

# Great Kingshill C of E Combined School

## Subject Plan 2018 – 2019

**Name: Nicole Gandini   Subject: Pupils Premium   Linked Governor: Peter Ede**

### Rationale:

- To ensure that the differences are diminishing between our vulnerable groups of pupils and all other pupils narrows
- To ensure that our vulnerable pupils achieve at least in line with other pupils nationally
- To increase the percentage of vulnerable pupils in each year group achieving at or above A.R.E
- To ensure that through early intervention barriers to learning are identified and swiftly addressed

## Results from Summer 2018

### Key Stage 2 (Year 6)

Year 6 2018	Attainment Percentage of pupils				
	School All	School Disadvantaged	School Free School Meal	School Other	National Other
RWM	73%	57%	100%	75%	61%
Reading 100+	85%	71%	100%	87%	72%
Reading 110+	41%	0%	0%	46%	25%
Writing EXP	80%	57%	100%	83%	76%
Writing GD	22%	0%	0%	22%	18%
Maths 100+	90%	71%	100%	92%	75%
Maths 110+	46%	0%	0%	46%	23%

### Key Stage 1 (Year 2)

Year 2 2018	Attainment Percentage of pupils				
	School All	School Disadvantaged	School Free School Meal	School Other	National Other
Reading EXP	89%	50%	100%	91%	76%
Reading GD	31%	50%	100%	30%	25%
Writing EXP	82%	50%	100%	83%	68%
Writing GD	18%	0%	0%	19%	16%
Maths EXP	87%	50%	100%	89%	75%
Maths GD	25%	0%	0%	26%	21%

Year 6	Attainment Scaled Scores					Progress				
	School All	School Disadvantaged	School Free School Meal	School Other	National Other	School All	School Disadvantaged	School Free School Meal	School Other	National Other
Reading	108	103	107	105	104	0.8	-1.5	-0.2	1.1	0.1
Writing						-1.5	-3.5	-0.5	-1.3	0.1
Maths	108	102	108	109	104	1.1	-1.6	0.0	1.5	0.1

## Teaching and Learning:

Objective	Action	Success Criteria	Cost / resources	Monitoring	Time Scale
To ensure that quality first teaching enables the majority of vulnerable pupils to be secure in their A.R.E by the end of their milestone (Yr 2,4,6)	<ul style="list-style-type: none"> <li>Milestone leaders to monitor planning, work and teaching to ensure progress of disadvantaged pupils</li> <li>Milestone leaders to feedback to SLT on the progress of disadvantaged pupils and identify interventions are strategies where necessary</li> <li>Smaller class sizes for English and Maths in Yr 3 and 5 ( these groups will have less than 12 children in)</li> </ul> <p><i>Relevant research:</i>  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reducing-class-size/</a></p>	<ul style="list-style-type: none"> <li>Good teaching in all year groups enables vulnerable pupils to be on track to meet A.R.E at the end of academic year</li> <li>Monitoring data is acted upon swiftly and interventions are put in place</li> <li>Third group in Yr 3 and Yr 5 reach ARE</li> </ul>		Milestone leaders to feedback to SLT  Half Termly updates to link governor on progress	On going
To ensure that 1:1 Keep Up no Catch Up interventions are in place for all pupils eligible for PPF thus enabling these pupils to make more than the expected rate of progress	<ul style="list-style-type: none"> <li>NG to set timetables for 1:1 alongside class teachers</li> <li>NG to monitor the impact of 1:1 support</li> </ul> <p><i>Relevant research:</i>  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/one-to-one-tuition/</a></p>	<ul style="list-style-type: none"> <li>Pupils eligible for PPF achieve at least ARE at the end of the academic year</li> </ul>	Teaching assistant support 1:1 (7.5 hrs a week 1:1) in Year 2 and 6  <b>Cost: £12,000</b>	NG to monitor impact	On going
To ensure that disadvantaged pupils in Yr1 and Yr2 achieve the expected standard in the phonics screening check	<ul style="list-style-type: none"> <li>1:1 keep up intervention for phonics (class TAs to deliver daily top up on morning phonics teaching)</li> </ul>	<ul style="list-style-type: none"> <li>90% of Disadvantaged pupils to achieved the phonics screening check / re-check</li> </ul>	Teaching Assistant support - 2 ½ hrs weekly 1:1 support <b>Cost: £975</b>		
To ensure that vulnerable pupils are secure at their progress milestone in Reading and Writing	<ul style="list-style-type: none"> <li>English team lead by English Leader to develop a plan to raise attainment in Reading and Writing for vulnerable pupils</li> </ul>	<ul style="list-style-type: none"> <li>School wide strategies are deployed to raise attainment in Reading and Writing of vulnerable groups</li> <li>The majority of vulnerable pupils achieve in line with national expectations at the end of their milestone</li> </ul>	English Leader – SLT Time	feedback to SLT	
To ensure that vulnerable pupils are secure in their KPIs at the end of their year group in Mathematics	<ul style="list-style-type: none"> <li>Mathematics team lead by Maths Leader to develop a plan to raise attainment in Mathematics for vulnerable pupils</li> </ul>	<ul style="list-style-type: none"> <li>School wide strategies are deployed to raise attainment in Mathematics of vulnerable groups</li> <li>The majority of vulnerable pupils achieve in line with national expectations at the end of their year</li> <li>(secure at Progress Milestone KPI)</li> </ul>	Mathematics Leader –SLT time	CQ to feedback to SLT	
To ensure that milestone leaders identify, monitor and tracking the progress, quality of teaching and attainment of the most vulnerable pupils	<ul style="list-style-type: none"> <li>Autumn Term – Milestone leaders to identify target vulnerable pupils and track progress in books and planning</li> <li>End of Autumn Term – Milestone leaders to identify percentage of vulnerable pupils who are developing in their Progress Milestone</li> </ul>	<ul style="list-style-type: none"> <li>Milestone monitoring time is used effectively to challenge teachers on meeting the needs of the most vulnerable pupils</li> <li>Pupil data shows that pupils</li> </ul>	Milestone Leader - SLT time	Milestone leaders to feedback to SLT	On going
To ensure that vulnerable pupils are identified in Early Years/Preschool and interventions put in place	<ul style="list-style-type: none"> <li>Use baseline data to identify achievement of vulnerable pupils on entry and put in place interventions</li> <li>Develop time to talk programme to enhance the language development</li> </ul>	<ul style="list-style-type: none"> <li>Vulnerable pupils reach expected in the ELG for communication and language</li> <li>The majority of vulnerable pupils reach a GLD at the end of their Foundation Stage Year</li> </ul>	NG to meet with EY team NN time to deliver small group		
To ensure that all staff and governors are aware that attainment and progress for our vulnerable groups is a key priority To ensure that as a school we have a core drive to raise attainment and aspiration for our most vulnerable pupils	<ul style="list-style-type: none"> <li>Staff meeting to ensure that all staff are aware of the concerns surrounding the progress and attainment of our most vulnerable pupils</li> <li>SLT review of the data to identify where the priorities need to be</li> <li>Pupils premium action plan and statement to be shared with staff</li> <li>SB and Peter Ede to meet half termly to discuss progress against key priorities in action plan</li> <li>Peter Ede to feedback to governors on school progress against core objectives</li> </ul>	<ul style="list-style-type: none"> <li>Termly data shows that vulnerable pupils are on track to meet A.R.E at the end of their milestone / year group depending on subject</li> <li>All staff understand their responsibility with regards to vulnerable pupils and can demonstrate how they are meeting their needs and raising their aspiration</li> </ul>	Governor Meeting time  SLT Time  Staff Meeting Time	Link Governor	

## Emotional Well-being:

Objective	Action	Success Criteria	Cost / resources	Monitoring	Time Scale
To ensure that all disadvantaged pupils, and their families, receive support both practical and emotional to ensure full engagement in learning.	<ul style="list-style-type: none"> <li>Appoint a Family support Worker</li> </ul>	<ul style="list-style-type: none"> <li>Member of staff will be appointed</li> <li>Job role will be written</li> <li>Parents are aware of role</li> </ul>	£4000	SG to monitor and review	Termly (ongoing)
To ensure that pupils are provided with emotional support to enable them to achieve their best whilst in school	<ul style="list-style-type: none"> <li>Nurture group provision</li> <li>Emotional literacy programme</li> <li>2 x Nurture practitioners to attend Emotional Literacy Support programme</li> </ul> <p>Relevant Research:  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	<ul style="list-style-type: none"> <li>Reduction in behavioural incidents</li> <li>Attendance of disadvantaged pupils in above national</li> <li>Pupil voice indicates that these pupils feel supported</li> <li>Parental voice indicates that these pupils achieve well</li> <li>Disadvantaged pupils achieve and attain as well as other pupils national</li> <li>The difference between the achieve and attainment of disadvantage pupils and other pupils in school diminish</li> <li>Boxhall profiles show improvements in pupils well-being</li> </ul>	Nurture group 2 x weekly 2 x Nurture practitioners  <b>Cost: £3,120</b>	SG to review and monitor	Half Termly
To support pupils with behavioural needs	<ul style="list-style-type: none"> <li>PPRU outreach work</li> </ul> <p>Relevant Research:  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</a></p>	<ul style="list-style-type: none"> <li>Reduction in behavioural incidents</li> <li>Outreach to be successful and pupils to no longer require additional support</li> </ul>	10 x outreach session <b>Cost: £650</b>		

## Parental Engagement:

Objective	Action	Success Criteria	Cost / resources	Monitoring	Time Scale
To support parental engagement	<ul style="list-style-type: none"> <li>Personalised invitations to Nurture group tea party</li> <li>Finding creative solutions for parental barriers (<b>case study evidence</b>)</li> <li>Family Support worker to work with families</li> </ul> <p>Relevant Research:  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/</a></p>	<ul style="list-style-type: none"> <li>All parents to attend</li> <li>Positive relationships with parents (parental feedback)</li> <li>Attendance in above national</li> </ul>		<b>SG to monitor</b>	<b>On going</b>
To ensure that parents have access to core services	<ul style="list-style-type: none"> <li>Co-ordination of additional services and resources for pupils and parents</li> <li>Signposting for parents to key services and resources</li> </ul> <p>Relevant Research :  <a href="https://www.nfer.ac.uk/publications/OUPP01/OUPP01.pdf">https://www.nfer.ac.uk/publications/OUPP01/OUPP01.pdf</a></p>	<ul style="list-style-type: none"> <li>Core group meetings hosted at school</li> <li>Cross agency communication facilitated by the school</li> </ul>		<b>Feedback from cross agency working</b>	<b>On going</b>

## Enrichment and Additional Resources:

Objective	Action	Success Criteria	Cost / resources	Monitoring	Time Scale
To provide access to additional opportunities for pupils to enrich their educational experiences	<ul style="list-style-type: none"> <li>Funding for residential trips</li> <li>Funding for music lessons</li> <li>Uniform</li> </ul> <p>Relevant Research:  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/</a></p>	<ul style="list-style-type: none"> <li>Pupils to have access to a wide range of curriculum opportunities</li> </ul>	As required and identified by need	As required and identified by need	As required and identified by need