

Richmond Avenue Primary and Nursery School



Pupil Premium Action Plan for 2018- 2019

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 25% of our school pupils are eligible for pupil Premium grant.

Over the past 2 years we 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.

Academic Year	2018- 2019	Total PP Budget	£ 166,000 TBC
Total Number of Pupils on Roll	430	Number of pupils eligible for PP	109 (25%)

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 (£30,000)
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. (£20,000)
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. (£30,000)
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. (£16,000)

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"> Assess children's learning barriers & liaise with parents/ Carers Track and monitor progress Specialist PP LSA Encourage children to attend more clubs and engage with school life Enhanced feedback opportunities Additional reading Personalised reward systems 	<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".</p> <p>Christine Gilbert</p>	<p>Identification of target pupils is rigorously tracked and monitored.</p> <p>Improved engagement with parents and pupils</p> <p>Assessments and reviews demonstrate improved access to learning and progress</p> <p>PP LSA to liaise with parents/ children/ teachers/ LSAs to ensure continuity</p> <p>Targeted questioning and feedback in lessons</p> <p>Participation in clubs will increase</p>	BR, SLT	<p>PP Champion has supported all PP children to ensure parents attend Parents evening (100%) by giving PP parents prior notice of the dates and times etc</p> <p>Club engagement has increased for PP children</p> <p>Reading book marks for children has been encouraging enhanced progress in reading levels and moving up book bands</p> <p>Year 6</p> <p>Progress in Reading is the same for PP and non-PP.</p> <p>Progress in Writing is higher for PP than non-PP.</p> <p>Progress in maths is the same for PP and Non-PP.</p> <p>Year2</p> <p>The progress is the same or higher for PP and non-PP in all areas.</p>

<p>Higher rates of progress and outcomes for PP children in R,W,M.</p>	<ul style="list-style-type: none"> • Pre-teaching and post-teaching equipping children with skills and strategies enabling them to access learning and experience success. CPD opportunities for all staff focused on pre- and post-teaching techniques and outcomes. • 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 • Progress meetings for the PP children; holding teachers to account for the progress of PP children in their classes • To use Maths Whizz for PP children 	<p>The EEF Toolkit indicates that targeted interventions such as Pre and Post-teaching matched to specific children with particular needs can be effective</p>	<p>Ensure identification of target pupils is accurate PP children are rigorously tracked and monitored. Key Stage Managers to guide/ mentor their staff in delivering these interventions Key statements on Target Tracker to aid AFL LSAs to be used in classes to fill any gaps in children's understanding Percentage of PP children attaining expected and greater than expected will increase. Gaps between PP and Non-PP will diminish in all subjects</p>	<p>BR, DM</p>	<p>Pre- teaching and post teaching is a fluid process and is working on a needs basis throughout the school. KS Leaders and subject leaders are being made more accountable for the progress of the PP children. (see KS meeting minutes) Progress meetings have PP children on the agenda and all teachers are accountable for progress of PP children. (Evidenced in Performance Management) Maths Whizz has seen increased enthusiasm in maths and progress is evidenced in Intervention table (appendix 2) Progress is outlined in appendix at bottom of the report.</p>
<p>Increase attainment and progress of PP children in Reading</p>	<ul style="list-style-type: none"> • Staff Training (Jonathon Bond) • Introduce Accelerated Reader in Years 3 and 4 • Engaging parents 	<p>We want to ensure that our PP pupils, in the longer term, will ensure good or better rates of progress.</p>	<p>Ensure identification of target pupils is accurate PP children are rigorously tracked and monitored. English Leader to guide/ mentor their staff in</p>	<p>JC, AG, BR</p>	<p>Year 1 Phonics- 70% of PP children passed phonics screening test. Book marks to be awarded to children when moved up a book band has raised profile of reading across the school.</p>

	<ul style="list-style-type: none"> • Raising the profile of reading across the school in terms of activities, displays and assemblies. • To use Lexia for PP children in Years 1-6 		<p>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>All children in years 3 & 4 will be using AR effectively</p>		<p>CPD on reading and staff meetings have ensured that the quality of teaching of reading has improved. (Evidenced in staff meeting logs, CPD file and English e-profile)</p> <p>Lexia is used for 8 PP children and all have made progress. (See progress sheets in PP file)</p> <p>Accelerated Reader was not introduced as the school does not have the WIFI nor the device capacity for this to work. The money will therefore be carried over into next year.</p> <p>Bug Club Licence was bought and relaunched. Numbers of users at home have increased.</p>
To diminish the gap in all areas within EYFS between PP and non PP children	<ul style="list-style-type: none"> • Introduce weekly parent meetings in nursery and reception. • Raising the ratio of adults to children in reception. • Implementing speech and language support in nursery (Mrs Williams). • To implement the use of story scribing/story acting in nursery. • Fred programme focus is on nursery/toddler group children 	<p>Early intervention is key in reducing the gaps in attainment.</p> <p>As children are entering our Early Years setting with below average speech and communication abilities, we want to provide support early as possible</p>	<p>Gaps in language acquisition and articulation is diminished</p> <p>Speech and Language support will address any barriers early and they will be supported.</p> <p>Parents will be informed of how to support their children early and in more depth</p>	LM, VC, LM	<p>60% of PP children achieved GLD. 71% of N PP children achieved GLD</p> <p>Across all areas of learning 72% were at expected or exceeding. 40% of Pp children were identified as having Speech and Language needs in September. As of July 2019, only one child now needs additional support with Mrs Williams in year 1. Therefore, it is a significant drop in Speech and Language needs. The</p>

	<ul style="list-style-type: none"> Henry Programme focus is on nursery children 				<p>FRED Programme had a 28% attendance.</p> <p>HENRY programme had a 25% attendance of PP children.</p> <p>Helicopter stories are used weekly and showing a good participation by all children and the PP children are demonstrating more willingness to join in and scribe stories than previously.</p>
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2. To use AFL effectively to improve Quality First Teaching (QFT) which increases the progress and attainment of PP children					
Expenditure: £30,000					
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
1. To embed AFL in all classes	<ul style="list-style-type: none"> Staff training Ensure all PP children's learning is recorded on TT and learning needs inform planning and learning SLT will support the teacher embedding the Afl techniques within the lessons 	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.	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.	SM, SG,DM	Shirley Clarke INSET for the MAT, Assessment for Learning. Learning Partners are embedded in all KS1 and 2 classes. Questioning is used effectively to ensure teachers have a better understanding of what

	<ul style="list-style-type: none"> • PP children's learning will be recorded with more accuracy 		Gaps in achievement and progress will be identified and addressed with more immediacy		<p>the children know and need to know. PP children's needs are addressed more effectively, as evidenced in lesson observations.</p> <p>A working group was formed to improve our AFL within the classrooms. Children and staff are becoming more aware of how they can use AFL strategies to enhance the Teaching and learning in the classroom. This is an area to further develop in the next academic year.</p>
2. Increased staff confidence using AFL in classes / lessons	<ul style="list-style-type: none"> • Shirley Clarke INSET on Afl • All support staff to receive high quality training (Essex) • Lessons observations will identify strengths • SLT will signpost good practise • Higher order questioning in class 	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.	All staff will be using high order questioning 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>All staff are more confident in the use of AFL.</p> <p>Support Staff received 'High Order Questioning' training run by Carillon.</p> <p>Lessons observations demonstrate a better use of AFL to</p>

	<ul style="list-style-type: none"> Support staff will receive training to support higher order questioning 				accelerate learning and progress in lessons.
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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
Extension and enrichment activities raise the aspirations for all pupils.	<ul style="list-style-type: none"> Highlight the variety of further education available and different career paths by holding a careers week Inviting visitors in from a wider variety of careers Visiting a variety of inspiring places and experiencing activities that the children would otherwise miss out on Stem workshops 	<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>	Visitors from a wide variety of background to visit and talk to the children, thus inspiring pupils. Opportunities to experience places and activities not yet done with their families	Class teachers, AG, JC	<p>Year 6 attended Anglia University for a day and held a graduation ceremony at school. (See photos below)</p> <p>Year 5 high attaining children attended a morning at Shoeburay High School to experience sessions within the 'Grammar Stream'. School trips and visitors were accessed by all children. PP funding contributed to</p>

					the cost of some trips and visits.
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4. To embed effective parental engagement to ensure outcomes for PP pupils and their families are enhanced.

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
Increased parental engagement in PP pupil's educational development	<ul style="list-style-type: none"> • Learning Mentors employed to support pupils and their families and follow up on issues and concerns. • Parents forum • Coffee mornings eg. McMillan Coffee mornings • Open evenings • PP LSA to contact home for 4 targeted children termly • Continue to run toddler groups 	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>	LD, ST, BR, SR	<p>Learning mentors have supported children and their families. They have also reduced the escalation of some children being referred to social care.</p> <p>Toddler group continues to be enjoyed by many families who either have older sibling already attending our school, or intend to bring their child.</p> <p>Interaction between school staff and new families is crucial in addressing strengths and any needs sooner. 100% of PP children's parents attended</p>

					Parents evenings, as the PP Champion contacts the parents prior to other families. Parents are invited to many workshops, information sessions and celebrations. (see list below)
To continue a parent's forum	<ul style="list-style-type: none"> • Organise a regular (half termly) parent's forum • Determine an agenda for each meeting • Encourage parents to become more involved in improving parents/ school communication and engagement 	We recognise that if parents become more involved in shaping how we and they support their children, it will enhance outcomes for the children	Parents' Forum will be attended by an increased volume of parents, engaging with school EEF states that 'Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.'	BR	Parent Forums were successful at the beginning of the year but other workshops have since taken over. Time has not allowed as many sessions as planned. This will be promoted again in September 2019

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 : £30,000

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>Ensure all children are focused and engaged in their learning experiences.</p>	<p>Subsidise breakfast club provision to ensure PP pupils are in school and ready to learn. Subsidise trips and all residential trips providing PP children access to enrichment activities.</p>	<p>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.</p>	<p>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 complete homework at school clubs.</p>	<p>BR</p>	<p>We have subsidized 4 families to Breakfast Club. We have secured Free Breakfast for all children from the National Breakfast Project for 4 terms. This enables us to provide bagels and cereals for all children. 98% of all children are taking advantage of the cereal of bagels daily. We subsidized 10 children on trips and 2 children on the Year 6 Residential. The children would not have been able to take part.</p>

<p>Improve the self-esteem, social skills and emotional needs of pupils leading to increased confidence and attainment within the learning environment.</p>	<ul style="list-style-type: none"> • Provide dedicated play therapy time and counsellor and support to help build pupils emotional development. • Clear protocols in place ensuring pupils are referred appropriately. • Regular opportunities for Play Therapist and Counsellor to feedback to relevant staff and parents. • Two Learning Mentors to support children who need emotional support during lesson times 	<p>Play is incredibly important for a child's development - helping to shape key social, 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>Half termly pastoral team meetings focused on identifying the needs of PP pupils. Provide a co-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 and counsellor 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>	<p>LD, ST,BR</p>	<p>A Play Therapist has worked with 4 PP children this year. This is currently addressing deep rooted emotional needs. Pupil voice and summative reports demonstrate the positive affect on the children.</p> <p>Counsellor has worked with 6 children individually over the year and Young Carers group which consists of 6 PP children. All sessions have provided significant support and have had a positive impact on the emotional wellbeing of the children.</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 : £16,000

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
Higher rates of attendance for PP and FSM pupils	<ul style="list-style-type: none"> • SLT and Attendance Officer to monitor attendance data to identify trends and patterns. • Enhance positive relationships with parents and set clear expectations of good attendance • Attendance Officer to work closely with parents • Attendance Officer to attend weekly Pastoral Meetings • Cup and Teddy for best class attendance in weekly assemblies • Half termly Pizza afternoons for attendance 	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.	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	SR and SLT	All children's attendance is 96%. The gap between PP and non-PP is on average 1% lower. PPG has been spent on Pizza afternoons for good attendance in each phase. Attendance Officer attends pastoral meetings and is pro-active when working with parents. Prizes are given out weekly.

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.

Appendix 1

Reception (GLD)

	All pupils	PP	Non-PP	FSM	Non-FSM
2019	70%	60% (-11%)	71%	60% (-11%)	71%

Year 1 Phonics

	All pupils	PP	Non-PP	FSM	Non-FSM
2019	80%	70% (-11%)	81%	73% (-8%)	81%

Year 6 Data

Reading		All pupils	PP	Non-PP	Gaps
@exp	Y6 SATS	72%	67%	71%	-4% ↑
	Y2 SATS	75%	54%	86%	-32%
@ Greater depth	Y6 SATS	19%	8%	28%	-20% ↑
	Y2 SATS	25%	8%	30%	-22%
Progress over KS2		20.3pts	19.3pts =	19.3%	
Writing					
@exp	Y6 SATS	71%	46%	80%	-34% ↓
	Y2 SATS	72%	54%	76%	-22%
@ Greater depth	Y6 SATS	19%	8%	24%	-16% ↓
	Y2 SATS	17%	0%	7%	-7%
Progress over KS2		20pts	20.4pts ↑	20pts	
Maths					
@exp	Y6 SATS	66%	54%	69 %	-15% ↑
	Y2 SATS	78%	62%	82%	-20%
@ Greater depth	Y6 SATS	%17	0%	15%	-15% ↓
	Y2 SATS	24%	15%	27%	-12%
Progress over KS2		20.3pts	20pts =	20pts	

Year 2

Phonics	All Pupils	PP	Non-PP	FSM	Non-FSM
	90%	83% ↑	93%	75% ↑	92%
GLD (2017)	71%	67%	73%	57%	73%

Reading	All Pupils	PP	Non-PP	FSM	Non-FSM
At expected	58%	67% ↓	71%	67% ↓	62%
Greater Depth	11%	13%	9%	14%	9%

	All Pupils	PP	Non-PP	FSM	Non-FSM
Writing Progress (Over KS1)	9.9	10.1 ↑	9.8	10.1 ↑	9.8

Writing	All Pupils	PP	Non-PP	FSM	Non-FSM
At expected	68%	67% ↑	64%	57% ↓	58%
Greater Depth	1.7%	0% ↓	2%	0% ↓	2%

	All Pupils	PP	Non-PP	FSM	Non-FSM
Reading Progress (Over KS1)	10.1	10.2 =	10.2	10.3 ↑	10.2

Maths	All Pupils	PP	Non-PP	FSM	Non-FSM
At expected	69%	60% ↓	68%	57% ↓	58%
Greater Depth	12%	11% ↓	12%	28% ↑	12%

Maths	All Pupils	PP	Non-PP	FSM	Non-FSM
Progress (over KS1)	10.0	10.6 ↑	9.9	10.1 ↑	9.9



