

## PUPIL PREMIUM ACTION PLAN 2017/18

Almondbury Community school has a significant number of children eligible for pupil premium funding. This is well above the national figure at 307 (44.4%)(as of 1<sup>st</sup> September 2017). For these children we receive £365,998 (as of 1<sup>st</sup> September 2017).

The **pupil premium** is additional funding for publicly funded schools in England to raise the attainment of disadvantaged **pupils** of all abilities and to close the gaps between them and their peers.

The **pupil premium** is allocated to children who are looked after by the local authority, those who have been **eligible** for FSM at any point in the last six years (also known as Ever 6 FSM) and for children whose parents are currently serving in the armed forces

This is a substantial amount of funding reflecting the high level of needs as illustrated in the following table (1<sup>st</sup> September 2017):

	Year N2	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	All Years	
Number of pupils	19	42	42	33	55	63	68	72	79	59	70	53	35	690	
Male	63.16%	52.38%	57.14%	45.45%	56.36%	60.32%	47.06%	55.56%	41.77%	45.76%	56.34%	51.85%	42.86%	51.59%	357
Female	36.84%	47.62%	42.86%	54.55%	43.64%	39.68%	52.94%	44.44%	58.23%	54.24%	42.25%	46.30%	57.14%	48.12%	333
Free School Meals	10.53%	9.52%	33.33%	39.39%	50.91%	49.21%	48.53%	48.61%	55.70%	47.46%	50.00%	43.40%	48.57%	44.49%	307
Pupil Premium	10.53%	9.52%	33.33%	39.39%	49.09%	49.21%	47.06%	48.61%	55.70%	47.46%	54.29%	41.51%	51.43%	44.64%	308
Medical Condition	26.32%	19.05%	26.19%	3.03%	10.91%	6.35%	5.88%	18.06%	20.25%	20.34%	24.29%	30.19%	34.29%	18.12%	125
Service Children	0	0	2.38%	0	0	0	0	0	0	0	0	0	0	0.14%	1
In Care	0	0	0	0	0	0	0	0	0	0	4.29%	0	2.86%	0.58%	4
SEN Needs	0	9.52%	11.90%	6.06%	7.27%	7.94%	17.65%	16.67%	11.39%	11.86%	18.57%	13.21%	37.14%	13.48%	93
EAL	10.53%	4.76%	14.29%	3.03%	14.55%	14.29%	11.76%	8.33%	3.80%	8.47%	17.14%	7.55%	20.00%	10.58%	73
Vulnerable pupils	10%	7%	9.5%	3%	12.7%	4.7%	7.3%	9.7%	10.1%	5%	10%	7.5%	11.4%	8.11%	56

## **PUPIL PREMIUM ACTION PLAN 2017/18**

### **The Internal and External Barriers to Learning**

Based on a thorough review of 2016/17 plan and outcomes augmented by an external audit of PP in June 2017 the following barriers to learning have been identified.

#### **Internal barriers**

- Low attainment in Maths at the end of KS1 & 2 for PPREM pupils.
- A significant number do not display a consistently positive Attitude to learning.
- This can result in a significant amount of time out of the classroom and in Isolation.
- A significant number of pupils enter Early Years with underdeveloped Speech & Language Skills. This impacts on all areas of learning.
- The gaining and application of literacy skills in Engagement & Co-operation phases is underdeveloped.
- A significant number of PPREM pupils have SEN – particularly Social, emotional and mental health needs (see table above)
- A significant number of our PPREM cohort has English as an additional language including a considerable number who arrive into school with no English skills.

#### **External barriers**

- The attendance & punctuality of PPREM pupils is significantly lower than non PPREM pupils.
- There are too many PPREM pupils who are Persistently absent.
- There are too many fixed term exclusion involving PPREM pupils.
- Many of our PPREM pupils are our most vulnerable pupils who are known to external agencies.
- There are a growing number of PPREM pupils who have experienced trauma both in the UK and overseas.
- The number PPREM pupils claiming FSMs is exceptionally high (98% FSMs v 2% non FSMs) – see table above.

The Pupil Premium action plan complements the following action plans:

- School Improvement Plan – Teaching & Learning, leadership & management, behaviour and attendance
- Early Years Action Plan
- Maths Action Plans
- SEN

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- EAL strategy
- PE & Sports grant
- Y7 catch up in literacy & numeracy
- Community Hub plan

If the above plans are successful the following ambitious targets based on FFT20 will be achieved for our pupil premium pupils in 2018:

Year Group	Reading EXP+			Writing EXP+			Maths EXP+			RWM combined EXP+		
	FFT 50	FFT 20	School COL3 Actual	FFT 50	FFT 20	School COL3 Actual	FFT 50	FFT 20	School COL3 Actual	FFT 50	FFT 20	School COL3 Actual
2	82.4%	85.3%	59.5%	79.4%	82.4%	48.6%	82.4%	85.3%	64.9%	79.4%	82.4%	45.9%
6	76.5%	85.3%	52.2%	77.9%	79.4%	42.0%	77.9%	80.9%	50.7%	75.0%	77.9%	36.2%

Year Group	Reading Higher			Writing Higher			Maths Higher			RWM combined Higher		
	FFT 50	FFT 20	School COL3 Actual	FFT 50	FFT 20	School COL3 Actual	FFT 50	FFT 20	School COL3 Actual	FFT 50	FFT 20	School COL3 Actual
2	5.9%	5.9%	18.9%	2.9%	5.9%	5.4%	2.9%	5.9%	10.8%	2.9%	5.9%	2.7%
6	20.6%	26.5%	20.3%	16.2%	26.5%	18.8%	17.6%	27.9%	15.9%	13.2%	22.1%	13.0%

Yellow are all COL 3 values for the previous year as the school target is now the same as FFT 20.

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Year group	Maths grade 4+			English grade 4+			Basics grade 4+											
	FFT 50	FFT 20	School COL 3 Actual	FFT 50	FFT 20	School COL 3 Actual	FFT 50	FFT 20	School COL 3 Actual									
11	43.8%	61.1%	50.0%	50.0%	61.1%	55.6%	37.5%	55.6%	44.4%									
Year group	Maths grade 5+			English grade 5+			Basics grade 5+			Attainment 8								
	FFT 50	FFT 20	School COL 3 Actual	FFT 50	FFT 20	School COL 3 Actual	FFT 50	FFT 20	School COL 3 Actual	FFT 50	FFT 20	School COL 3 Actual						
11	18.8%	22.2%	16.7%	31.3%	33.3%	33.3%	12.5%	16.7%	16.7%		-0.007	-0.513						
Year group	Ebacc % of cohort entered / studying			Ebacc % expected to pass Grade 5+			Ebacc % expected to pass Grade 4+											
11	94.4%			83.3%			16.7%			11.1%			27.8%			33.3%		

Area for Improvement	Target and Action	Resp.	time scale	Success Criteria/ Outcomes	Monitoring	Resp.	Cost
<b>Teaching &amp; learning &amp; assessment</b> <a href="#">This section compliments the comprehensive</a>	<b>Teaching to diminish the difference</b> <ul style="list-style-type: none"> <li>All staff to have high expectations of PPREM pupils.</li> <li>Ensure all PPREM pupils have ambitious targets and are on track to achieve them.</li> <li>Train staff in effective strategies</li> </ul>	ALL STAFF	Sept 2018 (see QA Calendar)	See SIP  Reduction in the gap between PPREM and non-PPREM from the Autumn term to the Summer Term:	Col information KS1 & KS2 SATs results GCSE results Governors Standards and Curriculum	SWo	£ 41k

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<p>action plan on Teaching and Learning that is found in the SIP.</p>	<p>to accelerate learning and progress of PPREM pupils across the school e.g effective questioning techniques, seating plans to support learning, clear success criteria, effective marking and feedback, literacy marking for all, supporting number across the curriculum</p> <ul style="list-style-type: none"> <li>To ensure in class support and intervention from ETAs is effectively targeted on PPREM pupils</li> </ul>	<p>HWO TBO</p> <p>SQU</p>		<p>For the following Year Groups Year 2 Year 6 Year 11</p>			
	<p><b>Provide High Quality Effective Interventions</b></p> <ul style="list-style-type: none"> <li>To develop a more robust and effective series of interventions programmes for all PPREM pupils in school</li> <li>To mentor ALL Yr 11 PPREM pupils and to ensure this cohort access additional sessions for exam prep</li> </ul>	<p>SQU</p> <p>KTA DHO</p>		<p>Exit data shows progress for PPREM pupils</p> <p>PPREM attendance at additional sessions</p>	<p>Data from individual intervention groups</p> <p>Data from individual intervention groups</p>	<p>SQu</p> <p>SQu</p>	<p>£97k</p>
<p><b>Evaluation</b></p>							

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<p><b>Leadership &amp; management of pupil premium</b></p>	<p><b>Governance</b></p> <ul style="list-style-type: none"> <li>To have a strategic overview of the Plan for improving outcomes for PPREM pupils</li> <li>To monitor and evaluate the impact of the plan</li> <li>To ensure effective use of the PPREM grant 2017-18</li> <li>To plan for even more targeted use of the grant 2018-19</li> <li>To hold school leaders to account with regard to the impact of the plan</li> </ul>	<p>J.Hull Designated PPREM governor</p> <p>J.Koroma Designated Finance governor</p>	<p>Sept 2018</p> <p>See QA Calendar</p>	<p>Governors have a strategic overview of the PPREM plan</p> <p>Governors ask probing questions and hold leaders to account through the PPREM</p>	<p>Discussion of the Plan as an Agenda item on the Full Governing Body</p> <p>Minutes of Full Governing body meeting</p>	<p>SWo KMc</p>	
	<p><b>Senior Leadership Team</b></p> <ul style="list-style-type: none"> <li>To champion the disadvantaged pupils in the school</li> <li>To model high expectations for disadvantaged pupils</li> <li>To set challenging academic and personal/well-being targets</li> <li>To ensure all key improvement plans have a sharp focus on disadvantaged pupils</li> <li>To ensure that staff who lead on systems and procedures give priority to PPREM pupils e.g. Pupil progress meetings, analysis of attendance data, behaviour reviews, attendance of parents at parents evenings.</li> </ul>	<p>TBo KMc HWO DHo VSh SSy SQu MBe SHo LLO SWo</p>	<p>Sept 2018</p> <p>See QA Calendar</p>	<p>Senior Leaders have PPREM as a key focus of all their leadership work.</p> <p>All action plans across all areas of the school have a focus on PPREM.</p> <p>Reduction in the gap between PPREM and non-PPREM from the Autumn term to the Summer Term: For the following Year Groups</p>	<p>T&amp;L overview</p> <p>PM overview</p> <p>Link Meetings</p>	<p>SWO KMC</p>	<p>200</p>

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	<ul style="list-style-type: none"> <li>To monitor and evaluate the impact of PPREM plan alongside other plans</li> <li>To hold middle leaders to account for the achievement of PPREM pupils</li> <li>To ensure Performance Management reflects the need to focus on the PPREM cohort.</li> </ul>			Year 2 Year 6 Year 11			
	<p><b>Middle Leadership</b></p> <ul style="list-style-type: none"> <li>To champion the disadvantaged pupils in their area of responsibility</li> <li>To have and model high expectations of PPREM pupils</li> <li>To ensure that PPREM pupils are on track to achieve their targets in their responsibility area</li> <li>To include a focus on PPREM in middle leader development plans</li> <li>To hold staff in their responsibility areas to account for the achievement of PPREM pupils</li> <li>To ensure Performance Management reflects the need to focus on the PPREM cohort.</li> </ul>	ESA CKE SSA MBE SHO LLO HBE RCC LOH AAS JVA	Sept 2018	<p>Middle Leaders have PPREM as a key focus of all their leadership work.</p> <p>All action plans across all areas of the school have a focus on PPREM.</p> <p>Reduction in the gap between PPREM and non-PPREM from the Autumn term to the Summer Term: For the following Year Groups Year 2 Year 6 Year 11</p>	<p>SLT link meetings</p> <p>PM reviews</p> <p>Observations</p> <p>Work scrutiny</p>	SLT	

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Evaluation							
Personal development, behaviour & attendance well-being.	<b>To improve the attendance of PPREM pupils</b> <ul style="list-style-type: none"> <li>• Forensic monitoring of attendance on a day by day basis</li> <li>• First day call system</li> <li>• Parental meetings to address concerns</li> <li>• Increase class and individual rewards for improvements in attendance</li> <li>• Breakfast club at KS1-2 to encourage attendance</li> </ul>	JTO AHOH KMC/JTO	July 2018	Increase PPREM attendance by 1 % (from 92.8% at the end of 2016-17 to 93.8%)	PPREM attendance data  Every Child Matters Governors Meeting	SWO KMC	£29k
	<b>To reduce PA figures for PPREM pupils</b> <ul style="list-style-type: none"> <li>• Mentoring sessions given to those below 90% attendance</li> <li>• APSO referral and support for hard to reach parents</li> <li>• Issue fixed penalty notices as a last resort.</li> </ul>	JTO	July 2018	Decrease the percentage of PPREM who are PA (65 pupils out of 317 at the end of 2016-17 – 20%)	PPREM PA attendance data  Every Child Matters Governors Meeting	SWO KMC	
	<b>To decrease the amount of time that PPREM pupils are out of lessons (either in isolation or exclusion)</b> <ul style="list-style-type: none"> <li>• Continue to modify and improve the behaviour of PPREM pupils</li> </ul>	ALL STAFF	July 2018	Reduction in the number of PPREM pupils Sent On-call In Isolation Excluded	Termly analysis of behavioural data	KMC SWO SQU SSY	£107k



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	<p>when in class through consistent use of the behaviour for learning policy</p> <ul style="list-style-type: none"> <li>To introduce a new ethos around restorative practices – building meaningful relationships</li> <li>Interventions by additional adults in class is effective in keeping more pupils in learning (BSW)</li> </ul>	KMC		Compared with the same period the previous year			
	<p><b>Return PPREM pupils to learning as quickly as possible</b></p> <ul style="list-style-type: none"> <li>Isolation room – Stock learning Resources to be established</li> <li>De-escalation strategies to be embedded</li> <li>Learning support to employ effective strategies for returning pupils to class</li> </ul>	PKU KMC KMC	Feb 2018  July 2018	<p>Resources available in isolation to ensure PPREM pupils in isolation do not miss too much learning</p> <p>PPREM pupils engaged in learning whilst in isolation</p> <p>Reduced number of PPREM ending up on call</p>	<p>Observations of isolation area</p> <p>On call data</p>	All House Team  All House Team	
	<p><b>Social and Emotional</b></p> <ul style="list-style-type: none"> <li>Councillor to be employed for one day per week to address mental well being needs of a significant minority of PPREM pupils</li> <li>Nurture groups to be used to maximise development of Boxall Profile strands for identified PPREM pupils</li> </ul>	SWO  KMC	Sept 2017  July 2018	<p>Positive progression shown in the Boxall profiles of PPREM pupils</p> <p>Positive progress shown on intervention logs for PPREM pupils</p>	SIMS negative points logs for key PPREM pupils	All House Team	£157k

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	<ul style="list-style-type: none"> <li>• Learning mentors deployed to work with PPREM pupils on identified areas of need</li> <li>• AHOH deployed to work with PPREM pupils on identified areas of need</li> </ul>	SWO  HoH		Termly reduction in individual behaviour incidents for PPREM			
<b>Evaluation</b>							

<b>Glossary</b>	
Vulnerable Children	Children on our school safeguarding register
EAL	Children who have English as an additional language
In care	Children who are looked after by the Local Authority
FSM	Free School Meals
Complex Pupil	A pupil with a number of different barriers to their learning
Nurture Group	A group run by two trained members that supports the social and emotional development of pupils to allow them to overcome their barriers
SIP	School Improvement Plan
PPREM	Pupil Premium
CoL	Champions of Learning – our internal attainment

## PUPIL PREMIUM ACTION PLAN 2017/18

	data analysis tool

<b>School Staff</b>	
TBO	Trevor Bowen - Headteacher
KMC	Kathy McCauley – Head of Phase
HWO	Heather Wood – Head of Phase
DHO	David Housecroft – Asst Head of Phase
LLO	Lisa Lockwood - Asst Head of Phase
SWO	Simon Wood – Head of House and PPREM
SQU	Sandra Quarmby – Head of House and SEN
SSY	Simon Sykes – Head of House and More Able
HoH	Head of House – SWO, SQU and SSY
AHoH	Assistant Head of House – Rob Goodswen, Claire Ennis and Becki Clarkson
HOUSE TEAM	All of HoH and AHoH
VSH	Vivienne Short – Finance Manager
MBE	Michelle Bedford – Literacy Coordinator
SHO	Sheila Hodgson – Maths and Digital Media Leader
KTA	Kathleen Taylor - Teacher
ESA	Liz Saville - Leader of Learning
CKE	Catherine Ketteringham - Leader of Learning
SSA	Shenaz Ali - Leader of Learning
HBE	Helen Beer – Asst Leader of Learning
RCC	Rachael Haley – Asst Leader of Learning
PKU	Paul Kumar – Isolation Manager
JTO	Julie Toth – Attendance Officer

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LOH	Louise O'Hara - Asst Leader of Learning
AAS	Alison Ashbee - Asst Leader of Learning
JVA	Jess Varley – Leader of Learning