



St. Aidan's Primary School-A Church of England Academy

Pupil Premium Funding Action Plan

Pupil Premium Funding 2014-15: £162,800

£152,100 (based on Jan 2014 school census)

£1,900 (LAC pupil)

£1,000 (LAC pupil)

£7,800 (additional funding Sept 2014)

At St. Aidan's Primary School, we believe that every child should be supported to achieve success academically and socially no matter what their social background, ensuring equity in overcoming barriers. The targeted and strategic use of the pupil premium grant will support school in raising the attainment of the most vulnerable pupils so that they are in line with, or exceeding age related expectations.

Using research and evidence (from the Sutton Trust and the EEF toolkits); meetings with educational experts (to gain advice and support) and knowledge of the context of the school through the analysis of the RAISEonline document we propose to use the funding to:

1. Closing the gap between disadvantaged children and national attainment in Reading, Writing and Maths
2. Increase parental engagement
3. Raise pupil aspirations.

A member of the Senior Leadership Team will take responsibility and lead an intervention team to ensure the rigorous monitoring of the funding (D. Greenwood Deputy Headteacher) alongside the named governor for Pupil Premium

We are conscious that poor teaching has a disproportionate effect on disadvantaged children and, as part of our actions, we will be relentless in ensuring that the funding will support the very best teaching and learning.

Whole School Objectives:

1. To close the gap between pp pupil attainment across the school in RWM

Action:	Person responsible:	Dates	Impact:
i. To allocate an additional class teacher in year 4 to support pp children to enable them to close the gap in RWM. Summative assessments to take place to identify gaps in learning of PP children so that they can be pre taught skills which will enable them to meet year 4 objectives.	DG	Start 5 Jan 2015	The gap between current attainment and national attainment for pp children is closed. Assessed through weeks 10, 20 and 30 assessments and half termly writing assessments. Rigorous monitoring of progress of PP children by DHT
ii. To identify through analysis of week 10 assessment data pp children who are making insufficient progress in reading and deliver bespoke teaching to close the gap	DG	Start November 2014	Ambitious targets are set for groups of children. Through appraisal system teachers and TAs are accountable for groups of PP learners Progress is accelerated towards national

			<p>expectation</p> <p>Children are tested on entry and exit to assess progress</p>
<p>To appoint and train additional TAs with expertise in reading to deliver</p> <p>a. Better Reading (Y2 and Y4)</p> <p>b. FFT Reading (Y1 and Y2)</p> <p>c. Inference (Y3 and Y5)</p> <p>d. GROW (Y3 and Y4)</p> <p>e. Early Reading Recovery programme (YR)</p>	RS	<p>Better Reading start 3.11.14 to 26.1.15 (10 weeks)</p> <p>FFT Reading start 5.1.15 to 16.3.15 (10 weeks)</p> <p>Inference 5.1.15 to 16.3.15 (10 weeks)</p>	<p>Children who are not making sufficient progress are given appropriate interventions</p> <p>Assessed on entry and exit.</p> <p>PM Benchmark Suffolk reading test</p> <p>Progress is at least double the length of the intervention and the gap is closed on national expectations</p>
<p>iii. To provide CPD in reading for teachers and TAs staff to develop independence in guided reading</p> <p>a. Inference training</p> <p>b. Guided Reading</p>	RS	<p>November, December 2014</p> <p>January 2015</p>	<p>Pupils are engaged in interesting and meaningful reading activities to ensure progress towards national expectations</p>
<p>iv. To appoint a 'Language for Life' Coordinator to develop and train staff to deliver early intervention Speech</p>	RS, PS	November 2014	<p>By the end of year R children have acquired the language skills to access the KS1 Curriculum and are Year 1 ready</p>

	and Language programmes for PP Pupils in YR and Y1 (In an analysis of the Foundation Stage Profile Language Development was an area of weakness. Assessment on entry and exit of the programme using RoSCo			Children leaving Year 1 are KS2 Ready RoSCo assessments
v.	In response to parental survey we will set up and run a homework club for PP pupils in years 3 and 4 to support learning. Homework will be given in response to children's needs by the class teacher and a homework diary will be shared with parents	JG	Starting January 2015 to run until the end of the summer term	Children and parents feel supported by school and develop positive attitudes about school and home work
vi.	1:1 maths support (ECC) for KS1 PP pupils not making expected progress. Children to be withdrawn in the afternoons not from English and maths lessons	SH, RS	Teacher currently off on long term sick	Children make accelerated progress and are on track to meet national expectations at the end of KS1. Sandwell test on entry and exit at least double

			the length of the programme
vii.	1:1 out of school hours teaching of RWM for y6 PP pupils who may not make expected progress from KS1 to 2 Set ambitious level 6 targets for some children who achieved level 3 in KS1.	DG, JG	WB 5.1.15 to 11.5.15
			Children make at least expected progress in the end of KS2 SATs

2. Increase Parental Engagement

Action:	Person responsible:	Dates	Impact:
i. Employ a full time family support worker to develop parental skills which by running classes and clubs so they can then use to support children's learning. a. A full-time Family Support Worker (FSW) to engage	FSW	September 2014 ongoing	Parents attend workshops and activities in school. FSW to monitor attendance of parents of PP children. Children see parents as partners in learning Improved engagement

<p>with and encourage families of identified pupils who do not attend appropriate activities.</p> <p>b. FSW to analyse registers of clubs and activities and contact parents to encourage attendance.</p>			
<p>ii. Set up an inclusion team (DHT, INCo, FSW) to meet fortnightly to ensure close monitoring interventions and attendance. Fortnightly meetings of FSW and EWO. FSW to engage immediately with families of PP children whose attendance falls below 90%</p>	<p>FSW, KP</p>	<p>December 2014 ongoing</p>	<p>Children attend school regularly and are on time</p>
<p>iii. Through analysis of PIPs baseline assessment and the Foundation Stage profile we</p>	<p>FSW</p>	<p>January 2015 – July 2015</p>	<p>Parents are more confident coming into school and supporting their children at home</p>

<p>identified a need to run workshops for parents in supporting their children at home to ensure good levels of development.</p> <p>a. 100 things to support children</p> <p>b. Rhyme time at FS</p> <p>c. Family numeracy and literacy groups</p> <p>d. Family ICT to develop basic skills</p>			<p>Parental survey</p> <p>Data Dashboard</p> <p>Parentview</p>
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3. Raising Aspirations

Action	Person responsible	Dates	Impact
<p>i. Introduce Children's University and offer a variety of clubs to and enrich children's</p>	<p>RS</p>	<p>September 2014 ongoing</p>	<p>90% PP children are members. Attendance monitored by FSW. Within 1 year 60% of PP children have graduated with 100</p>

<p>experiences and improve aspirations. Free membership for PP pupils in Y3 + 4 pilot group</p>			<p>hours</p> <p>Children have a wide variety of new, enjoyable experiences that raise their aspirations and have a better understanding of out of school learning</p>
<p>ii. Employ professional actor to raise confidence of PP children in public speaking and listening to deliver sessions in curriculum time and a debating club after school for PP pupils</p>	<p>RS</p>	<p>January 2015 – July 2015</p>	<p>Children show confidence when speaking aloud to each other and adults in standard English</p>
<p>iii. To analyse behaviour patterns that could lead to underachievement of PP pupils.</p> <p>a. To train a member of welfare staff to train and work alongside play leaders</p> <p>b. Extra lunchtime welfare staff to</p>	<p>RS</p>	<p>September 2014 – July 2015`</p>	<p>Improved behaviour and engagement in afternoon lessons monitored through pupil reflections and class behaviour logs</p>

provide structured and meaningful activities e.g. games club, singing, crafts			
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