015 | | | **Review Date**  April 2016 | | | **Budget allocated**  £51,320  Planned: 48,751 | |
| **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** |
| Small Group intervention work by Level 3 TA’s | £9000.00 (Salary)  £1695 | Teachers and SENCO to identify children that require additional support  Programmes to be devised and delivered and reviewed half termly.  Training to be a SENCO | | 17 level 3 TA hours  Eastern Leadership Centre training | | To raise standards and support children with SEN and FSM.  Accelerated progress over the year.  Increased understanding of role of SENCO and how it can be used to support children and parents | 12/15 (80%) year 1 achieved a pass in phonics test . 6/8 (75%) of PP children achieved a pass.  Y2 – 82% achieved a level 2b in reading, 76% in writing and 76% in maths. 2/3 (67%) PP children achieved level 2.  Y6 – 50% (5/10) of Y6 were PP children. 3/5 60% achieved level 4+ in reading, writing, grammar and maths. 2/5 (40%) achieved level 5s in all 3 subjects.  Training still ongoing until the end of the summer term. |
| Improve pupil behaviour and attendance | £200.00 (AM behaviour scheme resources) including bronze, silver and gold parties  £50.00 (July 100% attendance rewards) | To manage behaviour in the classroom and in the playground and to reward good behaviour and effort to ensure this remains a key priority | | Assertive mentoring smilies and class point scheme and rewards  Attendance certificates awarded each term  100% attendance awards end of year | | To improve low level disruption in classrooms and behaviour on the playground. | Behaviour is good. The majority of children behave well in class and respond well to the reward system. Both mums and dads commented on the good behaviour on their visits to school and 100% of parents thought there was a good level of behaviour in the 2016 parent questionnaires  3 children have been placed on report this year – largely due to behaviour outside on the playground at lunchtime. |
| 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 6 and 7 investigated by cluster deputies and subsequently purchased | | Accelerated Reader scheme  List of suitable books with primary age topics and high reading age | | Reading attainment is increased.  Pupil engagement is improved.  Teachers encourage children to use library during lessons as well as a lending library | Children in KS2 are positive about reading and enthusiastic about completing the quizzes and achieving their target. Reading café (club run in Spring by Miss Garner) was attended by 30 children from reception to y6! New reading books were purchased for the lower end as there are now more year 2s accessing AR. We still need to address the higher end but if they can read level 6/7 books they can read any book so the choice is theirs. |
| Part funded school trips – residential | 5 PPG children x £45 = £225 | To enhance the wider aspects of school life which contribute to wellbeing | | Residential trip to Burwell Jan 2016 | | Impact statements are positive from the children about the experience and how it has changed their aspirations and learning | 5 children attended the Burwell residential. The children all had an exciting and challenging time. The children enjoyed being away from home and gained confidence and independence. They also learned team work skills and supported each other during the 3 days. |
| Tracking pupil progress and pupil awareness of next steps | £1320 (Supply cover for 1:2:1s)  £165 x 2 term x 4 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 | 1-1 sessions – between pupil and teacher – occurred every term – to discuss progress, attitude and targets. Invaluable opportunity to spend 10 minutes with your teacher talking about you! Children are aware of where they are and what they need to do to improve further. |
| 1:2:1 support for LAC | 23 hours level 2 TA £10,428  (6hrs temporary until Aug 2016)  £1245  £1178 | 1:2:1 to enable child to access literacy and numeracy lessons  to support phonics/social skills for 2 LAC children  1-1 tutor (£31 x 38 weeks) | | Level 2 TA 23 hours per week  Level 3 TA 2 hours a week  Winchmore Tutor x1hr a week with y5 LAC | | Child is supported and makes accelerated progress.  As part of PEP – 2 LAC children Y5 and Y6  As part of PEP – 1 LAC child Y5 | Year 6 child LAC with an EHCP. Plan covers 17 hours – school tops up to 23 hours to ensure 1-1 in all lessons except PE. Child is on track to achieve level 3 in reading and maths at the end of 2016 – this will be 3 levels progress since KS1. They should achieve a level 2 in writing which is 2 levels progress since KS1.  Nurture element has been successful – the children are more confident and able to discuss their concerns about friendships and other children. Phonics for the y5 child still ongoing.  1-1 initially concentrated on reading. The child enjoyed the ‘fun’ factor and was keen to participate. The next focus was grammar but in March the child told the tutor he did not want to go any more. We have reverted the focus back to reading and included another child from his class to see if he finds it more interesting. Little progress was made in reading since September. |
| To support pupil premium children and their families – to encourage parent engagement in their learning | Release time – 2 days a week  Agency teacher –  2 x 39 weeks @£185 a day = £14,430  £500 | SENCO/Assistant Head to be released Mon and Tues to set up parent form, hold workshops, hold coffee mornings, plan events, meet with vulnerable parents, hold SC meetings etc  To put on coffee morning etc | | Management time | | IEPs and intervention programmes enable children to make progress.  Parental support and engagement increased – eg more children reading at home, helping with homework etc | Autumn term – coffee mornings were well attended and a number of different academic foci were discussed supporting parents in the new strategies and curriculum demands. Assistant Head release time has enabled more contact with parents and as SENCo has been able to monitor IEPS. During the spring term AW had to teach 2 classes and this work was put on hold until the summer term. |
| Enrichment - to widen children’s experience | £2500  £500  £250 | 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)  Coach to Key Theatre for KS1 pantomime | | Tickets, bus and staff to accompany children. Teaching and learning packs and previsit and following visit. | | Impact statements are positive from the children about the experience and how it has changed their aspirations and learning. | 36 children went to VIAM this year – our most yet! The children and parents who attended were excited and full of confidence following the concert – they were on stage for the whole of the first half ( result of the workshop here in school) which added to the pride and belief that they could be successful at anything if they try. An amazing experience.  We did not attend the pantomime this year. |
| To support assessment of EY | £200  £600 | Purchase To Build A Profile (2simple) licence for the year  Purchase 2 x Ipads to support assessment in EYFS | | 2 simple programme  Ipads | | EYFS profile is constructed through observations over the year building a comprehensive file of the child’s learning. | This programme supports the observations made by the teacher and creates the learning journeys for the EYFS children – it means observations are not lost and accurate assessments can be made based on the observations.  2 further Ipads were not purchased. |
| To support enhanced learning opportunities in KS2 classrooms | £3180 contribution | Purchase 2 x Clevertouch Interactive whiteboards (grant from Burnt House Wind Farm for £5000) | | 2 Clever touch boards | | All children benefit from the enhanced provision that the new interactive whiteboards can provide. | The 2 Clevertouch boards are in use every day in class 3 and 4 although we are not as yet getting the most out of them. The training was split and not all staff have had it so it has been trial and error in some cases. However they are better than the Smartboards and we will endeavour to buy more Clevertouch boards when the existing boards need replacing. |