

**TEMPLE GROVE ACADEMY**



**ACTION PLAN 2018-2019**

6. Pupil Premium	<b>BUDGET</b> (School, PSA/Other)	<b>NON-CONTACT TIME</b>
<b>CO-ORDINATOR</b> SLT	<b>£133,320</b> (This figure is based upon the current PPG cohort figure of 73 students at the time of the census. 64% of pupils. This cohort figure fluctuates as children's eligibility is checked and they are added to FSM.) EP and AP Service £10,000	<b>N/A</b>

Actions	Evidence	Success Criteria & Impact	Roles, Lead and others	Time Scale Start and by when	Resources including time and costs	Target Autumn 18	Target Spring 18	Target Summer 19
To ensure that all PP pupils receive quality first teaching that is pitched accurately to their learning needs providing appropriate challenge to allow progress to be made.	Action plan established and actioned Teachers name PP pupils on English and Math's Planning Aspirational but achievable targets are set for all PP pupils. Data is used to track progress of PP Pupils Pupil Premium Books are marked first	100% of teaching for PP pupils is good and above Teachers and TA's to know who the PP Pupils are in their classes/groups Pupils are receiving quality feedback to support learning	GH IMR SLT Class Teachers and Staff	Ongoing target	Class teacher time PPA time £75,720	All PP children indicated on planning	Ongoing	Ongoing
To accelerate progress in Phonics, Reading, Writing and Maths for PP Pupils.	Data assessed and identified those PP who require intervention. Allocated practitioners plan and carry out appropriate interventions. PP Lead has monitored effectiveness of provision and measured their impact through data assessment with EC	Above average progress is evident for PP pupils.	EC SLT Class Teachers And Staff	Ongoing target	Interventions and practitioners time £18,000	100% PP pupils to have made expected progress	100% of PP pupils to have made expected progress	100% of PP pupils to have made above expected progress

**Evaluation**  
The quality of teaching and learning has improved throughout the year with monitoring suggesting that all teaching is good with outstanding practice in some area. Staff have had CPD focused on Quality First Teaching and adapting teaching to meet the needs of all pupils, this has enabled groups of children to access learning at a differentiated level, but at the same time, make measurable progress. Teachers and TAs are aware of the specific needs of pupils in receipt of PPG, and the planning and assessment of these pupils are tracked weekly by teachers and monitored by SLT. A high proportion of our pupils in receipt of PPG also have significant SEND, therefore the two groups are now tracked separately. Attainment gaps are continuing to close across the school – some progress which should be highlighted is outlined below:  
In Year 1 100% of PP pupils achieved ARE by the end of the year in Reading and Writing, this is +27% gap compared to non PP and in Maths 100% of PP pupils achieved ARE by the end of the year in Maths which is +18% gap compared to non-PP. In Year 2 63% of PP children achieved ARE in Reading and Writing compared to 79% of non-PP and in Maths 75% of PP children achieved ARE compared to 84% of non-PP children. In Year 3 83% of PP children achieved ARE in Maths compared to 85% non-PP, 83% in Reading compared to 100% non PP and 75% in Writing compared to 85% non PP.

Targets have been set for PP attainment moving forward into the next academic year particularly focusing on increasing the number of PP pupils achieving the GD scores.

Actions	Evidence	Success Criteria & Impact	Roles, Lead and others	Time Scale Start and by when	Resources including time and costs	Target Autumn 18	Target Spring 18	Target Summer 19
To provide opportunities for PP pupils to be successful and confident by encouraging participation in homework and after school clubs.	High take up of PP children at Homework and after school clubs.	Self-esteem and confidence of PP Pupils raised PP Pupils more engaged in school life	EC SLT Class Teachers And Staff	Autumn Term.	Staff Time	Ongoing	Ongoing	Ongoing
To subsidize educational visits for PP pupils to take part despite the growing 'real' costs to allow visits to take place	All PP pupils attend visits, residential or day.	All PP pupils attend visits, residential or day. Increased confidence and enthusiasm for visits	SLT SBM Office Staff	Ongoing	£1,000	Ongoing	Ongoing	Ongoing
<b>Evaluation</b> A range of extra curriculum activities were implemented during 2018/2019 in addition to enrichment activities that formed part of children's ongoing topic work. PP pupils were subsidized in order to ensure that they could fully access the broad and balanced curriculum on offer at TGA								
PP pupils to be monitored by Welfare Officer – providing nurture groups as necessary Free invite to Breakfast club	PP pupils feel confident in school Self Esteem is raised	PP are fully engaged in their learning	SC <b>AP and EP service</b>	ASAP and Ongoing	£13,000 <b>£10,000</b>	Ongoing	Ongoing	ongoing
<b>Evaluation</b> Training has been provided for a skilled TA to train as an ELSA. This will ensure that as we move forward into 2019/2020 children from vulnerable families are able to access further emotional support. Our welfare officer has carried out 22 home visits to address attendance issues and PP attendance has increased from 92.8 to 94.3 over the past two years.								
To ensure that ALL PP children, <u>regardless of ability</u> , receive support and/or interventions that ensure they are able to reach their full potential.	All pupils receive their entitlement PP Tracking document Intervention records PP Provision Map	All pupils receive their entitlement		ASAP and Ongoing	£21,600	More able PP children identified	More able PP children identified with interventions on Provision Map	Ongoing
To enable and develop class teachers understanding of the attainment and progress of their PPG cohort	Pupil Premium data analysis Pupil Progress Meetings	Class teachers, Year group Leads and PPG Lead are proficient in the understanding of the data Analysis will allow interventions to be even more specific Increased understanding of needs of PP children and adaptation of provision	SLT Class teachers	Termly after assessment	AB and NG termly meetings	Meeting after Termly assessments	Meeting after Termly assessments	Meeting after End of year assessments inform provision for the new academic year
To monitor attendance of PP pupils	PP attend school and reach the target of 96%	PP pupils make good or better progress	Studybugs EC SLT GH Welfare Officer	Autumn Term	Studybugs £4,000	Ongoing	ongoing	ongoing

Actions	Evidence	Success Criteria & Impact	Roles, Lead and others	Time Scale Start and by when	Resources including time and costs	Target Autumn 18	Target Spring 18	Target Summer 19
<p>Enrichment To give PP children the opportunity to learn an instrument.</p>	<p>Pupils will be given piano lessons.  6 x pupils FREE PP funding 6 x pupils half price PP funding</p>	<p>All pupils will perform in termly concerts. Pupil progress will be tracked to see the impact of music lesson on core curricular subjects. Pupils will show progress in communication skills, co-ordination, and concentration. Pupils will benefit from positive school experience and enhanced life skills.</p>	<p>HB – Music Lead  Lucy Hawthorne – peripatetic music teacher</p>	<p>Start date : Sept'18  Whole school year</p>	<p>2250.00 Total  250 x 6 new students 125 x 6 existing students, to carry on their tuition but parents to contribute half the funds. (Piano books to be bought with budget also.)</p>	<p>On going</p>	<p>On going</p>	<p>On going</p>
<p><b>Evaluation</b> Children's progress was monitored throughout the year. Anecdotal evidence would suggest that the lessons provided children with an opportunity to increase their confidence and self-discipline. Children were also found to have developed a sense of movement, rhythm &amp; appreciation of music, improved posture and co-ordination of the mind and body.</p>								
<p>Play Therapy To provide therapeutic and emotional support to nominated PP children. In some cases this is a requirement of a child's Child in Need plan.  Additionally the play therapist will offer a 12 week Parent Child Attachment Play course for parents, to support their parenting.</p>	<p>Targeted pupils (3 in Y6) will benefit from regular play therapy sessions that will begin to address issues which could be impacting negatively on their ability to progress academically.  With regular attendance some parents will acquire new skills and a greater understanding of attachment issues that may impact on their parenting skills. It could also be seen to improve parental engagement with the school.</p>	<p>SDQs (Strengths and Difficulties Questionnaire) are completed by the Class teacher before play therapy sessions commence. Similarly SDQs are completed when the sessions have finished. The Play therapist meets with parents before the sessions commence in order to ascertain any issues/concerns that may be impacting on the children and their family. The play therapist will also produce a report summarizing her work which is shared with the school and the parents.</p>	<p>SC - Welfare Officer Susie Horton – Play Therapist</p>	<p>Start date for Play Therapy sessions 2.11.18 for 12 weeks initially</p>				
<p><b>Evaluation</b> During 2018/2019 six children at TGA received 1:1 Play Therapy sessions All children were in receipt of PP. All children were part of vulnerable families and for various reasons the children displayed emotional behaviour. 4/6 children showed improvement in their SDQs post therapy.</p>								
<p>Early Help and Intervention to ensure that children and families in the Early Years are developing good attendance practices prior to attending compulsory schooling</p>	<p>The Welfare Officer works closely with families to ensure that positive attendance practices are in place from Nursery.</p>	<p>Families understand the impact of irregular attendance. Families begin to understand the good attendance procedures that are in place at school</p>	<p>SC - Welfare Officer</p>	<p>£1700 (EYPP)</p>				
<p><b>Evaluation</b></p>								

