

10. Pupil Premium Funding and Progress of Disadvantaged (FSM6) Pupils



Trent Vale Infant and Nursery School

PUPIL PREMIUM STRATEGY STATEMENT

1. Summary Information					
Academic Year	2017-18	Total PP Budget	£44,260 (includes £2,000 EYPP)	Date of most recent PP review	January 2017 - internal
Total Number of Pupils	190	Number of pupils eligible for PP	32	Date for next internal review of this strategy	July 2018

2. Current Attainment		
	Pupils eligible for PP at Trent Vale	Pupils not eligible for PP nationally 2016
% achieving the expected standard in reading, writing and maths	18% 2016; 54% 2017	<i>This information is not yet available</i>
% achieving the expected standard in reading	45% 2016; 69% 2017	78%
% achieving the expected standard in reading	18% 2016; 62% 2017	70%
% achieving the expected standard in reading	36% 2016; 69% 2017	77%
% achieving a GLD	57% 2016; 50% 2017	69%

3. Barriers to future attainment (for pupils eligible for PP, including high-ability)	
In-school barriers	
A.	Speech, language and communication skills in EYFS are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress during F2 and in subsequent years.
D.	Factors affecting emotional health and well-being are more likely to be an issue for pupils eligible for PP. This can have a detrimental effect on behaviour and academic progress for some of these pupils.
C.	There are more children who are eligible for PP who do not achieve a GLD at the end of F2 than other children. These children need to make accelerated progress during KS1 in order to achieve the expected standard in reading, writing and maths.
D	Children who are eligible for PP are more likely to have inhibiting factors to their learning behaviour than other pupils. This can have a detrimental effect on the progress they make during lessons.
External barriers	
E.	Parents of pupils eligible for PP are less likely to read with their child at home.
F.	Pupils eligible for PP are more likely to have attendance below 95% and below 90%.

4. Desired Outcomes

	Desired outcomes and how they will be measured	Success Criteria
A.	Improve speech, language and communication skills for pupils eligible for PP in F2 and EYPP in F1	A greater percentage of F1 are at age related expectations at the end of F1 in CaL than on entry to F1. A greater percentage of F2 achieve the ELG in CaL that were at age related expectations than on entry to F2.
B.	The emotional health and well-being of pupils eligible for PP is supported.	Fewer behaviour incidents are recorded for these pupils. All vulnerable pupils eligible for PP receive external support from Think Children or TLG if necessary
C.	Increased percentage of children eligible for PP achieving GLD at the end of F2.	More than 50% of children eligible for PP achieve GLD at the end of F2.
D.	Teachers consistently apply the non-negotiables for disadvantaged pupils to support quality first teachers to support the learning behaviour of DPs.	Lesson observations demonstrate the non-negotiables for disadvantaged pupils are consistently applied so ALL DPs receive consistently good teaching..
E.	More pupils eligible for PP read regularly at home (ideally 4 times a week).	Teachers will set individual targets for PP pupils not reading regularly at home. Teachers will ensure all reading volunteers are targeted at pupils eligible or PP to ensure they are heard read regularly be an adult.
F.	Increased attendance rates for pupils eligible for PP.	Continue current practice. Overall DP attendance rate improves to 96%+ and the % of persistent absentees is the same as other children

5. Planned Expenditure

What is the evidence and rationale for our planned expenditure?

Principles

- There will be no compromise on high expectations for our DPs
- We will challenge family history and not allow it to reduce our expectations
- We will expect more than ever before of our DPs
- We will go the extra mile for our DPs

The focus on DPs for quality first teaching and the interventions provided are based on current research evidence including The Teaching and Learning Tool kit from the Education Endowment Foundation

In March 2017 the school had an in-depth Pupil Premium review. This was following our Ofsted inspection in December 2017. The outcomes of these reviews have aided and influenced our decisions.

Resource	Unit Cost	Total	Percentage	Number of Pupils	Intended impact	Actual Impact
First class quality teaching and targeted support						

*35% - Teacher & TA support -reading 1:1 readers and guided reading to improve overall reading ability to develop their wider vocabulary, language and comprehension		£31,270	70.7%	32	Improved reading attainment	
*30% - Teacher & TA support -writing to improve overall writing ability to develop their wider vocabulary, language and sentence structure					Improved writing attainment	
*30% - Teacher & TA support -maths To improve overall maths ability by developing their mathematical vocabulary and language understanding in order to reason and problem solve					Improved maths attainment	
*5% - To improve social, emotional and learning behaviour along with resilience through special time					Improved overall attainment and observed learning behaviour for DPs	
SLT to monitor the					Improved learning	

implementation of the non-negotiables for first class quality teaching for DPs and feedback to staff					behaviour for DPs	
Staff to engage in CPD opportunities to develop effective strategies for closing the gap for DPs (Staff meeting time and any external courses)					Accelerate progress and improve attainment of DPs	
Other approaches						
Uniform	£151.16	£1,200	9.4%	All	Improved self-confidence and self-esteem	
Day visits and Y2 residential		£1,740		All	Improved self-confidence, self-esteem and enrichment experience Improved vocabulary and wider understanding of language	
After school clubs		£300		All	Improved self-confidence, self-esteem and enrichment experience Improved vocabulary and wider understanding of language	
Writing equipment		£900		All	Improved reading	

and books					and writing attainment. Improved self-confidence and self-esteem	
Think Children	£183	£1,100	2.3%	2 per term = 6	Improved social, emotional and learning behaviour along with resilience	
TLG Beeston Free Church				2 per year	Improved social, emotional and learning behaviour along with resilience	
Nicola Peddie (Speech Therapist)	£600	£3,600	8.1%	6 per year (Autumn x4; Spring x2)	Improved speech and communication	
Achievement for All project		£4,150	9.4%		improved engagement with parents	

6. Review of Expenditure (2016-17)

Resource	Unit Cost	Total	Percentage	Number of Pupils	Intended impact	Actual Impact
Topic books, writing equipment, school uniform, PE kit, after school clubs		£5355	12%	All PP pupils	Improved reading and writing attainment. Improved self-confidence and self-esteem	2015-16 The same percentage of PP pupils made good progress in reading. The same percentage of PP pupils made very good progress in reading.
Day visits, Y2 residential visit					Improved self-confidence and self-esteem Improved social and	All children attended day visits and residential visit giving confidence and self-esteem

					emotional behaviour	particularly for Y2s about to transfer to the junior school
Literacy volunteer	£200	£200	0.4%	3 per term = 9	Improved reading attainment	2015-16 The same percentage of PP pupils made good progress in reading. The same percentage of PP pupils made very good progress in reading.
Think Children	£1100	£1100	2%	2 per term = 6	Improved social and emotional behaviour	Behaviour in school remains consistently good
Speech therapy	£590 per session	£5900	13%	32	Improved communication skills	2015-16 93% of F2 pupils achieved the ELG for CaL compared to 36% who were at age related expectations on entry to F2. 14% of F1 EYPP pupils were at age related expectations at the end of F1 compared to non on entry.
TLR2	£2,613	£2,613	5.8%	0	Improved provision for all PP pupils due to one person overseeing the interventions each child receives	<i>Roles and responsibilities in school need revisiting following the December 2016 Ofsted inspection and the subsequent</i>

						<i>Pupil Premium review.</i>
TA intervention – reading - *60%	£15.50 per hour	£18,115	40%	All PP pupils	Improved reading attainment	2015-16 The same percentage of PP pupils made good progress in reading. The same percentage of PP pupils made very good progress in reading.
TA intervention – writing - *20%	£15.50 per hour	£6,038	13%		Improved writing attainment	2015-16 Due to the increased standards expected by the new curriculum many Y2 PP pupils achieved ‘working towards’ rather than ‘at’ age related expectations in writing. This will be a focus for improvement in 2016-17.
TA intervention – maths - *15%	£15.50 per hour	£4,529	10%		Improved maths attainment	The same percentage of PP pupils made good progress in maths. More PP pupils made very good progress in maths
TA intervention – nurture - *5%	£15.50 per hour	£1,510	3%		Improved social and emotional behaviour	Behaviour in school remains consistently good

6. Review of Expenditure (2015-16)

Resource	Unit Cost	Total	Percentage	Number of Pupils	Intended impact	Actual impact
Books from book fayre	£15	£390	1%	All FSM6	Improved reading attainment	2015 Y2 reading gap reduced
After school clubs	£25	£650	2%	All FSM6	Improved self-confidence and self-esteem	All FSM6 pupils attended an after school club at school or in the community
Residential visit	£60 – 9 x Y2s	£540	1.5%	All FSM6 Y2s	Improved social and emotional behaviour	All Y2 FSM6 pupils attended the residential visit. This improved their social and emotional behaviour and prepared them for transfer to the junior school
Day visits	£30	£780	2.25%	All FSM6	Improved self-confidence and self-esteem	All FSM6 pupils attended day visits relevant to their year group. This widened their experiences and improved their social and emotional behaviour.
Uniform/PE kit	£25	£650	2%	All FSM6	Improved self-confidence and self-esteem	All FSM6 pupils have high quality appropriate uniform. This ensures they feel an equal part of the school and improves their social and emotional behaviour.

Writing equipment	£10	£260	0.75%	All FSM6	Improved writing attainment	2015 % of FSM6 achieving L2b was the same as non FSM6 pupils nationally
Literacy volunteer	£200 – x 1	£200	0.5%	3 per term = 9	Improved reading attainment	2015 Y2 reading gap reduced
Think Children	£1050 – x 1	£1050	3%	2 per term = 6	Improved social and emotional behaviour	Behaviour in school continues to be consistently good
Speech therapy and Play therapy	£5000	£5000	15%	32	Improved communication skills	Report from speech therapist demonstrates positive impact on communication skills
TLR2	£2,587	£2,587	7.5%	0	Improved provision for all FSM6 pupils due to one person overseeing the interventions each child receives	All FSM6 pupils receive some intervention throughout the year
TA intervention – reading - *60%	£17 per hour	£13,328	39%	All PP pupils	Improved reading attainment	2015 Y2 reading gap reduced
TA intervention – writing - *20%	£17 per hour	£4,443	13%		Improved writing attainment	2015 % of FSM6 achieving L2b was the same as non FSM6 pupils nationally
TA intervention – maths - *15%	£17 per hour	£3,332	10%		Improved maths attainment	2015 % of FSM6 achieving L3 was above non FSM6 pupils nationally
TA intervention – nurture - *5%	£17 per hour	£1,111	3%		Improved social and emotional behaviour	Behaviour in school continues to be consistently good

7. 2016-17 Additional Detail

- An action plan was written in April 2016 with the aim to narrow the gap between pupils who are eligible for PP funding and 'other' pupils nationally.
- The main focus of this action plan is to measure the impact of the provision we provide.
- This action plan is one the main priorities of the 2016-17 School Improvement Plan. It was revised and added to following a RI judgement by Ofsted in our inspection in December 2016.
- Progress and attainment of pupils eligible for PP funding will be included in all teaching staff appraisal objectives.

2016-17 Priority 4 – Quality of teaching, learning and assessment; Outcomes for children and learners

To narrow the gap so that FSM6(PP) pupils at Trent Vale achieve closer to non FSM6(PP) pupils nationally than in 2016

Trent Vale Context Dec 2016:

Ofsted Summary of Key Findings Dec 2016

- Leaders have not been quick enough to deal with the variable pattern of achievement of disadvantaged pupils. These pupils do not achieve well in the phonics screening check at the end of Year 1 and in all subjects at the end of key stage 1. There is a significant difference in achievement of these pupils, compared with other pupils nationally.
- Adults do not use questioning skills effectively enough to support pupils to think deeply about their learning and, therefore, make the progress of which they are capable.
- Teachers do not provide tasks in lessons that provide enough support or sufficient challenge for the disadvantaged pupils and most able pupils, particularly in mathematics. The most able pupils do not have the opportunities to show the challenge and depth of understanding of which they are capable. Disadvantaged pupils do not receive the support they need to make good progress, particularly in mathematics.
- In mathematics, pupils are not adept at problem solving nor do they have well-developed reasoning skills. Pupils do not have a deeper understanding of mathematics and how skills can be applied to real-life situations.

Ofsted Areas for Improvement Dec 2016

Improve leadership and management, and outcomes for pupils, especially those who are disadvantaged, by:

- Ensuring that all subject leaders accurately monitor and evaluate the impact of their actions to ensure that outcomes for disadvantaged pupils improve rapidly
- Reducing the differences in the rates of progress made by groups of pupils, particularly the disadvantaged pupils, compared with other pupils nationally.

Improve the quality of teaching and learning in key stage 1 to accelerate pupils' progress and attainment by ensuring that all teachers:

- Provide work that is suitably matched to all pupil' abilities, especially the most able and disadvantaged pupils, so they can - develop their skills, knowledge and understanding, particularly in mathematics.
- Use questioning skills effectively to deepen pupils' understanding so they make greater progress.
- Provide pupils with opportunities to develop their problem-solving and reasoning skills in mathematics lessons, so they are able to use and apply their skills effectively and, therefore, make the progress expected of them.

Trent Vale Context Sept 2016:

- On average 20% of pupils in each year group receive pupil premium funding
- In 2016 Trent Vale FSM6 pupils' results were as follows: - reading EXS 46%; writing EXS 18%; maths EXS 36%. No pupils achieved greater depth. This is lower than non FSM6 pupils at the school and non FSM6 pupils nationally.
- In 2016-17 we will receive £43,560 Pupil Premium funding and £1,800 Early Years Pupil Premium funding.
- A member of staff receives a TLR2 to ensure provision for children who receive pupil premium funding and monitor.
- Work scrutiny and staff feedback demonstrates that staff have the same expectations of pupil premium funding but are aware of the additional provision they require to narrow the gap; the priority of pupil premium children is embedded throughout the school.
- A review of our closing the gap practices and procedures using the 'Early Findings from the Pupil Premium Reviews undertaken by Nottinghamshire Primary Schools during 2015' that highlights effective features has been carried out by the HT and TLR2. (See Closing the Gap Practices and Procedures Monitoring Summary Report).
- When interviewed by governors and work scrutinised by SLT and governors there is no difference in responses and work of FSM6 pupils compared to non FSM6 pupils (Summer 2016)
- A pupil premium governor has been appointed. This is the same person as the assessment and SEN governor. (Summer 2016)
- The highlighting of provision grids to give an indication if provision was completed and successful has begun. (Summer 2016)

<p>Key objectives for Trent Vale Pupil Premium:</p> <p>4.1 To ensure :-</p> <ul style="list-style-type: none"> • 50% Y2 achieve EXS in reading and 17% achieve GD; 100% will make good progress and 29% very good progress • 50% Y2 achieve EXS in writing and 17% achieve GD; 100% will make good progress and 37% very good progress • 58% Y2 achieve EXS in maths and 17% achieve GD; 100% will make good progress and 24% very good progress • The maximum number of F2 achieve a GLD based on baseline evidence. <p>4.2 To investigate FSM6 children’s perception and attitude towards their provision and life in school and how it compares to non FSM children</p> <p>4.3 To further develop the engagement with school of FSM6 parents</p> <p>4.4 To measure the impact of provision/ interventions for FSM6 pupils</p> <p>4.5 To ensure the pupil premium co-ordinator understands how the pupil premium funding is allocated and used and the impact it has for FSM6 pupils</p> <p>4.6 To ensure all FSM6 pupils receive some provision throughout the academic year regardless of their ability</p> <p>4.7 Undertake an external pupil premium review</p> <p>4.8 To agree a list of non-negotiables for teachers of FSM6 children that ensure high expectations, first class teaching and championing of these pupils</p>	<p>Key milestones to achieve success criteria by July 2017</p> <table border="1"> <thead> <tr> <th data-bbox="658 126 1102 165">by end of December 2016</th> <th data-bbox="1102 126 1547 165">by end of March 2017</th> <th data-bbox="1547 126 1998 165">So that by July 2017</th> </tr> </thead> <tbody> <tr> <td data-bbox="658 165 1102 1262"> <ul style="list-style-type: none"> • 50% Y2 are on track to achieve EXS in reading; 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<p>Evaluation methods for measuring progress against the milestones</p>	<ul style="list-style-type: none"> • Y2 Data analysis • F2 data analysis • HT report to govts • Pupil interview MSR • Parents evening record • Intervention grids • Ind pupil progress sheets 	<ul style="list-style-type: none"> • Y2 Data analysis • F2 data analysis • HT report to govts • Lesson obs MSR • Parents evening records • Intervention grids • Ind pupil progress sheets 	<ul style="list-style-type: none"> • Y2 Data analysis • F2 data analysis • HT report to govts • Pupil Premium Strategy document 						

Priority 4 Pupil Premium – Trent Vale WORKING PLAN

Key Obj	Timeline /half term slot (Autumn 1, etc)	Specific actions to achieve key objectives	Lead personnel	Required resources linked to budget plan	Monitoring			The intended outcome/impact which will contribute to the termly milestones
					Who?	How?	When?	
TV PP 4.2a	Autumn	<ul style="list-style-type: none"> Pupil interviews to be undertaken with all children who receive provision to establish if they understand why they receive provision and to see if there is a difference between FSM6 pupils and non FSM6 	Michelle Gough		Jackie Moss	MSR	Autumn 2016	<p>We know how FSM6 children perceive their provision and life in school and if it is different to non FSM6 pupils.</p> <p>We will know:-</p> <ul style="list-style-type: none"> What they like about school What they don't like about school What they like to play Who are their friends If they know why they are doing Switch on Reading
TV PP 4.2b	Spring	<ul style="list-style-type: none"> Investigate learning behaviours in class by FSM6 pupils and non FSM6 pupils – lesson observations 	Jackie Moss		Michelle Gough	MSR	Spring 2017	To establish if there is a difference in in-class learning behaviours between FSM6 and non FSM6 pupils
TV PP 4.4c	Summer Autumn	<ul style="list-style-type: none"> To complete the 2 x Y2 case studies To begin in a simplified version 2 x Y1 and 2 x F2 case studies 	Michelle Gough		Jackie Moss	Case studies	Autumn 2016	6 x case studies are up to date
TV PP 4.3	Autumn Spring	<ul style="list-style-type: none"> All FSM6 parents to have a parents evening style discussion with the class teacher 	Jackie Moss		Michelle Gough	Feedback from FSM6 parents	Autumn 2016	FSM6 parent are developing their engagement with school
	Autumn Spring Summer	<ul style="list-style-type: none"> Providing more detailed information about the role of parents in switch on reading 						

	Autumn Spring Summer	<ul style="list-style-type: none"> • Holding parents to account if they do not support switch on reading 						
	Spring	<ul style="list-style-type: none"> • Gobs to meet FSM6 parents following a personal invitation from the HT 						
TV PP 4.4a	Autumn	<ul style="list-style-type: none"> • Staff interviews to be undertaken with Tas to establish if they know the purpose of the provision they are delivering 	Michelle Gough		Jackie Moss	MSR	Autumn 2016	<p>We know if Tas understands the purpose of the provision for the pupils.</p> <p>They need to be explicit with children to improve reading.</p>
TV PP 4.4b	Autumn Spring Summer	<ul style="list-style-type: none"> • Identify targets for the provision and intervention • Highlight the year gp intervention grid to give an indication if the provision has been completed and was successful • Highlight the ind pupil progress sheet to give an indication if the provision has been completed and was successful • Evaluate each terms pupil progress meetings (JM JB MG) 	Michelle Gough		Jackie Moss	Provision grids and pupil progress sheets; feedback from staff	Autumn 2016 Spring 2017 Summer 2017	We know if interventions have been completed and if it was successful according to targets that were set.
TV PP 4.4d	Autumn	<ul style="list-style-type: none"> • Highlight FSM6 on reading tracking grid 	Michelle Gough		Jackie Moss	Staff feedback	Autumn 2016	All staff are consistently aware of who the FSM6 pupils are
TV PP 4.4e	Autumn Spring Summer	<ul style="list-style-type: none"> • Pupil premium governor to meet the assessment and pupil premium coordinator to review progress of 	Andy Pearson		Jackie Moss	MSR	Termly	The pupil premium governor is aware of the progress of the FSM6 pupils

TV PP 4.5a	Spring – new budget	<ul style="list-style-type: none"> FSM6 pupils The pupil premium co-ordinator to meet with the office manager to gain a greater understanding of how the pupil premium money is used/allocated 	Michelle Gough Janet Humpherson		Jackie Moss	MG to discuss funding with JM	Summer 2017	The pupil premium coordinator understands how the funding is used/allocated
TV PP 4.6	Summer	<ul style="list-style-type: none"> To make sure all FSM6 pupils have received provision at some point in the academic year 	Michelle Gough		Jackie Moss	Provision grids	Summer 2017	All FSM6 pupils have received some provision
TV PP 4.5b	Autumn – 1 x provision Spring Summer	<ul style="list-style-type: none"> Identify the cost of each intervention (TA hours) Identify the intended impact for each intervention Identify the impact of each intervention using measurable data and/or feedback from stakeholders 	Michelle Gough		Jackie Moss	Data analysis Work scrutiny Intervention progress tables Feedback from staff Feedback from pupils Feedback from parents	Autumn Spring Summer	We are secure in our understanding of the actual cost and impact of our provision
TV PP 4.2c	Summer	<ul style="list-style-type: none"> Ensure FSM6 pupils have something to write about for weekend and holiday recounts 	Michelle Gough		Jackie Moss	Planning scrutiny Work scrutiny	Summer 2016	To ensure FSM6 pupils have something to write about for weekend and holiday recounts

New actions January 2017 following OFSTED

TV PP 4.2 d	Spring Summer	<ul style="list-style-type: none"> List in EYFS of focus children each week to develop characteristics of effective learning and play 	Michelle Gough		Catherine Turner	Learning walk	Spring 2 2017	To ensure children are given language opportunities and play and characteristics of effective learning are developed.
	Spring Summer	<ul style="list-style-type: none"> List in KS1 of focus children each week 	Michelle Gough		Catherine Turner	Learning walk	Spring 2 2017	To improve learning attitudes.

		to develop positive learning behaviours through independent work.						
TV PP 4.1a	Spring 2	<ul style="list-style-type: none"> To test all year 1 and year 2 that failed last year for the phonics screening test to assess whether they are on track to pass. 	Michelle Gough		Catherine Turner	Data analysis	Spring 2 2017	To assess if children are on track to pass the phonic screening test.
PP TV 4.4f	Spring	<ul style="list-style-type: none"> Ensure all FSM6 children have an individual pupil profile. 	Michelle Gough		Janine Barratt	Pupil profiles	Spring 2017	TO ensure we know the background of these children. To ensure we have a clear view of the interventions they have received and the impact it has had.
	Spring Summer	<ul style="list-style-type: none"> Individual profiles to be updated after each progress meeting. 			Janine Barratt	Pupil profiles	Spring 2017 Summer 2017	To ensure we know if interventions are working.
PP TV 4.1 b	Spring 2 Summer 1 Summer 2	<ul style="list-style-type: none"> To monitor which FSM6 children are having pre/ post learning in maths in KS1. 	Michelle Gough Janine Barratt		Jackie Moss	Planning scrutiny	Spring 2 Summer 1 Summer 2	To ensure FSM6 stay in EXS and/ or move into EXS.
PP TV 4.1c	Spring Summer	<ul style="list-style-type: none"> Ensure FSM6 are being supported effectively or challenged, particularly in maths 	Michelle Gough Janine Barratt		Jackie Moss	Work scrutiny	Spring 2017 Summer 2017	To ensure FSM6 stay in EXS and/ or move into EXS / GD
TV PP 4.4g	Spring 2 Summer 1 Summer 2	<ul style="list-style-type: none"> Ensure intervention grids for ind or groups are completed each half term. 	Michelle Gough		Janine Barratt	Intervention grids	Spring 2 Summer 1 Summer 2	To ensure Ta's have a clear understanding of what targets they are working on with the children.
TV PP 4.4h	Spring Summer	<ul style="list-style-type: none"> Ensure teachers are given a list of who to complete these for. 	Michelle Gough		Janine Barratt	Intervention grid list	Spring 2	TO ensure interventions grids are completed for Ta's.
TV PP 4.7	Spring	<ul style="list-style-type: none"> Undertake an external pupil premium review and update action plan accordingly 	Janeen Parker LA	March 7 th and 23 rd 2017				The action plan is updated in response to the pupil premium review
TV	Spring	<ul style="list-style-type: none"> Agree a list of non 	Michelle Gough	Staff meeting	C Turner	Weekly	Weekly	All FSM6 are supported/championed in the

PP 4.8		negotiables that support high expectations and accelerated progress of FSM6 pupils		time	J Barratt	learning walk/work scrutiny		classroom by the class teacher to ensure high expectations and accelerated progress
TV PP 2.2b	Spring	<ul style="list-style-type: none"> Investigate learning behaviours in class by FSM6 pupils and non FSM6 pupils – lesson observations 	C Turner J Barratt		Jackie Moss	Weekly learning walk/work scrutiny notes	Weekly	To establish if there is a difference in in-class learning behaviours between FSM6 and non FSM6 pupils

Priority 4 – TERMLY REVIEW

Objective number	Evaluation of any impact of actions undertaken including impact on pupil progress/staff practice	Evidence	Future actions
TV PP – Aut	<ul style="list-style-type: none"> TV was judged to be RI in its December 216 Ofsted inspection due to the outcomes of disadvantaged pupils 	<ul style="list-style-type: none"> December 2016 Ofsted report 	<ul style="list-style-type: none"> The action plan has been updated to reflect the Dec 16 Ofsted judgement
TV PP - Spring	<ul style="list-style-type: none"> End Mar 17 data demonstrates that 100% Y1 and Y2 DPs are making good progress and a greater percentage are making accelerated progress when compared to non DPs in all areas. 	<ul style="list-style-type: none"> Pupil profile sheets Intervention sheets Lesson obs of DPs Data analysis – Y1 and Y2 	<ul style="list-style-type: none"> Continue with action plan
TV PP – Summer	<ul style="list-style-type: none"> DPs in F2, Y1 and Y2 made greater accelerated progress than non DPs but they are still the lowest attaining group in school 	<ul style="list-style-type: none"> F1 F2 Y3 Y4 data analysis 	<ul style="list-style-type: none"> This will remain the priority focus of the 2017-18 SIP

7. 2017-18 Additional Detail

- The main focus of this action plan is to measure the impact of the provision we provide and to ensure that DPs receive consistently good teaching.
- This action plan is one of the main priorities of the 2017-18 School Improvement Plan following a RI judgement by Ofsted in our inspection in December 2016 and the Pupil Premium review in March 2017.
- Progress and attainment of pupils eligible for PP funding will be included in all teaching staff appraisal objectives.

2017-18 Priority 1 – Quality of teaching, learning and assessment; Outcomes for children and learners

To ensure that the progress and attainment of disadvantaged pupils is least in line with that of non – disadvantaged pupils nationally.

Trent Vale Context:

Ofsted Summary of Key Findings Dec 2016

- Leaders have not been quick enough to deal with the variable pattern of achievement of disadvantaged pupils. These pupils do not achieve well in the phonics screening check at the end of Year 1 and in all subjects at the end of key stage 1. There is a significant difference in achievement of these pupils, compared with other pupils nationally.
- Adults do not use questioning skills effectively enough to support pupils to think deeply about their learning and, therefore, make the progress of which they are capable.
- Teachers do not provide tasks in lessons that provide enough support or sufficient challenge for the disadvantaged pupils and most able pupils, particularly in mathematics. The most able pupils do not have the opportunities to show the challenge and depth of understanding of which they are capable. Disadvantaged pupils do not receive the support they need to make good progress, particularly in mathematics.
- In mathematics, pupils are not adept at problem solving nor do they have well-developed reasoning skills. Pupils do not have a deeper understanding of mathematics and how skills can be applied to real-life situations.

Ofsted Areas for Improvement Dec 2016

Improve leadership and management, and outcomes for pupils, especially those who are disadvantaged, by:

- Ensuring that all subject leaders accurately monitor and evaluate the impact of their actions to ensure that outcomes for disadvantaged pupils improve rapidly
- Reducing the differences in the rates of progress made by groups of pupils, particularly the disadvantaged pupils, compared with other pupils nationally.

Improve the quality of teaching and learning in key stage 1 to accelerate pupils' progress and attainment by ensuring that all teachers:

- Provide work that is suitably matched to all pupils' abilities, especially the most able and disadvantaged pupils, so they can - develop their skills, knowledge and understanding, particularly in mathematics.
- Use questioning skills effectively to deepen pupils' understanding so they make greater progress.
- Provide pupils with opportunities to develop their problem-solving and reasoning skills in mathematics lessons, so they are able to use and apply their skills effectively and, therefore, make the progress expected of them.

Trent Vale Context Sept 2017:

- On average 20% of pupils in each year group receive pupil premium funding
- In 2017 Trent Vale DPs pupils' results were as follows: - reading EXS 69% GD 15%; writing EXS 62% GD 8%; maths EXS 69% GD 15%. Although these

results are above that for DPs nationally in 2016 they are still lower than non DPs both nationally and at the school.

- In 2017-18 we will receive £42,240 Pupil Premium funding.
- A Pupil Premium review was conducted by the LA in March 2017 and forms the basis of this improvement plan
- School had a successful Ofsted monitoring visit in May 2017 which agreed that appropriate actions are being taken by the school to secure improvement with respect to the Ofsted Areas for Improvement

Key objectives for Trent Vale Disadvantaged Pupils:	Key milestones to achieve success criteria by July 2018			
<p>1.1 To ensure :-</p> <ul style="list-style-type: none"> • 83% Y2 DPs achieve EXS in reading and 8% achieve GD; 100% will make good progress and 42% accelerated progress • 83% Y2 DPs achieve EXS in writing and 8% achieve GD; 100% will make good progress and 50% very good progress • 83% Y2 DPs achieve EXS in maths and 8% achieve GD; 100% will make good progress and 50% very good progress • The maximum number of DPs will achieve accelerated progress according to predictions • The maximum number of F2 DPs achieve a GLD based on baseline evidence. <p>1.2 Reports to governors are succinct and focused on the impact of the strategies and interventions funded Pupil Premium funding</p> <p>1.3 The individual and linked roles and responsibilities of each senior and middle leader have been defined</p> <p>1.4 The delivery and impact of funded strategies and interventions has been quality assured as detailed on the monitoring timetable and subject leader action plans</p> <p>1.5 A termly overview of the intervention provision (provision map) has been introduced and is updated at least termly</p> <p>1.6 Training for staff and governors is focused on DPs needing consistently good teaching (see also subject leader action plans)</p> <p>1.7 There is a relentless focus on improving the quality of teaching and learning and ensuring</p>	<p>by end of September 2017</p> <ul style="list-style-type: none"> • Predictions have been undertaken for the end of year achievement of Y1, Y2, Y3, Y4, Y5 and Y6 DPs • Roles and responsibilities have been defined for senior and middle leaders • Detailed monitoring timetable for the year is complete • Subject leader action plans are written • New provision map has been introduced • Achievement for All project has been defined and targeted DPs identified 	<p>By end of December 2017</p> <ul style="list-style-type: none"> • 67% Y6 DPs are on track to achieve EXS in reading; 100% are making good progress • 67% Y6 DPs are on track to achieve EXS in writing; 100% are making good progress - • 75% Y6 DPs (58%) are on track to achieve EXS in maths; 100% are making good progress • 83% Y2 DPs are on track to achieve EXS in reading; 100% are making good progress • 83% Y2 DPs are on track to achieve EXS in writing; 100% are making good progress • 83% Y2 DPs are on track to achieve EXS in maths; 100% are making good progress • Target is set for F2 DPs to achieve GLD • Reports to governors are succinct and focused on impact • Senior and middle leaders are carrying 	<p>by end of March 2018</p> <ul style="list-style-type: none"> • 83% Y2 are on track to achieve EXS in reading and 8% GD; 100% are making good progress and 42% very good progress • 83% Y2 DPs are on track to achieve EXS in writing and 8% GD; 100% are making good progress and 50% very good progress • 83% Y2 DPs are on track to achieve EXS in maths and 8% GD; 100% are making good progress and 50% very good progress • 75% of F2 DPs are on track to achieve GLD • Reports to governors continue to be succinct and focused on impact • Senior and middle leaders are carrying out their roles and responsibilities according to specified deadlines • Monitoring is being undertaken according to the timetable • Subject leader action 	<p>So that by July 2018</p> <ul style="list-style-type: none"> • 83% Y2 DPs achieve EXS in reading and 8% achieve GD; 100% will make good progress and 43% very good progress • 83% Y2 DPs achieve EXS in writing and 8% achieve GD; 100% will make good progress and 50% very good progress • 83% Y2 achieve EXS in maths and 8% achieve GD; 100% will make good progress and 50% very good progress • Target no/% of F2 DPs achieve GLD • Reports to governors are always succinct and focused on impact • Senior and middle leaders are carrying out their roles and responsibilities effectively • Monitoring is being undertaken according to the timetable • Subject leader action plans are being carried out. These are focused

<p>DPs are exposed to the best practice in every classroom (see also subject leader action plans)</p> <p>1.8 Current practice to promote attendance is continued and developed</p> <p>1.9 Support for DPs is improved through the roles and contributions of TAs being mapped, monitored and evaluated</p> <p>1.10 The learning attributes/attitudes, emotional well-being, resilience and self-esteem of DPs is further developed</p> <p>1.11 Parents/carers of DPs have been actively engaged with via the participation in the Achievement for All project</p> <p>1.12 Case studies of identified DPs are written and updated termly</p>		<p>out their roles and responsibilities</p> <ul style="list-style-type: none"> Monitoring is being undertaken according to the timetable Subject leader action plans are being carried out. These are focused on improving the quality of teaching and interventions for DPs Training for staff and governors has been focused on DPs needing consistently good teaching There is an increased number of teachers who demonstrate consistently good teaching Attendance is in line with 2017 national averages Achievement for All project is being undertaken and the impact being measured Case studies have been started for identified DPs 	<p>plans are being carried out. These are focused on improving the quality of teaching and interventions for DPs</p> <ul style="list-style-type: none"> Training for staff and governors has been focused on DPs needing consistently good teaching There is an increased number of teachers who demonstrate consistently good teaching Attendance is in line with 2017 national averages Achievement for All project is being undertaken and the impact being measured Case studies have been started for identified DPs 	<p>on improving the quality of teaching and interventions for DPs</p> <ul style="list-style-type: none"> Training for staff and governors has been focused on DPs needing consistently good teaching There is an increased number of teachers who demonstrate consistently good teaching Attendance is in line with 2017 national averages An action plan for the development of learning attributes/attitudes has been developed Achievement for All project is being undertaken and the impact being measured <p>Case studies have been started for identified DPs</p>
<p>Evaluation methods for measuring progress against the milestones</p>	<ul style="list-style-type: none"> Y2 predictions Y1 predictions Roles and responsibilities Monitoring timetable Provision map Pupil Premium Strategy document 	<ul style="list-style-type: none"> Y2 Data analysis Y1 Data analysis F2 baseline data F1 baseline data Governor reports Monitoring reports by senior and middle leaders including the amount of consistently good teaching English action plan Maths action plan 	<ul style="list-style-type: none"> Y2 Data analysis Y1 Data analysis F2 Data analysis F1 Data analysis Governor reports Monitoring reports by senior and middle leaders including the amount of consistently good teaching English action plan Maths action plan 	<ul style="list-style-type: none"> Y2 Data analysis Y1 Data analysis F2 Data analysis F1 Data analysis Governor reports Monitoring reports by senior and middle leaders including the amount of consistently good teaching English action plan Maths action plan

		<ul style="list-style-type: none"> • Training delivered and impact report • Attendance analysis • Achievement for All project plan • Case studies • Pupil Premium Strategy document 	<ul style="list-style-type: none"> • Training delivered and impact report • Attendance analysis • Achievement for All project report • Case studies updated • Pupil Premium Strategy document 	<ul style="list-style-type: none"> • Training delivered and impact report • Attendance analysis • Achievement for All project report • Action plan for the development of learning attributes/attitudes • Case studies updated • Pupil Premium Strategy document
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Priority 1 – TERMLY REVIEW

Objective number	Evaluation of any impact of actions undertaken including impact on pupil progress/staff practice	Evidence	Future actions
Assessment data - DPs	<ul style="list-style-type: none"> • Y2 on track – reading, writing and maths; 100% DPs made good progress; better accelerated progress than non DPs • F2 target 4-57%; only 2-28% on track; DPs making less accelerated progress than non DPs; 100% made good progress • Y1 – 100% made good progress; 100% DPs made good progress; similar accelerated progress to non DPs in reading but better in writing and maths • F1 – 2 x DPs made below typical progress 	<ul style="list-style-type: none"> • Y2 December 2017 Data Analysis • Y1 December 2017 Data Analysis • F2 December 2017 Data Analysis • F1 December 2017 Data Analysis 	<ul style="list-style-type: none"> • March 7th 2018 – review F2 pupil progress meeting • F1 data updated Feb 2018 • Discussion with F1 about DPs and progress

Priority 1.

To further diminish the gap so that DPs achieve the same as non-DPs nationally.

English TV

Maths TV
plus
To further improve the percentage of pupils achieving greater depth at the end of KS1 and exceeding at the end of F2 in mathematics

Foundation
Subjects TV
*Data is available for all subjects to judge standards
Need to know about the quality of t+L and curriculum*

PP + SEN TV
SENCo and PP co-ordinator to work together to identify actions for each role

Achievement
for All project TV

English BRJS
plus
To improve progress and attainment in reading at the end of KS2 so that it is equal to or above national.

Maths BRJS

Foundation
Subjects BRJS
*Data is available for all subjects to judge standards
Need to know about the quality of t+L and curriculum*

PP + SEN BRJS
SENCo and PP co-ordinator to work together to identify actions for each role

Leadership and Management

EYFS TV

Priority 1.

To further diminish the gap so that DPs achieve the same as non-DPs nationally.

Key objectives for Trent Vale and Beeston Rylands Disadvantaged Pupils:

1.1 To ensure :-

DATA TARGETS/PREDICTIONS FOR EACH YEAR GROUP – DPS AND NON DPS – staff appraisal target

1.2 Reports to governors are succinct and focused on the impact of the strategies and interventions funded Pupil Premium funding

1.3 The individual and linked roles and responsibilities of each senior and middle leader have been defined

1.4 The delivery and impact of funded strategies and interventions has been quality assured as detailed on the monitoring timetable and subject leader action plans

1.5 A termly overview of the intervention provision (provision map) has been introduced and is updated at least termly

1.6 Training for staff and governors is focused on DPs needing consistently good teaching (see also subject leader action plans)

1.7 There is a relentless focus on improving the quality of teaching and learning and ensuring DPs are exposed to the best practice in every classroom (see also subject leader action plans) –

staff appraisal target linked to targets/predictions

1.8 Current practice to promote attendance is continued and developed

1.9 Support for DPs is improved through the roles and contributions of TAs being mapped, monitored and evaluated

1.10 The learning attributes/attitudes, emotional well-being, resilience and self-esteem of DPs is further developed

1.11 Parents/carers of DPs have been actively engaged with via the participation in the Achievement for All project – **TV staff appraisal target**

1.12 Case studies of identified DPs are written and updated termly

<p>English TV Data target/prediction</p> <p>1.4 The delivery and impact of funded strategies and interventions has been quality assured as detailed on the monitoring timetable and subject leader action plans</p> <p>1.6 Training for staff and governors is focused on DPs needing consistently good teaching (see also subject leader action plans)</p> <p>1.7 There is a relentless focus on improving the quality of teaching and learning and ensuring DPs are exposed to the best practice in every classroom</p>	
<p>Maths TV Data target/prediction</p> <p>1.4 The delivery and impact of funded strategies and interventions has been quality assured as detailed on the monitoring timetable and subject leader action plans</p>	<p>Maths TV plus To further improve the percentage of pupils achieving greater depth at the end of KS1 and exceeding at the end of F2 in mathematics</p>

<p>1.6 Training for staff and governors is focused on DPs needing consistently good teaching (see also subject leader action plans)</p> <p>1.7 There is a relentless focus on improving the quality of teaching and learning and ensuring DPs are exposed to the best practice in every classroom</p>	
<p>EYFS TV</p> <p>Data target/prediction</p> <p>1.6 Training for staff and governors is focused on DPs needing consistently good teaching (see also subject leader action plans)</p> <p>1.7 There is a relentless focus on improving the quality of teaching and learning and ensuring DPs are exposed to the best practice in every classroom</p>	
<p>PP + SEN</p> <p>1.4 The delivery and impact of funded strategies and interventions has been quality assured as detailed on the monitoring timetable and subject leader action plans</p> <p>1.5 A termly overview of the intervention provision (provision map) has been introduced and is updated at least termly</p> <p>1.9 Support for DPs is improved through the roles and contributions of TAs being mapped, monitored and evaluated</p> <p>1.10 The learning attributes/attitudes, emotional well-being, resilience and self-esteem of DPs is further developed</p> <p>1.12 Case studies of identified DPs are written and updated termly)</p>	
<p>Foundation Subjects</p> <p>1.6 Training for staff and governors is focused on DPs needing consistently good teaching (see also subject leader action plans)</p> <p>1.7 There is a relentless focus on improving the quality of teaching and learning and ensuring DPs are exposed to the best practice in every classroom (see also subject leader action plans)</p>	<p><i>Things to consider</i></p> <ul style="list-style-type: none"> ● What is your vision for the curriculum? ● What is the rationale behind your curriculum model? What factors have you taken into account when designing the curriculum? ● Are there clear lines of progression across the curriculum? ● What is the nature of your conversation with your colleagues in the secondary school in terms of the curriculum? ● How do you review and evaluate the curriculum? ● How effective is subject leadership at your school? ● How well do you monitor and evaluate progress in the foundation subjects? ● To what extent does your evaluation of subject performance

	<p>inform school improvement planning?</p> <ul style="list-style-type: none"> • What are the subject priorities? • How has the subject developed over the years? • How is the subject being implemented through the programmes of study? • What is the nature of the scheme of work? • How is the subject resourced? • What is the nature of primary – secondary liaison? • How are you meeting the challenges?
<p>Achievement for All – TV</p> <p>1.11 Parents/carers of DPs have been actively engaged with via the participation in the Achievement for All project</p>	
<p>Leadership and Management – TV</p> <p>1.2 Reports to governors are succinct and focused on the impact of the strategies and interventions funded Pupil Premium funding</p> <p>1.3 The individual and linked roles and responsibilities of each senior and middle leader have been defined</p> <p>1.8 Current practice to promote attendance is continued and developed</p>	