

Review of 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 1st September 2017). For these children we receive £365,998 (as of 1st 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 (1st 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

Review of 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

Review of PUPIL PREMIUM ACTION PLAN 2017/18

- 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.

Review of PUPIL PREMIUM ACTION PLAN 2017/18

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
Teaching & learning & assessment This section compliments the comprehensive	Teaching to diminish the difference <ul style="list-style-type: none"> All staff to have high expectations of PPREM pupils. Ensure all PPREM pupils have ambitious targets and are on track to achieve them. Train staff in effective strategies 	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

Review of PUPIL PREMIUM ACTION PLAN 2017/18

<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"> To ensure in class support and intervention from ETAs is effectively targeted on PPREM pupils 	<p>HWO TBO</p> <p>SQU</p>		<p>For the following Year Groups</p> <p>Year 2</p> <p>Year 6</p> <p>Year 11</p>			
	<p>Provide High Quality Effective Interventions</p> <ul style="list-style-type: none"> To develop a more robust and effective series of interventions programmes for all PPREM pupils in school To mentor ALL Yr 11 PPREM pupils and to ensure this cohort access additional sessions for exam prep 	<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>Evaluation</p>							
<p>Year 2 reading – gap has remained the same (67%) Writing – Gap has increased by 9%</p>							

Review of PUPIL PREMIUM ACTION PLAN 2017/18

Maths – the gap has decreased by 1%

Year 6 -

Reading – gap has narrowed by 7%

Writing – gap has narrowed by 4%

Maths – gap has remained the same

Year 11 –

Progress 8 gap has increased across the year by -0.7.

This cohort has only 35 pupils in it and over half are PPREM. Therefore the percentages difficult to compare as each child is equivalent to 3%.

Not all interventions had entry and exit showing PPREM cohorts. This needs to be addressed during the next academic year so that intervention groups focus more specifically addressed.

PPREM pupils were ALL allocated and attended mentoring sessions in Year 11. Unfortunately this did not translate into improved results for this cohort.

We MUST continue to develop teaching and learning strategies that will further engage and motivate our PPREM pupils.

<p>Leadership & management of pupil premium</p>	<p>Governance</p> <ul style="list-style-type: none"> • To have a strategic overview of the Plan for improving outcomes for PPREM pupils • To monitor and evaluate the impact of the plan • To ensure effective use of the PPREM grant 2017-18 • To plan for even more targeted use of the grant 2018-19 • To hold school leaders to account with regard to the impact of the plan 	<p>J.Hull Designated PPREM governor</p> <p>J.Koro ma 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>	
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Review of PUPIL PREMIUM ACTION PLAN 2017/18

	<p>Senior Leadership Team</p> <ul style="list-style-type: none"> To champion the disadvantaged pupils in the school To model high expectations for disadvantaged pupils To set challenging academic and personal/well-being targets To ensure all key improvement plans have a sharp focus on disadvantaged pupils 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. To monitor and evaluate the impact of PPREM plan alongside other plans To hold middle leaders to account for the achievement of PPREM pupils To ensure Performance Management reflects the need to focus on the PPREM cohort. 	<p>TBo KMc HWO DHo VSh SSy SQu MBe SHo LLo SWo</p>	<p>Sept 2018 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 Year 2 Year 6 Year 11</p>	<p>T&L overview PM overview Link Meetings</p>	<p>SWO KMC</p>	<p>200</p>
	<p>Middle Leadership</p> <ul style="list-style-type: none"> To champion the disadvantaged pupils in their area of responsibility To have and model high 	<p>ESA CKE SSA MBE SHO</p>	<p>Sept 2018</p>	<p>Middle Leaders have PPREM as a key focus of all their leadership work.</p>	<p>SLT link meetings PM reviews</p>	<p>SLT</p>	

Review of PUPIL PREMIUM ACTION PLAN 2017/18

	<p>expectations of PPREM pupils</p> <ul style="list-style-type: none"> To ensure that PPREM pupils are on track to achieve their targets in their responsibility area To include a focus on PPREM in middle leader development plans To hold staff in their responsibility areas to account for the achievement of PPREM pupils To ensure Performance Management reflects the need to focus on the PPREM cohort. 	<p>LLO HBE RCC LOH AAS JVA</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>Observations Work scrutiny</p>		
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Evaluation

Governors

Governors have now fully embraced the ethos of PPREM within the school.

Governors have had a full presentation on the PPREM action plan and targets and

PPREM is a standing agenda item and thus they are v aware of issues. This is reflected in the minutes from governing body meetings.

J.Hull (PPREM governor) was consulted at the planning stage.

Senior Leaders and Middle Leaders

Senior leaders and Middle Leaders all have PPREM as a key focus of their work and have ensured that all Action Plans have PPREM success criteria.

Despite the raised awareness PPREM outcomes did not manage to rise and meet the aspirational targets set.

See data evaluation above in previous section.

ALL Leaders MUST continue to raise the profile of PPREM within their areas to help to raise standards and narrow gaps.

Review of PUPIL PREMIUM ACTION PLAN 2017/18

Personal development, behaviour & attendance well-being.	To improve the attendance of PPREM pupils <ul style="list-style-type: none"> Forensic monitoring of attendance on a day by day basis First day call system Parental meetings to address concerns Increase class and individual rewards for improvements in attendance Breakfast club at KS1-2 to encourage attendance 	JTO AHOH KMC/JTO	July 2018	Increase PPREM attendance by 1 % (from 92.5% at the end of 2016-17 to 93.5%)	PPREM attendance data Every Child Matters Governors Meeting	SWO KMC	£29k
	To reduce PA figures for PPREM pupils <ul style="list-style-type: none"> Mentoring sessions given to those below 90% attendance APSO referral and support for hard to reach parents Issue fixed penalty notices as a last resort. 	JTO	July 2018	Decrease the percentage of PPREM who are PA 2016-17 = 22.8%	PPREM PA attendance data Every Child Matters Governors Meeting	SWO KMC	
	To decrease the amount of time that PPREM pupils are out of lessons (either in isolation or exclusion) <ul style="list-style-type: none"> Continue to modify and improve the behaviour of PPREM pupils when in class through consistent use of the behaviour for learning policy 	ALL STAFF KMC	July 2018	Reduction in the number of PPREM pupils Sent On-call In Isolation Excluded Compared with the same period the previous year	Termly analysis of behavioural data	KMC SWO SQU SSY	£107k

Review of PUPIL PREMIUM ACTION PLAN 2017/18

	<ul style="list-style-type: none"> To introduce a new ethos around restorative practices – building meaningful relationships Interventions by additional adults in class is effective in keeping more pupils in learning (BSW) 	SSY					
	<p>Return PPREM pupils to learning as quickly as possible</p> <ul style="list-style-type: none"> Isolation room – Stock learning Resources to be established De-escalation strategies to be embedded Learning support to employ effective strategies for returning pupils to class 	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>Social and Emotional</p> <ul style="list-style-type: none"> Councillor to be employed for one day per week to address mental well being needs of a significant minority of PPREM pupils Nurture groups to be used to maximise development of Boxall Profile strands for identified PPREM pupils Learning mentors deployed to work with PPREM pupils on identified areas of need 	SWO KMC SWO	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> <p>Termly reduction in individual behaviour incidents for PPREM</p>	SIMS negative points logs for key PPREM pupils	All House Team	£157k

Review of PUPIL PREMIUM ACTION PLAN 2017/18

	<ul style="list-style-type: none"> AHOH deployed to work with PPREM pupils on identified areas of need 	HoH					
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Evaluation

JULY 2018

PPREM attendance has decreased as compared to previous year.

2016-17 = 92.5% and 2017-18 = 91.2%

PPREM PA has reduced significantly from 22.8% in 2016-17 to 16.8% in 2017-18

PPREM On Call has increased from 2016-17 to 2017-18

PPREM Isolation has increased from 2016-17 to 2017-18

PPREM Exclusion has increased from 2016-17 to 2017-18.

Behaviour points for PPREM pupils decreased from 4728 in the Autumn term to 4012 in spring and then increased slightly in the summer term to 4058.

It should be noted that there was an increase in across school in all categories – this may be due to inconsistencies within the behaviour policy. The behaviour policy has now been updated and thus we should be able to more accurately assess the success of this target over the next academic year.

Attendance for PPREM pupils should continue to be a central focus.

Glossary	
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

Review of PUPIL PREMIUM ACTION PLAN 2017/18

	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 data analysis tool

School Staff	
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 Quarmbly – 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
LOH	Louise O’Hara - Asst Leader of Learning
AAS	Alison Ashbee - Asst Leader of Learning
JVA	Jess Varley – Leader of Learning