

# Richmond Avenue Primary and Nursery School



## Pupil Premium Action Plan for 2019- 2020

### School Context

We are a unique school with unique cohort of children. We are a two form entry school in the heart of Shoeburyness.

Richmond Avenue Primary and Nursery school catchment area is in the fourth quintile of the 'School Deprivation Indicator' scale. This means that our families live in an area recognised to be in the top 20-40% of deprivation in the country. Within the wider area of Shoeburyness, the number of households with no adult in employment with dependent children is 6.4%, significantly higher than Southend, the East of England and England as a whole.

The number of residents with no qualifications is also higher than Southend, the East of England and England as a whole.

Currently 27% of our school pupils are eligible for pupil Premium grant.

Over the past 2 years are continually improving the outcomes for all our Disadvantaged children. This is down to tried and tested ways that we support the children and their families that are unique and specific for our cohort of children. We are fully aware of the barriers to learning and are well equipped to deal with these in the best possible way.

<b>Academic Year</b>	2019-2020	<b>Total PP Budget</b>	£135,000 TBC
<b>Total Number of Pupils on Roll</b>	460	<b>Number of pupils eligible for PP</b>	112

## **Main Targets For 2017-2018**

1. To increase the achievement and attainment of Pupil Premium pupils through personalised and targeted support . (£60,000)
2. To use AFL effectively to improve Quality First Teaching (QFT) which increases the progress and attainment of PP children (£20,000)
3. To promote higher aspiration for the PP children and to give the children wider experiences of the world around them. (£10,000)
4. To embed effective parental engagement to ensure outcomes for PP pupils and their families are enhanced. (£15,000)
5. To ensure all Pupil Premium Pupils are fit to learn (emotionally and socially) so that this doesn't have a detrimental effect on their academic progress. (£20,000)
6. To improve the attendance of Pupil Premium Pupils to ensure that they are in school regularly and on time promoting increased attainment and progress for identified pupils. (£10,000)

**1. Increase the achievement and attainment of Pupil Premium pupils through personalised and targeted support .**

**Expenditure: £60,000**

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	Review of Implementation/ Impact
Support PP children in a more personalised system to enable greater progress in all learning	<ul style="list-style-type: none"> <li>Assess children's learning barriers &amp; liaise with parents/ Carers</li> <li>Track and monitor progress</li> <li>Specialist PP LSA (PP Champion)</li> <li>Encourage children to attend more clubs and engage with school life</li> <li>Enhanced feedback opportunities</li> <li>Additional reading</li> <li>Pre and post teaching</li> </ul>	<p>The Teaching and Learning in 2020 Review states: "taking a highly structured and responsive approach to each child's and young person's learning, in order that all are able to progress, achieve and participate. It means strengthening the link between learning and teaching by engaging pupils – and their parents – as partners in learning". Christine Gilbert</p>	<p>Identification of target pupils is rigorously tracked and monitored. Improved engagement with parents and pupils Assessments and reviews demonstrate improved access to learning and progress PP LSA to liaise with parents/ children/ teachers/ LSAs to ensure continuity Targeted questioning and feedback in lessons Participation in clubs will increase Pre and post teaching</p>	BR, SLT	
Higher rates of progress and outcomes for	<ul style="list-style-type: none"> <li>Pre-teaching and post-teaching equipping children with skills and strategies enabling</li> </ul>	<p>The EEF Toolkit indicates that targeted interventions such as Pre and Post-teaching</p>	<p>Ensure identification of target pupils is accurate PP children are rigorously tracked and monitored.</p>	BR, DM	

<p>PP children in Writing and maths</p>	<p>them to access learning and experience success. CPD opportunities for all staff focused on pre- and post-teaching techniques and outcomes.</p> <ul style="list-style-type: none"> <li>• Ensure English, Maths and Key Stage Leaders are accountable for monitoring and supporting the teaching of their subjects and that the outcomes for PP children is greatly improved</li> <li>• Progress meetings for the PP children; holding teachers to account for the progress of PP children in their classes</li> <li>• To use Maths Whizz and Lexia for PP children</li> <li>• LSA support to address any potential gaps in learning ( managed and led by class teachers)</li> <li>• Hire a tutor to deliver high quality teaching of key skills for individual children</li> </ul>	<p>matched to specific children with particular needs can be effective</p> <p>As writing and maths are areas that need addressing within the school, we need to provide targeted provision for the PP children.</p>	<p>Key Stage Managers to guide/ mentor their staff in delivering these interventions</p> <p>Key statements on Target Tracker to aid AFL</p> <p>LSAs to be used in classes to fill any gaps in children's understanding</p> <p>Percentage of PP children attaining expected and greater than expected will increase.</p> <p>Gaps between PP and Non-PP will diminish in all subjects</p> <p>Tutor will communicate with the teachers to ensure the work and skills need to covered are do so.</p>		
<p>Increase attainment</p>	<ul style="list-style-type: none"> <li>• Staff Training for VIPERS</li> <li>• Explicit reading skills</li> </ul>	<p>We want to ensure that our PP pupils, in the longer</p>	<p>Ensure identification of target pupils is accurate</p>	<p>JC. AG,</p>	

<p>and progress of PP children in Reading and writing</p>	<p>will be taught as well as cross-curricular links-through VIPERS</p> <ul style="list-style-type: none"> <li>• Engaging parents through workshops and information sessions</li> <li>• Raising the profile of reading across the school in terms of activities, displays and assemblies.</li> <li>• To use Lexia for PP children in Years 1-6</li> <li>• Bug Club used at home – children to access ebooks</li> <li>• Book marks to be given in celebration assemblies</li> <li>• Literacy Shed Account- enable staff to engage with high quality resourses/ activities</li> <li>• Staff to use data sheets to close gaps in a pro-active way. Keep up not catch up!</li> </ul>	<p>term, will ensure good or better rates of progress.</p>	<p>PP children are rigorously tracked and monitored. English Leader to guide/mentor their staff in delivering these interventions</p> <p>Key statements on Target Tracker to aid AFL</p> <p>LSAs to be used in classes to fill any gaps in children’s understanding</p> <p>Percentage of PP children attaining expected and greater than expected will increase.</p> <p>Gaps between PP and Non-PP will diminish in Reading</p> <p>Pre and post teaching records will be used by teaching staff and monitored by SLT</p> <p>Book marks will distributed in celebration assembly</p> <p>Teachers will be more aware of individual children’s gaps and address them with timely support</p>	<p>BR</p>	
<p>To diminish the gap in all areas within EYFS</p>	<ul style="list-style-type: none"> <li>• Introduce weekly parent meetings in nursery and reception.</li> <li>• Raising the ratio of adults to</li> </ul>	<p>Early intervention is key in reducing the gaps in attainment.</p> <p>As children are entering</p>	<p>Gaps in language acquisition and articulation is diminished</p> <p>Speech and Language</p>	<p>LM, VC, LM</p>	

between PP and non PP children	children in reception. <ul style="list-style-type: none"> <li>• Implementing speech and language support in nursery (Mrs Williams).</li> <li>• To implement the use of story scribing/story acting in nursery.</li> <li>• Fred programme focus is on nursery/toddler group children</li> <li>• Henry Programme focus is on nursery children</li> <li>• More early reading and writing activities</li> <li>• Increased opportunities to write and share stories</li> <li>• Helicopter Stories</li> <li>• Hub school for 'Better Start talking' Southend</li> </ul>	our Early Years setting with below average speech and communication abilities, we want to provide support early as possible	support will address any barriers early and they will be supported. Parents will be informed of how to support their children early and in more depth		
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<b>2. To use AFL effectively to improve Quality First Teaching (QFT) which increases the progress and attainment of PP children</b>					
<b>Expenditure: £20,000</b>					
Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	When we will review the Implementation/ Impact

<p>1. To further embed AFL in all classes</p>	<ul style="list-style-type: none"> <li>• Staff training</li> <li>• Ensure all PP children's learning is recorded on TT and learning needs inform planning and learning</li> <li>• SLT will support the teacher embedding the Afl techniques within the lessons</li> <li>• PP children's learning will be recorded with more accuracy</li> <li>• New Feedback policy will be implemented</li> <li>• Pre and post teaching</li> </ul>	<p>We want all children's learning, achievements and gaps to be acted on swiftly, thus informing planning to be more targeted to child's needs with immediate effect.</p>	<p>Teachers will be planning learning activities / lessons that are in line with child's needs and gaps in understanding. SLT and teachers will have an accurate understanding of what the children are achieving. Gaps in achievement and progress will be identified and addressed with more immediacy. Pre and post teaching record will be completed and SLT will be monitoring</p>	<p>SM, SG,DM</p>	
<p>2. Increased staff confidence using AFL in classes / lessons</p>	<ul style="list-style-type: none"> <li>• Staff CPD an AFL</li> <li>• All support staff to receive high quality training (Essex)</li> <li>• Lessons observations will identify strengths</li> <li>• SLT will signpost good practise</li> <li>• Higher order questioning and feedback in class</li> <li>• Support staff will receive training to support feedback</li> </ul>	<p>We want children's thinking and learning to be of a higher standard. Higher expectations for all PP children. Too many children were willing to let others do the thinking for them, we want this to change.</p>	<p>All staff will be using high order questioning and feedback to enhance learning. Children will be more familiar with higher order thinking skills and be able to use this to make further progress in every lesson</p>		

**3. To promote higher aspiration for the PP children and to give the children wider experiences of the world around them.**

**Expenditure : £10,000**

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	When we will review the Implementation/ Impact
<p>Extension and enrichment activities raise the aspirations for all pupils.</p>	<ul style="list-style-type: none"> <li>• Highlight the variety of further education available and different career paths by holding a careers week</li> <li>• Inviting visitors in from a wider variety of careers</li> <li>• Visiting a variety of inspiring places and experiencing activities that the children would otherwise miss out on</li> <li>• Stem workshops</li> <li>• Visits to Shoebury High School to experience lessons/ experiences</li> <li>• Anglia Ruskin University Visit and graduation</li> <li>• Tutoring from Teachers at Southend High School for boys</li> </ul>	<p>As a school we want to encourage children to think about the next steps of their educational journey to secondary school and beyond and to raise aspirations for different career paths</p> <p>We want to provide experiences for the children that they are unlikely to visit or experience with their families</p>	<p>Visitors from a wide variety of background to visit and talk to the children, thus inspiring pupils.</p> <p>Opportunities to experience places and activities not yet done with their families</p>	<p>Class teachers, AG, JC</p>	

**4. To embed effective parental engagement to ensure outcomes for PP pupils and their families are enhanced.**

**Expenditure : £15,000**

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	When we will review the implementation/ Impact
Increased parental engagement in PP pupil's educational development	<ul style="list-style-type: none"> <li>• Learning Mentors employed to support pupils and their families and follow up on issues and concerns.</li> <li>• Parents forum</li> <li>• Coffee mornings eg. McMillan Coffee mornings</li> <li>• Open evenings</li> <li>• PP LSA to contact home for 4 targeted children termly</li> <li>• Continue to run toddler group</li> <li>• Information sessions/ workshops</li> <li>• Parents are called to invite/ first choice for parents evenings</li> </ul>	Parental involvement in children's education from an early age has a significant effect on educational achievement and continues to do so into adolescence and adulthood. We believe family learning also provides a range of benefits for parents and children including improvements in reading, writing and maths as well as greater parental confidence in helping their child at home.	<p>Pastoral meetings implemented weekly to ensure thorough implementation of holistic approach.</p> <p>Half termly parents' forum; specific agenda to support parents voice in the school.</p> <p>PP LSA to improve communication between home and school and to ensure we are all working together</p> <p>Parents' survey</p>	LD, ST, BR, SR	

**5. To ensure all Pupil Premium Pupils are fit to learn (emotionally and socially) so that this doesn't have a detrimental effect on their academic progress.**

**Expenditure : £20,000**

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	When we will review the implementation/ Impact
Ensure all children are focused and engaged in their learning experiences.	Free Breakfast Scheme Subsidise trips and all residential trips providing PP children access to enrichment activities. Pastoral team to provide essential pastoral support as and when needed Pastoral team to signpost families to external help and support	Pupils need to be fit and ready to learn within the school and wider learning community. Research indicates that addressing children's social and emotional needs is a key step to improving academic outcomes for pupils.	Termly analysis of the number of pupils who have taken part in activities. Teachers are aware of funding available – can approach parents if appropriate. Opportunities for children to attend clubs Pastoral Team meetings to address any support needed	BR	
Improve the self-esteem, social skills and emotional needs of pupils leading to	<ul style="list-style-type: none"> <li>Provide dedicated play therapy and support to help build pupils emotional development.</li> </ul>	Play is incredibly important for a child's development - helping to shape key social,	Weekly pastoral team meetings focused on identifying the needs of PP pupils. Provide a co-	LD, ST,BR	

<p>increased confidence and attainment within the learning environment.</p>	<ul style="list-style-type: none"> <li>• Clear protocols in place ensuring pupils are referred appropriately.</li> <li>• Regular opportunities for Play Therapist to feedback to relevant staff and parents.</li> <li>• Two Learning Mentors to support children who need emotional support during lesson times</li> <li>• Young Carers Group to provide support and guidance</li> </ul>	<p>creative, language, emotional, cognitive and physical processes. As a result, play therapy can help children in a variety of ways and provides opportunities for children to express their feelings and promote resilience and confidence which can be transferred into their learning experiences .Counselling provides an opportunity for children to deal with their emotions and are then better equipped to engage with every day life situations</p>	<p>ordinated approach.</p> <p>Teachers and parents are aware of the referral process for play therapy and counselling support.</p> <p>Timetables for play therapist in place. All children have access to Learning Mentors, if and when needed</p> <p>Pupil voice will demonstrate increased level of security and happiness</p>		
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**6. To improve the attendance of Pupil Premium Pupils to ensure that they are in school regularly and on time promoting increased attainment and progress.**

**Expenditure : £10,000**

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	When we will review the implementation/ Impact
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<p>Higher rates of attendance for PP and FSM pupils</p>	<ul style="list-style-type: none"> <li>• SLT and Attendance Officer to monitor attendance data to identify trends and patterns.</li> <li>• Enhance positive relationships with parents and set clear expectations of good attendance</li> <li>• Attendance Officer to work closely with parents</li> <li>• Attendance Officer to attend weekly Pastoral Meetings</li> <li>• Cup and Teddy for best class attendance in weekly assemblies</li> <li>• Half termly Pizza afternoons for attendance</li> </ul>	<p>The school recognises the important emphasis on excellent attendance. We recognises the importance of narrowing the gap between PP and non PP pupils within our school. Excellent attendance enhances excellent progress, outcomes and experiences and this enables pupil's confidence and skill base to develop further.</p>	<p>Embed contact with a pupil's parent on the first day of absence. Clear whole school policy on attendance that sets out daily routines, consistent procedures for registration and following up absences. Gap between PP and Non PP attendance will diminish</p>	<p>SR and SLT</p>	
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How will the school measure the impact of Pupil Premium Expenditure?

To monitor progress on attainment and progress, the school implements rigorous monitoring and tracking of pupil achievement. This is used to inform pupil progress and enables early identification of need, support and intervention. Review meetings will take place throughout the academic year (every half term) and will include members of the Senior Management Team, teachers, pastoral support workers and the SENCO. At each milestone, the school will review the impact of the actions taken and will plan for how the funding will be specifically allocated over the next period. When

selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. Pupil Premium Funding and the impact of this is a regular item on the Governors' Pastoral and Pupil Outcomes committees.