

Pupil Premium Proposed Spending Plan 2017-18

| PROVISION | IN PLACE | NEXT STEP | INTENDED OUTCOME | HOW THIS WILL BE MONITORED? | COST | TOTAL | EVIDENCE |
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| <p>Inclusion team:</p> <ul style="list-style-type: none"> • Qualified Forest schools practitioner. • Non- teaching SENCo • Learning Mentor • Safeguarding assistant • Lighthouse Leader • Additional SENDs services • Additional Educational Psychologist services • Parental workshops | ✓ | <p>SENCo to remain a full time, non-teaching post for maximum impact.</p> <p>Full time Learning Mentor position (also a PREVENT trainer)</p> <p>Safeguarding assistant is a part time position.</p> <p>All staff will complete Safeguarding Level 1 on a 3-year cycle.</p> <p>Governors to attend Safeguarding training.</p> <p>All children to participate in Forest Schools Activities.</p> | <p>Children's needs are quickly identified, for disadvantaged children and those with additional needs.</p> <p>All children will be safe at Kingsland.</p> <p>All adults are responsible for Safeguarding at Kingsland.</p> <p>All staff will receive PREVENT training.</p> <p>Children who require additional support services are able to access them quickly.</p> <p>Additional services from SENDs and EPS will ensure children do not fall behind.</p> <p>Disadvantaged children participate in Forest Schools activities fortnightly.</p> | <p>To engage and support our most vulnerable families. Early Help outcomes.</p> <p>'Team around the child' team to meet every half term to discuss families and share information.</p> <p>Assemblies - to ensure children know that there is support in school.</p> <p>Regular training for staff on safeguarding.</p> <p>Performance management</p> | <p>Combined salary costs for identified staff:</p> <p>Forest Schools</p> <p>SENCo & Safeguarding Learning Mentor Home Liaison Officer</p> <p>Additional SEND support</p> <p>Additional EPS support</p> <p>TOTAL COST:</p> | £35,288 | <p>Forest schools has had a positive impact on the children. Children have enjoyed sessions and children who struggle within a classroom environment have been observed achieving well in the forest school environment. Focus for next year needs to now be ensuring that these behaviours are transferred into the classroom environment.</p> |
| <p>Teaching assistants to be deployed where need is greatest to provide small group interventions and deliver quality teaching.</p> | <p>✓</p> <p>TA's deployed according to need.</p> | <p>Teaching assistant CPD to be kept up to date for whole school improvements - English is a whole school focus for this year.</p> <p>SENCo to lead on specialist programmes of intervention matched to children's needs so they make better than expected progress.</p> | <p>Disadvantaged children will benefit from small group interventions, based on whole school improvements, and those targeting their specific needs.</p> <p>Progress for disadvantaged children will be accelerated so that the gap between school and national diminishes.</p> | <p>Academic progress monitored by the exec Principal, Vice Principal, Assistant Principal and SENCo by using DCPro.</p> <p>Termly Pupil progress meetings with class teachers following data upload onto DCPro.</p> <p>SENCo will monitor the delivery of interventions by TAs.</p> | <p>Combined salary costs for identified staff</p> <p>TOTAL COST:</p> | £83,316 | <p>All PP children across the school have made expected progress with 22% of PP children making accelerated progress.</p> |
| Resources | Ongoing | <p>Continue to provide high quality resources to ensure high quality curriculum is enhanced.</p> <p>Introduce CPOM's software to monitor CP, safeguarding, SEND, Attendance of all pupils including disadvantaged.</p> <p>Every child receives their own copy of the English text each half term.</p> <p>Subject leaders to research new resources that could be purchased to enhance the teaching and learning of their subject in the curriculum.</p> | <p>Resources will ensure children with a variety of needs and learning styles are able to access the curriculum and make good progress.</p> <p>Staff to use and record all details regarding children's welfare on CPOMs.</p> <p>Resources match the needs of the children.</p> <p>Children are inspired to learn about new ideas and technology.</p> | <p>Phase Leaders to ensure appropriate and high quality resources are purchased and used.</p> <p>SENCo to ensure appropriate and high quality resources are matched to the needs of children.</p> <p>Subject leaders to ensure new resources are used effectively.</p> <p>Safeguarding leads to monitor CPOM's and provide support for staff.</p> | <p>EYFS outdoor area</p> <p>Nursery indoor area</p> <p>Identified items from Curriculum and SENCo resource budgets:</p> <p>CPOMs software</p> <p>Commando Joe resources:</p> <p>TOTAL COST:</p> | <p>£35,200</p> <p>£452.00</p> <p>£35,652</p> | <p>A subscription to Times Tables Rock Stars has been purchased and introduced in school, ensuring that times tables has a greater focus in school. Rock speed across the school since introduction has improved from an average of 15s per questions to 8s per question. CPOMs software has ensured that effective communication of safeguarding issues is taking place and relevant referrals are being made.</p> |
| Training for all staff | Ongoing | <p>CPOM's training for staff.</p> <p>Ongoing CPD linked to school priorities.</p> | <p>High quality training will impact on children's learning, including disadvantaged children.</p> <p>All children, including disadvantaged children, will receive high quality first teaching, resulting in good progress from starting points.</p> | <p>CPD logs.</p> <p>Performance management.</p> <p>Learning walks, lesson observations, pupil interviews.</p> <p>Outcomes and progress measured each half term.</p> | <p>Training costs:</p> <p>TOTAL COST:</p> | <p>£10,239</p> <p>£10,239</p> | <p>Introduction of Talk 4 Writing and training for Guided Reading has had a positive impact. All PP children have made expected progress in reading and writing and as a result of T4W and the changes to guided reading 11% of PP children have made accelerated progress in reading or writing.</p> |
| Develop role of PP link governor | Ongoing | <p>SS to meet with link governor each term to evaluate progress against the PP action plan.</p> | <p>Governing body will be in up to date with progress against the PP action plan.</p> | <p>SS to arrange meeting and feedback to SG.</p> <p>Link Governor to feedback to the governing body</p> | <p>TOTAL COST:</p> | £0.00 | Ongoing. |
| Early Years Team to be involved in the Early Years Quality Improvement programme | ✓ | <p>Early Years team to attend quality training offered through the programme and to share good practice back at school.</p> | <p>Active engagement will ensure provision is enhanced and good progress is made from starting points. GLD at the end of EYFS will increase from previous years and the gap between Kingsland and national will begin to diminish.</p> | <p>EYFS leader to monitor the impact of new initiatives.</p> <p>Pupil Progress meetings.</p> <p>Tracking using DCPro.</p> | <p>TOTAL COST:</p> | £3,020 | <p>Staff attended training on the use of drama in EYFS, characteristics of effective learning and phonics. This has increased the quality of teaching in EYFS. A course on continuous provision has ensured that all free flow activities are purposeful. Nursery staff attended a course on understanding behaviour in the early years and this provided a range of strategies to help improve behaviour across EYFS. Moderation training was also carried out, which has ensured that data is consistently in line across the school and the trust.</p> |
| Parent workshops/training/drop in sessions | ✓ | <p>Home Liaison Officer to continue to work alongside parents to ensure programmes are beneficial and of interest.</p> <p>SENCo to work with parents.</p> <p>Staff to work with parents to help with homework.</p> <p>KH to run a homework club for all. Disadvantaged children to receive invitations.</p> | <p>Parental involvement has a significant impact on children's education and achievement.</p> | <p>Registers kept of parental attendance at workshops and events.</p> <p>Parental feedback from surveys.</p> <p>Tracking on DCPro.</p> | <p>Materials and resources for Parental workshops:</p> | £1500 | <p>A variety of parent workshops have taken place at the Lighthouse Centre and these have been well attended by all. 40% of the places available on workshops have been taken by pupil premium parents.</p> |

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| <p>Extra curricular activities and after school clubs.</p> <p>Use of school minibuses.</p> <p>Good to Be Green weekly rewards.</p> | ✓ | <p>A range of ASC (provided by staff and external agencies) to be offered to all children, updated each half term.</p> <p>Two school minibuses used regularly for ASC, activities during the school day, and educational visits.</p> <p>Ensure registers are kept, with disadvantaged children highlighted. Celebration assembly to link with "Good to be Green" to provide motivation for academic and behavioural success.</p> | <p>Extra curricular activities will have a positive significant impact of children's confidence, behaviour and learning outcomes.</p> | <p>SD to coordinate and lead on ASC and activities, and monitor disadvantaged children's attendance. SS to lead celebration assembly.</p> <p>KW to monitor behaviour logs and G2BG records.</p> <p>JLT to evaluate effectiveness of Celebration assembly throughout the year.</p> | <p>Travel costs to sporting competitions, events and educational visits:</p> <p>Mini bus costs:</p> <p>Behaviour rewards:</p> <p>TOTAL COST:</p> | <p>£7,200</p> | <p>A wide range of clubs has been offered this year and 77% of Pupil premium children have attended an after school club at some point during the academic year. The minibuses have been used effectively throughout the year allowing for children to attend sports activities and trips out that otherwise would not have been possible.</p> |
| <p>Breakfast Club/Break time snack</p> | <p>✓</p> <p>Club available every day f</p> | <p>Breakfast club is subsidised. PP children receive a free breakfast if they are unable to purchase items.</p> <p>Breakfast club to start at 7.30</p> <p>PP children targeted to read with a member of staff during breakfast club.</p> | <p>Children start the day ready to learn.</p> | <p>Register kept, PP children highlighted.</p> <p>Monitor pupil's progress through DCPro.</p> | <p>Staffing costs:</p> <p>Food/drink costs:</p> <p>TOTAL COST:</p> | <p>£6,025</p> | <p>All PP children attending breakfast club received between 2-5 additional 1:1 reading sessions each week with an adult. Research from many agencies such as EEF magic Breakfast state the benefits on pupil outcomes of running a breakfast club rather than just providing breakfast.</p> |
| <p>Educational visits, including residential education.</p> <p>Visitors to school (e.g. POPUK, Poet in residence)</p> | ✓ | <p>Subsidy of visits for PP children.</p> <p>Subsidies for Stanley Head residential visit so that PP children can fully participate.</p> | <p>Visits and residential learning will develop more positive opinions and attitudes towards school. Confidence and relationships will improve, therefore raising attainment.</p> <p>Children will be given experiences differently to what they may experience otherwise.</p> <p>Aspirations will be raised.</p> | <p>Phase leaders to ensure visits to support the curriculum take place.</p> <p>Monitor pupil progress through DCPro.</p> | <p>Educational visits, including residential trips:</p> <p>City Seven's (Y2):</p> <p>POPUK:</p> <p>Andy Tooze:</p> <p>Music:</p> <p>TOTAL COST:</p> | <p>£7,500</p> <p>£317</p> <p>£1040</p> <p>£884</p> <p>£3000</p> <p>£12,741</p> | <p>Visits were subsidised to The Blue Planet, Chester Zoo, Stanley Head, Chill FactorE. Subsidised visitors into school included The Owl Man, Take a hint Theatre Group. The visits and visitors provided opportunities which they children would not otherwise have had and in most cases enhanced their understanding of topics being taught in class.</p> |
| <p>Attendance</p> | ✓ | <p>Work with EWO service to raise whole school attendance - with emphasis on PP children.</p> <p>Good to Be Green Celebration Assembly provides rewards linked to attendance.</p> <p>PP children monitored closely.</p> | <p>Good attendance at school ensures full participation in all aspects of school life leading to improvement in progress and attainment.</p> | <p>to monitor attendance, and how this impacts on learning (DCPro)</p> <p>EWO to work with parents and families.</p> <p>Safeguarding Assistant to lead on EH for families with poor attendance.</p> <p>Daily check on vulnerable families.</p> <p>Attendance linked to G2BG rewards.</p> | <p>SLA for EWO:</p> <p>Salary costs:</p> <p>G2BG rewards:</p> <p>TOTAL COST:</p> | <p>£2100</p> <p>£28,330</p> <p>£1600</p> <p>£32,030</p> | <p>Home visits from Attend EDC have had a positive impact on improving attendance of some non-attendants. Attendance clinics and home visits will continue next year. Children who do not attend school for the whole week are not entered into the weekly prize draw. This has encouraged children to attend school more regularly.</p> |
| <p>Data Tracking:</p> <ul style="list-style-type: none"> DCPro - online tracking of all groups of children, for all subjects, updated every half term. Fisher Family Trust Aspire programme (FFT) Perspectives Lite - observation, performance management, survey tool. | <p>✓</p> <p>DCPro is updated termly, and analysed to allow next steps to be put in place for groups of children.</p> <p>FFT allows all factors to be monitored.</p> | <p>Ensure all staff are aware who the PP children in their class/cohort are, and that next steps are carefully planned for to ensure progress is made.</p> | <p>The gap between school and national PP children will diminish as a result of a sharper focus on data.</p> | <p>Exec Principal/Vice Principal/Assistant Principal and SENCO to check DCPro and FFT is being used appropriately, purposefully for academic progress and the planning for next steps for target groups.</p> | <p>Salary costs for identified staff:</p> <p>Programmes:</p> <p>TOTAL COST:</p> | <p>£4000</p> <p>£1093</p> <p>£5093</p> | <p>Continued use of DCPro has enabled all teaching staff to track the progress of disadvantaged children and has supported them in choosing children to target with 1:1 support. The reports available have enabled SLT to identify areas of school where support is needed the most to bridge the gap between disadvantaged and non-disadvantaged.</p> |
| <p>Junior Leadership Team</p> | ✓ | <p>Mixture of disadvantaged and non-disadvantaged children on the JLT.</p> <p>School council meets regularly (once fortnightly), recording their own minutes and leading on whole school change and initiatives.</p> <p>JLT to write and present their own SEF and present to governors.</p> | <p>Children are empowered to lead changes in their school. They feel valued and safe.</p> <p>Children gain a greater understanding of British Values.</p> <p>JLT to develop leadership skills and drive school improvement through their own SEF</p> | <p>PE to ensure the council meet regularly, and are encouraged to make decisions.</p> <p>Children's questionnaires.</p> <p>SS to ensure JLT are active and working towards whole school improvement as well as being developed through training as leaders.</p> | <p>Ongoing support and training:</p> <p>Networking visits with other schools</p> <p>Educational trip for Leadership</p> <p>Reward trip</p> | | <p>JLT met regularly to provide a pupil voice. 40% of the children on the JLT were disadvantaged children. These children developed their leadership skills and improved their confidence by leading class discussions and feeding back to their peers what their research had found out. The JLT had a major part in shaping the celebration assembly.</p> |
| <p>Teaching & Learning:</p> <ul style="list-style-type: none"> Additional HLTA in Year 6 Full time non-teaching SENCO to support and develop intervention timetables, meet training needs, and monitor TSA delivery of interventions. | ✓ | <p>Year 6 split into smaller groups, a mixture of disadvantaged and non-disadvantaged children.</p> <p>Interventions across both key stages to support and develop writing, grammar and spelling.</p> | <p>Children will make rapid progress to boost attainment, therefore diminishing gaps between school and national, with emphasis on PP children.</p> | <p>Phase leaders to monitor through lesson observations, learning walks and book scrutinies.</p> <p>Academic progress monitored by Exec Principal, VP, Assistant Principal and SENCO using DCPro and FFT.</p> <p>Termly pupil progress meetings.</p> | <p>Combined salary costs of identified staff: (% of costs):</p> | <p>£76,577</p> | <p>Smaller classes had a positive impact on the confidence of children in Year 6. 30% of children in year 6 changed pathway throughout the year making accelerated progress. This was greater than in most other year groups.</p> |
| TOTAL RECEIVED: | | | | | | £293,940 | |
| TOTAL SPEND: | | | | | | £308,681 | |