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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: Gemma Turner  Named Governor: Darren Gore | | |
| **Start Date**  April 2019 | | | **Review Date**  April 2020 | | | **Budget allocated**  £66280  £63475 allocated | |
| **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. | | |
| Please note this is subect to change dependeing on the needs of the pupils which is monitored closely throughout the year. | | | | | | | |
| **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**   * 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** |
| RWI phonics for KS1 and KS2 Literacy and Language  Success@arithmetic / Firstclass@number interventions  Project Code intervention  PP children book scrutiny  PP staff meeting  Intervention programmes  PP children with SEND IEPS  Provision map tracks children’s progress  Lego club  Sensory circuits | £56,085  N/A  N/A  N/A  N/A  N/A    £300  N/A | RWI Phonics to be delivered daily to KS1 and RWI Literacy and Language to KS2 requiring small group teaching by trained staff  Interventions led by trained TAs with a focus on accelerating progress for individual groups of children  .  SLT to conduct book scrutiny every term – to select 3 PP children from each class and look at ALL their books  GT to lead review of PP children every term – to include feedback from data, book scrutiny and learning walk  Strict half termly inteventions – if not working change/adapt. If working continue. AW to discuss each half term  IEPs are reviewed and new targets set every term. Monitored by GT.  JN creates provison map for PP children annually – track children’s progress as a cohort  Lego club – at least once a week at lunch time  2-3 times a week – for 5 children in reception with TA during assembly | | TA hours  A morning each term  1 staff meeting every term  Meeting every half term between GT and teachers  5 minute box  Project Code  First class@number  Success@arithmetic  Children’s targets are challenging but achievable – parents are kept informed of children’s progress thorough One Page Profiles  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  Sensory circuit equipment / TA time | | To raise standards in English and support children with SEN and FSM.  Accelerated progress over the year.  PP children’s work analysed across a range of subjects – feedback to staff. Relate information in books to progress data  Teachers aware of PP children / able to provide evidence of additional intervention for PP children  Children do not become intervention overloaded. Interventions are only continued if they are having impact.  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  Children ready to learn / improves physical development |  |
| Improve pupil behaviour and attendance | £200.00 - DOJO behaviour scheme prizes +  £50.00 July 100% attendance rewards + lunchtime stickers and certifcates | To manage behaviour in the classroom and in the playground and to reward good behaviour and effort to ensure this remains a key priority | | DOJOS and and rewards  Attendance certificates awarded each term  100% attendance awards end of year  Lunchtime stickers and certificates | | To improve low level disruption in classrooms and behaviour on the playground. |  |
| Improve reading attainment throughout the school | (annual AR renewal) £1200  Reading books  £500 | Children in Owls, Herons and Swans class to be registered.  Books at at level 6 and 7 AR need updating | | 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 |  |
| Part funded school trips – residential | Burwell 13 PP children in years 5-6  13 x 50 = £650  12 PP children in y3-4 (swimming)  10x£30 = £360  KS1 18 PP children (annual trip) £10  = £180  VIAM coach £650  TOTAL = £1840 | To enhance the wider aspects of school life which contribute to wellbeing | | Residential trip to Burwell January 2020 year 5/6  Swimming – year 3/4 -summer 2019  Annual summer trips for KS1  To include coach hire where relevant:  Voice in a million concert at Wembley Arena for keystage 2. | | Impact statements are positive from the children about the experience and how it has changed their aspirations and learning |  |
| Tracking pupil progress and pupil awareness of next steps | PIRA / PUMA / GAPS tests  £2400  2Simple To Build A Profile software for EYFS £400 (2 Ipad licences)  = £3000 | Rising Stars range of resources to support assessment and tracking | | Rsing Stars tests – for each year group in reading (PIRA), Maths (PUMA) and Grammar (GAPS)  2 Simple To Build A Profile – software which enables teachers to record observations of EYFS children | | 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  EYFS profile is constructed through observations over the year building a comprehensive file of the child’s learning. |  |
| Support for LAC children | +£3600 (PEP money)  (Harrow £1500, IOW £1500, Bedford £600) |  | |  | |  |  |
| School uniform | £300 | To support implementation of school policies  Assist parents with additional school costs | | School uniform | | Some parents have found it increasingly difficult to provide uniform for their children. To ensure that the children are in uniform and that they feel part of the school community we have helped some parents by providing them with items such as fleeces/sweatshirts/shoes. |  |