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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: Jayne Fleet | | |
| **Start Date**  April 2017 | | | **Review Date**  April 2018 | | | **Budget allocated**  £86,429 | |
| **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**   * 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| Intervention work by TA’s / HLTAs either withdrawn or within class dependent on need  PP children book scrutiny  PP staff meeting  Intervention programmes  PP children with SEND IEPS  Provision map tracks children’s progress  Lego club  Sensory circuits | £26,873  Actual  N/A  N/A  N/A  N/A  N/A    1 x hour KS salary £418 + £100 money for lego kits =£518  N/A | Teachers and SENCO to identify children that require additional support  Programmes to be devised and delivered and reviewed half termly.  .  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 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 AW.  JN creates provison map for PP children annually – data and provision updated termly  Lego club – at least once a week at lunch time  Daily – for 2 children in reception with TA during assembly | | NH – 5 HLTA hours  KT – 3 hours level 2 (left July 2017)  LD – 22 till Aug then 16 hours – to support 1-1 in reception (left Feb 2018)  SC – 25 hours level 2  KO – 27.5 hours level 2  JF – 18 hours level 2  A morning each term  1 staff meeting every term  Meeting every half term between AW 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  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 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 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.  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 | More interventions have been provided to children, especially in the afternoons where timetable support has been in place across the school. Hodder scores show that children are making progress although we would like it to be more accelerated.  PP children’s work was reviewed by SLT and by School Improvement Advisor in the Spring term. Evidence in books showed there is progress over time and that during units of work children are developing their understanding of different themes and concepts.  Staff meetings were held to discuss PP/SEN children’s progress making all teachers aware of the PP children.  AW set up new PP/SEN folders in order to track interventions and progress. She used the Hodder scales in Rising Stars assessment to track progress as it shows small steps. This has enable us to identify the children who are making progress and those who need more support. 2 TAs were trained on 1st class@number and Success@arithmetic. 1st class@numer is having a particularly strong impact on y2 children.AW reviewed SEN/PP folders half termly to ensure that interventions were planned and being provided. The provision map for PP children enables SLT to identify PP children’s needs an to keep track of the support they have had.  Lego club has run throughout the year to spport children for different reasons – behaviour / social skills / nurture. Children value the time spent in small group.  1 child left in July. The other child has continued on a daily basis providing physical development opportunities and a calming way to prepare them for learning. |
| 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. | New badges were purchased as a change from the cards – the children have been inspired to work hard and achieve the badges which they can wear on their collars. (like 3 star generals!) |
| Improve reading attainment throughout the school | (annual AR renewal) £1500  Reading books  £500 | Children in owls, herons and swans class to be registered.  Books at level 3 and 4 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 | AR is good for encouraging children to read and quiz but we are not finding that it has an impact on NC reading attainment. We are therefore looking into different options for the future. |
| Part funded school trips – residential | 9 PP children in years 5-6  9 x 50 = £450  14 PP children in y4-6 £140  10 PP children in y3-4  10x£30 = £300  TOTAL = £890 | To enhance the wider aspects of school life which contribute to wellbeing | | Residential trip to Burwell January 2018  VIAM March 2018  Swimming | | Impact statements are positive from the children about the experience and how it has changed their aspirations and learning | Children in y5/6 loved Burwell House and the opportunity to create a TV news programme. Children who have never had the opportunity to stay away from home said they had the best time. We took 42 to VIAM this year – the most ever. This is an amazing experience that the children never forget. Many of the y6 leavers last July said it was their 2most memorable experience”.  Y3/4 swim for 10 weeks in the summer term – we used PP to help parents pay for the coach. |
| Tracking pupil progress and pupil awareness of next steps | £1650 (Supply cover for 1:2:1s)  £165 x 2 terms x 5 teachers) | AM range of resources to support assessment and tracking | | Termly pupil 1:2:1 sessions  AM System | | 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 decided following a trial period in Summer 2017 to move from AM to Rising Stars – we felt that AM had served us well but did not meet the requirements of the new NC as well as the old. We introduced PIRA (reading), PUMA (maths) and GAPS (spelling and grammar) in July to provide with a baseline. We then test at the end of each term. The tests provide us with a standardised score which we are using to group the children to see who is below/expected/exceeding in terms of attainment. We are also using the Hodder scales (smaller increments) to assess SEN progress.We are using the Rising Stars Assessment platform, Mark, to upload our data – this provides teachers and the SLT with reports and detailed information abot children’s attainment. The Rising Stars packs and manuals were more expensive than originally thought - £2628 was spent. This will reduce in future years as the manuals will not need to be replaced. |
| Support for LAC children | KS salary £12,000  £2356 (PEP money) | 1:2:1 to enable child to access lessons  1-1 tutor (£31 x2 x 38 weeks)  ½ hour sessions maths twice a week | | KS - 25 hours level 3  Winchmore Tutor x1hr a week with y5 and y6 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 | Winchmore Tutor, Mrs Wright, has provided 1-1 support in maths for 2 LAC children to support understanding of basic skills in maths.  TA support in lessons enables both children to access the curriculum and to feel confident about their learning.  Both children making small steps of progress in reading writing and maths.  We increased the Winchmore tutor hours to include small groups of 2/3 for 4 hours a week - total cost of tutor £5252 |
| 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 (5 hours) £3600 | Assistant Head to be released one day a week to meet with vulnerable parents, hold meetings etc | | Management time | | Parental support and engagement increased – eg more children reading at home, helping with homework etc | Assistant Head was able to support many families during non-contact time – many who just need time to talk. This has established links with vulnerable parents who needed support. |
| Enrichment - to widen children’s experience | £650  £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 | | 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 | Children who have never had the opportunity to stay away from home said they had the best time. We took 42 to VIAM this year – the most ever. This is an amazing experience that the children never forget. Many of the y6 leavers last July said it was their 2most memorable experience”. |
| To support assessment | £200  £500 | Purchase To Build A Profile (2simple) licence for the year  Purchase Rising Stars or equivalent 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 term | This programme enables the teacher to record children’s observations quickly and concisely. The EYFS teacher has used the reports to create learning journals for each reception child and is able to assess the children’s attainment using the EYFS framework (ages and stages)  For Rising Stars – see above |
| To enhance phonic provision | £2800 | Purchase Storytime Phonics set + extra class set (£2000 + £800) | | Storytime Phonics for Robins and Doves class | | Improve phonic teaching and improve number of y1 children passing the y1 phonuc test and subsequently achieving expected in y2. | Storytime Phonics was purchased for Reception and Y1 and introduced in September 2018. The children have enjoyed the videos and links to stories and phonic development is good. 14/19 are on track to pass the y1 phonics test in June. |
| Provide milk for those FSM children who would like it. | £135 | 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. | Children were offered milk but did not take up the option. |
| Develop enquiry based learning in KS1 | £2653 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. |