**NORTHWOOD BROOM ACADEMY, PUPIL PREMIUM IMPROVEMENT PLAN 2017-2018**

Plan Lead: N. Clark

**Coding:** Green (Achieved); Yellow (Partly achieved); Red (Not achieved) RAG success criteria not actions

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| **SEPTEMBER 2016** | **OCTOBER 2016** | **NOVEMBER 2016** | **DECEMBER 2016** |
| Set aspirational targets for all pupils on DCPro (5 points progress for PP children).  Identify BARE/WBARE pupils to make accelerated progress (pupil progress meetings/outcomes sheets/staff appraisal).  Implement Wave 2 interventions for PP pupils working at BARE/WBARE.  Baseline all EYFS pupils in the SSO communication screen to identify children BARE/WBARE in this area | Monitor Wave 2 intervention planning (PP pupils)  Behaviour monitoring (PP pupils)  ½ termly attendance analysis (including vulnerable groups including PP)  Implement appropriate intervention for EYFS pupils working BARE/WBARE in communication. | Data analysis (PP/vulnerable groups)  Intervention plan monitoring/drop ins  Monitor intervention data for (strong or better progress)  Monitor context packs to ensure that PP pupils are identified.  Monitor MYoL to identify barriers to learning for PP pupils.  MAT 4.8.3 – Evaluate current Hard to Reach process (JB lead – see PDBW action plan) | Behaviour monitoring (PP pupils)  ½ termly attendance analysis (including vulnerable groups including PP)  Celebration tracker to be monitored (certificates)  MAT 1.2.3 - Attendance policy to be reviewed (JP lead – see PDBW action plan) |
| **JANUARY 2017** | **FEBRUARY 2017** | **MARCH 2017** | **APRIL 2017** |
| Monitor Wave 2 intervention planning (PP pupils) | Behaviour monitoring (PP pupils)  Data analysis (PP/vulnerable groups)  Intervention plan monitoring/drop ins  ½ termly attendance analysis (including vulnerable groups including PP)  Hard to Reach monitoring  Homework ‘watch me learn’  Monitor context packs to ensure that PP pupils are identified.  Monitor MYoL to identify barriers to learning for PP pupils.  Mid year appraisals check the progress of PP children and teachers are held to account for slow or limited progress. | Monitor attendance policy is being followed and track attendance of PP pupils. | Monitor Wave 2 intervention planning (PP pupils)  Behaviour monitoring (PP pupils)  Data analysis (PP/vulnerable groups)  Intervention plan monitoring/drop ins  ½ termly attendance analysis (including vulnerable groups including PP)  Monitor context packs to ensure that PP pupils are identified.  Monitor MYoL to identify barriers to learning for PP pupils.  Hard to Reach monitoring  Celebration tracker to be monitored (certificates) |
| **MAY 2017** | **JU\*96NE 2017** | **JULY 2017** |  |
| ½ termly attendance analysis | Monitor Wave 2 intervention planning (PP pupils)  Behaviour monitoring (PP pupils)  Data analysis (PP/vulnerable groups)  Intervention plan monitoring/drop ins  Monitor context packs to ensure that PP pupils are identified.  Monitor MYoL to identify barriers to learning for PP pupils.  Hard to Reach monitoring | ½ termly attendance analysis  Celebration tracker to be monitored (certificates)  End of year appraisals check the progress of PP children and teachers are held to account for slow or limited progress. |  |

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| 1. **Summary information** | | | | | |
| **Academic Year** | 2017-2018 | **Total PLAN budget** | **£77,960** | **Date of Plan review** | July 2018 |
| **Total number of pupils** | 222 | **Number of pupils eligible if appropriate** | 66 (30%) | **Date for next internal review of this plan** | 13.12.17 / 08.06.17 |

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| 1. **End of Year R/ Y2 attainment 2016-2017** | | | | | |
|  | | *YR PP* | *YR NON PP* | *Y2 PP* | *Y2 NON PP* |
| % achieving ARE (Age-Related Expectations) or above in reading, writing & maths (or equivalent) | | 50% | 47.5% | 54.5% | *66.6%* |
| % achieving ARE (Age-Related Expectations) or above in reading | | 50% | 49% | 60.6% | *80%* |
| % achieving ARE (Age-Related Expectations) or above in writing | | 50% | 49% | 54.5% | *71.3%* |
| % achieving ARE (Age-Related Expectations) or above in maths | | 65% | 67% | 69.7% | *88.4%* |
| % making at least strong (good) progress in reading (here since Nursery) | | 67% | 72% | 79% | 100% |
| % making substantial progress in reading (here since Nursery) | | 67% | 59% | 67% | 64% |
| % making at least strong (good) progress in writing (here since Nursery) | | 92% | 86% | 88% | 100% |
| % making substantial progress in writing (here since Nursery) | | 58% | 69% | 58% | 59% |
| % making at least strong (good) progress in maths (here since Nursery) | | 92% | 93% | 88% | 95% |
| % making substantial progress in maths (here since Nursery) | | 67% | 79% | 75% | 68% |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **In-school barriers** *(issues to be addressed in school)* | | | | | |
|  | Pupils eligible for PP are often not emotionally and physically ready to learn | | | | |
|  | Teaching and Learning is not consistently good | | | | |
|  | Gap increases through school life | | | | |
|  | Communication and language skills on entry to school are lower for pupils who are eligible for PP | | | | |
|  | Key skills (reading, writing, maths) on entry to school are lower for pupils who are eligible for PP | | | | |
| **External barriers *(issues which also require action outside school, such as low attendance rates)*** | | | | | |
| **F.** | Parental engagement with education/school links (educational ability, value of education) | | | | |
| **G.** | Attendance and punctuality | | | | |
| **H.** | Depravation/Parental access to resources to support pupils learning experiences | | | | |
| **I.** | Transient community | | | | |
| **D.** | Communication and language skills on entry to school are lower for pupils who are eligible for PP | | | | |
| **E.** | Key skills (reading, writing, maths) on entry to school are lower for pupils who are eligible for PP | | | | |

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| **Plan BUDGET £77,960**  PDBW 25% salary £12,668  HSLW 50% salary £10,124  TSA 50% salary £48,819  Resources for Nurture / Interventions £6,349 | | | | |
| **Academic Year 2017-2018** | | | | |
|  | ACTIONS | STAFF LEAD & ESTIMATED COST | SUCCESS CRITERIA | EVIDENCE |
| **PRIORITY 1 – Outcomes**  **Ensure all schools have ambitious targets & work consistently to secure good and better outcomes** | | | | |
| * 1. 100% pupils make good or better progress from their individual starting points and each cohort attains in line with or above national.   BARRIER A/B/C/D/E  See TLA Plan and PDBW plan | 1. Identify from baseline data those pupils who are BARE and WBARE identifying barriers for Pupil Premium children. | PDBW/TLA lead  CTs  Contribution towards PDBW lead salary  25% - £12,668  KS lead  Inclusion lead  TSA salaries - 50% - £48,819  PDBW lead supported by Assistant Inclusion lead and CTs  PDBW/HSLW (salary – 50% - £10,124)  /OM  CTs/Team lead/PDBW lead  PDBW lead  CTs  PDBW lead  ELT | 100% pupils make good or better progress from individual starting point (TLA, PDBW plan Inclusion)  Data for pupils eligible for PP is in-line with national at the end of Y2  Data for pupils eligible for PP shows significant progress form their September baseline (challenging cohorts) for GLD (35% increase) and Y1 phonics (22% increase)  Year 2 - 23/61 children  R Baseline 60% / Target 73% / National 61% Gap -0.64  W Baseline 48% / Target 65% / National 52% Gap -0.75  M Baseline 54% / Target 74% / National 60% Gap -0.65  Year 1 – 20 / 60 children  R Baseline 45% - Target 65% Gap -0.09  W Baseline 54% - Target 65% Gap -0.22  M Baseline 60% - Target 80% Gap -0.29  Reception – 14/57 children  R Baseline 28% - Target 51% Gap -0.05  W Baseline 7% - Target 50% Gap -0.04  M Baseline 42% - Target 50% Gap - 0.23  The attainment gap between PP and non PP closes in all year groups.  Nursery GLD attainment shows significant progress (30% increase) from their September baseline.  PP pupils attain in line with their non- pp peers in the Stoke Speaks out Communication screen.  6 children targeted for Nuffield Intervention in Reception  8 children targeted for Nuffield Intervention in Nursery  8 children targeted for Early Talk Boost in Nursery  Children’s work evidences that ALL children are challenged to maximise progress and depth of learning (progression through stickers, fix it, challenges) | Groups data analysis  Intervention analysis  Behaviour monitoring  Attendance analysis/  Hard to Reach monitoring  Data analysis  Communication screen analysis  Drop in obs  Pupil interviews  Book scrutinies  Pupil interviews  Parents registers / parental engagement tracking  Book scrutinies  Parent forum register  School council register  School council minutes  Ofsted Files  Appraisal  PDBW file  Governor visit forms |
| 1. BARE/WBARE PP children to be set aspirational targets (5 points substantial progress over the year). |
| 1. Implement intervention for PP pupils working at BARE/WBARE or those at risk of not meeting their end of year attainment targets.. |
| 1. Monitor appropriateness and impact of interventions for PP pupils (Wave 2 / 3).   Intervention leads to plan interventions, knowing and understanding their roles and responsibilities for impact/value for money. |
| 1. Monitor attainment of PP pupils to ensure a narrowing gap between PP and non PP children |
| 1. Support PP pupils who are not emotionally ready to learn by reducing the number of PP children on behaviour plans through appropriate intervention (stages 2/2+/3). |
| 1. Good Attendance to be encouraged at all levels (attendance awards/policy – PDBW plan – 4.3) |
| 1.2.ENSURE consistent systems across all schools to show that progress of all vulnerable groups currently on roll matches or is improving towards that of other pupils with the same starting points. (DATA, MOBILITY)  BARRIER A/B/C | 1. Work collaboratively with ELT, SLT and DCPro to develop consistent self-populating data systems to measure progress of all pupils including vulnerable groups and children new to school/mobility.   Analyse data for matched/non matched pupils |
| 1. Monitor attendance of PP pupils, ensuring systems and actions are consistent (Policy) to increase attendance of PP children. |
| 1. Monitor PP children on current tracking system for pupil progress and attainment using DC PRO to ensure that the gap between PP children and their peers closes. |
| 1. Teaching staff consistently maintain class context packs to identify PP children and review/amend these at least every assessment point, resulting in all staff knowing who pupil premium children are and championing them to aim/achieve highly. |
| 1. Monitor MYOL for pupils making less than strong progress and identify barriers to learning (including attendance, attitude, behaviour, uniform, homework). |
| 1. Implement intervention for PP pupils making less than strong progress or those at risk of not meeting their end of year attainment targets.. |
| 1. Staff appraisal/pupil progress meetings to focus on progress of vulnerable groups (PP children) |
| **1.**3.ENSURE pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. (COMMUNICATION)  BARRIER B / D | * + - 1. Support KS1 PP children to attain in line with non-PP children in communication (dependent on ESB/TLA plan for communication) | CTs / TLA lead / PDBW lead  EY staff/ EY lead  ENGLISH/TLA LEAD |
| * + - 1. Track EYFS PP carefully using communication screen and early years profile and plan targeted interventions (Early Talk Boost, Nuffield) to ensure they attain in line with non PP children. (3/8 Talk Boost / 3/8 Nuffield) |
| * + - 1. Develop a whole school communication screen so all children have a baseline by the end of the year |
| 1.4.ENSURE that pupils’ books reflect the good or better outcomes as seen in the school data. (BOOKS AND MARKING)  BARRIER C | 1. Monitor books of PP children to ensure that at least strong progress is evident and substantial progress is made by targeted pupils. | TLA/PDBW lead  TLA/PDBW lead |
| 1. Ensure that books consistently identify PP children (marking policy/ stickers) |
| **Priority 2 Teaching, Learning and Assessment**  **To ensure all teaching, learning & assessment in our schools is consistently good and better** | | | |
| 2.2.REVIEW Homework TO ENSURE IT IS MANAGEABLE, builds on basic skills and parents are HELPED to support their child.  BARRIER D | 1. Target PP parents to attend watch me learn homework session (See PDBW Priority 2.1) | PDBW / HSLW lead  PDBW lead/CTs  PDBW/TLA leads | Children’s work evidences that ALL children are challenged to maximise progress and depth of learning (progression through stickers, fix it, challenges)  Learning Objectives, Bronze, Silver and Gold Success Criteria and BAD learning activities are explicit, understood, articulated by the children and impact positively on outcomes (as appropriate |
| 1. Challenge PP parents who do not complete homework using Hard to Reach monitoring/MYOL process to identify barriers and offer support. |
| **2.3** Review marking POLICY TO provide pupils with incisive feedback, in line with the assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.(MARKING) | 1. Monitor books of target PP children to ensure that at least strong progress is evident (and substantial progress for targeted pupils). |
| **Priority 3 Leadership and Management**  **To create effective and sustainable leadership & management teams in our schools** | | | |
| 3.2 Evidence how the views of pupils and parents are listened to and directly used to impact on our school’s effectiveness.  BARRIER D  ***See also PDBW plan*** | 1. Ensure that PP parents are represented on the Parent Forum by targeting specific parents to attend. | PDBW lead / HSLW  SCHOOL COUNCIL LEAD / PDBW LEAD | Pupils and parents work with the school to strategically develop the role of homework (TLA 2.2, PDBW 4.2, PP)  Pupils and parents work with the school to define, measure and address any bullying (PDBW 4.2, 4.4, Inclusion ,Facilities)  All leaders are performing in line with career-stage expectations / performance-related pay and are impacting on school improvement in their area of leadership (TLA, PDBW, Inclusion plans)  All leaders can demonstrate the impact of funding on outcomes and value for money from funding streams (All plans)  All leaders achieve the success criteria set out in their plans - Pupil Premium plan - Mrs.Clark  The community SLT team work collaboratively, independently and effectively to drive school improvement, raise standards and meet agreed outcomes (All plans)  Academy evidence files (paper and electronic) support quality assurance and green plan outcomes (All Plans)  Senior Leaders can effectively demonstrate and present summative evidence to ELT and link governors (All plans) |
| 1. PP children to be proportionally represented on school council |
| 3.3 .EMBED, skilled, permanent and sustainable leadership and management structures. | 1. Appraisal targets to be linked directly with pupil attainment and progress (including substantial progress for WBARE/BARE PP pupils) | PDBW LEAD  PDBW LEAD |
| 1. Arrange Link Governor visits to encourage evaluation of action plans |
| 3.6.Ensure there is a robust academy evidence base to justify leadership judgements | 1. PDBW Ofsted Ready evidence file to be maintained and kept up to date (file 4). | PDBW lead  PDBW lead  SMSC lead (overseen by PDBW lead)  SMSC lead (overseen by PDBW lead) | Academy evidence files (paper and electronic) support quality assurance and green plan outcomes (All Plans)  Senior Leaders can effectively demonstrate and present summative evidence to ELT and link governors (All plans) | PDBE evidence file (4)  SMSC evidence file (8) |
| 1. PDBW monitoring to be used to identify priorities for improvement and acted upon (eg: attendance, parental engagement, homework). |
| 1. SMSC Ofsted ready evidence file to be maintained and kept up to date (file 8). |
| 1. SMSC monitoring (e.g. debate, school council) identify priorities for improvement and acted upon. |
| **Priority 4 Personal Development, Behaviour and Welfare**  **Ensure a consistent approach to safeguarding and provision so that personal development, behaviour and welfare is at least good**. | | | | |
| 4.1 Staff are consistent and uncompromising in their determination to safeguard children. | 1. Develop consistency in all documentations, including chronologies, update forms, hard to reach recording to ensure effective information keeping and evidence of impact of provision. See Safeguarding plan 4.1 | PDBW LEAD / INCLUSION LEAD / ASSISTANT INCLUSION LEAD | Case studies show (SEN, Safeguarding, Pupil Premium, Behaviour):   * + Early intervention   + Rapid acceleration of intervention where necessary   + No case drift   + The child is valued and acknowledged by at least one member of staff (named effective child advocate)   + Advice is acted upon in a timely way   + Policies are implemented effectively | Red books  Monitoring records  ABC forms  Inclusion records |
| 2.Review and implement all safeguarding policies, ensuring that all staff read and understand them. See Safeguarding plan 4.1 |
| 4.3.Pupils value their education and influence parents so that they rarely miss a day at school and attendance is 97%. | 1. Develop a consistent approach to monitoring pupil premium attendance and punctuality | PDBW LEAD / OM  PDBW LEAD / OM  OM / AP  OM / AP | Attendance increases by 1%  Reduce whole-school Persistant Absentees (below 90%) to 17 pupils  Reduce whole-school Persistant Absentees (below 85%) to 6 pupils  Minutes late reduces by 200 minutes | Registers  Late book  Attendance letters  Attendance monitoring/  analysis |
| 1. Clarify roles and responsibilities and develop a sustainable model for Pupil Premium attendance operational management, monitoring, and analysis of impact (including PDBW, OM, HSLW, CTs). |
| 1. Monitor and evaluate attendance of all pupils and intervene where attendance falls below school target (as policy – letters, clinics , involvement of HSLW etc) |
| 1. Present certificates to children who achieve 100% attendance each term |
| 1. Reward for children who achieve 98%+ (voucher) or 100% attendance for the whole year (kindle) |
| 4.6 The school environment celebrates how special and unique our children are. | 1.Monitor celebration tracker / fun club tracker / golden table tracker to ensure the achievements all PP children are celebrated | PBDW LEAD | The environment supports quality learning and celebrates current children (all environment displays including safeguarding, sport, health, SMSC**)**  The child is celebrated within classroom and school environment (PDBW 4.6) (TLA, PDBW, Inclusion, Pupil Premium, Safeguarding Plans) | Trackers  Monitoring |
| **PRIORITY 4 – PDBW**  8.Ensure that the culture, ethos and vision of the MAT and Academy becomes embedded at all levels and across all stakeholders enabling and facilitating improvement strategies moving forwards. | ***Home/school links***  1.Develop time effective system/process for identification of hard to reach  2.Monitor impact of support/value for money  3. Evaluate current hard to reach tracking system and develop a consistent model for the identification of pupil premium pupils and systems to engage families.  4.Implement effective ‘watch me learn’ sessions to empower parents in particular those hard to reach Pupil Premium parents to support children with homework/learning at home.  5.Monitor homework planning and Pupil Premium books to ensure that this build on previously taught skills.  6. Target and track Pupil Premium parents to attend parents events, evenings  7. Analysis of attainment and attendance of all Pupil Premium children.  8. Develop tracking and increase the opportunities for Pupil Premium pupils engagement in the wider life of the school/curriculum | PDBW lead  PDBW/TLA lead  PDBW/TLA lead  PDBW/HSLW  OM/PDBW lead  PDBW lead | Case studies show (SEN, Safeguarding, Pupil Premium, Behaviour):   * + Early intervention   + Rapid acceleration of intervention where necessary   + No case drift   + The child is valued and acknowledged by at least one member of staff (named effective child advocate)   + Advice is acted upon in a timely way   + Policies are implemented effectively   + The child is celebrated within classroom and school environment (PDBW 4.6) | Case studies  Chronologies  Analysis of impact of plan  Targets/interventions  Evidence files  Analysis of impact of hard to reach identification  Parent comments/visits forms  Homework scrutinies  Analysis of parent engagement tracker  Parent attendance registers  Pupil progress meetings |