Pupil Premium Spending Plan 2018 to 2019

**Background**

The Government believes that the Pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to children from low- income families who are currently known to be eligible for FSM and for children who are or have been looked after (LAC.)

Eligibility for the Pupil Premium is extended to any child who has been in receipt of free school meals at any point in the last 6 years. Research has highlighted that as a group, children eligible for FSM are likely to have lower educational attainment than those children who have never been eligible for FSM.

A Premium has also been introduced for children whose parents are currently serving in the armed forces.

**Rates for eligible pupils**

The PPG per pupil for 2018 to 2019 is as follows:

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| **Disadvantaged pupils** | **Pupil premium per pupil** |
| Pupils in year groups reception to year 6 recorded as Ever 6 FSM | **£1320** |
| Pupils in years 7 to 11 recorded as Ever 6 FSM | **£935** |
| Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority | **£1,900** |
| Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order | **£1,900** |
| The [early years pupil premium (EYPP)](https://www.gov.uk/government/policies/improving-the-quality-and-range-of-education-and-childcare-from-birth-to-5-years/supporting-pages/early-years-pupil-premium) is additional funding for early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds. | **53p hour/ £302.10** |
| **Service children** |  |
| Pupils in year groups reception to year 11 recorded as Ever 5, Service Child or in receipt of a child pension from the Ministry of Defence  | **£300** |

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| For further information: |  |
| www. Pupil premium 2015 to 2016: conditions of grant |  |
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**Pupils eligible for PPG by Class**

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| **By class** | **June 2018** | **October 2018** | **June 2019** |
| **Peru** | **6** | **TBC** | **11** |
| **Panama** | **7**  | **8** | **8** |
| **Paraguay** | **3** | **6** | **6** |
| **Cuba** | **12** | **5** | **5** |
| **Costa Rica** | **9** | **5** | **5** |
| **Colombia** | **11** | **11** | **12** |
| **Chile** | **11** | **12**  | **10** |
| **Argentina** | **8** | **9**  | **9** |
|  **Bolivia** | **8** | **10**  | **10** |
| **Nicaragua** | **15** | **8** | **7** |
| **Mexico** | **12** | **10** | **10** |
| **Venezuela** | **18** | **13** | **12** |
| **Puerto Rico** | **13** | **14** | **14** |
| **El Salvador** | **17** | **15** | **15** |
| **Espana** | **11**  | **18** | **18** |
| **Total** | **161 pupils** | **142** | **149** |
| **% of school population** |  |  |  |

**3 LAC pupils**

 **We intend to spend the PPG to support children’s learning in the following ways. It will also be linked to the schools priorities as seen in the SIP:-**

**PPG spending Plan 2018 to 2019**

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| **Use of funding** | **Outcomes**  | **Cost**  | **Next steps** |
| **Pupil Welfare** |  |  | **Autumn 2018** | **Summer 2019** | **Additional comments** |
| **Additional support for Educational Psychology service** **(Buy in 15 days 2018 to 2019)** | Strategy in place to assess barriers and support pupils to overcome difficulties quickly. Help children to access long term support if required.  |  **School to buy in 15 days provision plus 3 statutory half days approx.. £10,000** | *2/7 pupils seen by EP PPG. These have been prioritised and would not necessarily have been seen as priority. Advice given to staff to support access and engagement with learning* | *3 further applications for EHCplans submitted to SEND panel in summer term.*  |  |
| **Rewards for excellent punctuality and attendance** | Children have a good start to the day and are proud of their achievements.Home school links strengthened | **3x year £100** **Total £300** | *Attendance has increased to 96%**120 pupils achieved 100% attendance in Autumn term 2018* | *See attendance data for Summer 2019* |  |
| **School to buy in Silver SLA for support from EWO services** | Persistent lateness and poor attendance which have a significant impact on attainment are tackled robustly. Children in school daily and on time |  | *Rigorous monitoring**First day calling**Vulnerable pupils monitored and reported on daily to SLT.**Regular Meetings wit h families and EWO.* | *School has well established system for following up on abasence. First day calling and follow meetings with attendance team are rigorous.*  | Further work to be done in identifying and following up poor attendance in our nursery and Reception classes. Attendance to be a focus for monitoring. Staff to speak to new parents at new starter meetings. |
| **Counselling** | Children to be able to express worries or concerns that have that may prevent them from developing their emotional well- being. Parents can also access provision to talk about concerns. | **1x day week x39 weeks** **Total £6000** | *Children using Talk time slots weekly**Reviews of progress within sessions held ½ termly**Progress see. End dates for sessions identified.* *2/4 attending PPG* | *All counselling slots being used well by participants. Counsellor is also seeing a number of children in KS2 for informal talk time.**50% PPG pupils attending*  |  |
| **Funding for learning mentor to support work on family involvement and pastoral care in school** | Develop a strong link between the school and hard to reach families. Signpost families to services and facilities that will be of benefit.Support parents in their knowledge and understanding of how to help their child. |  **Approx £18,000** | *Support and advice on a wide range of issues given to families* *Links with EWO developed and joint meetings held**Face to face contact with families daily**Focus on punctuality. LM referral form developed for staff use.**Joint working with SENCo on EH referrals* | *Learning mentor has developed her role over the Spring and Summer Term. New referral system means that needs are clearly identified and correct type of support offered.* *Support given in class, at lunchtimes and in social skills groups. Supports with attendance reviews and work with parents.* | Exit assessment data to be collected on Pupils accessing learning mentor time throughout the day-  |
| **Breakfast provision through the year for families experiencing crisis** | Children have a positive start to the day and a healthy breakfast | **39 weeks @ £10per week****Total £390** | *2 pupils using this service while family situation is chronic. Ensures a settled start to the dayand additional support after school* | *This has been used effectively with pupils experiencing hardship. It has supported attendance during times when families have struggled to get children into school.* |  |
| **After school club provision throughout the year for families experiencing crisis** | Children are given high quality childcare at the end of day when difficulties in the families arise. | **Budget for 6 children x 2 weeks= £1000** | *This forms part of an offer to support our most vulnerable families offering short term support* |  |
|  **Chill out club****Playground support** | Children supported emotionally at lunchtimes in order to develop social skills and enjoy unstructured time | **Learning mentor 30 mins x 5 times week for KS1** **Learning mentor 30 mins x 5 times week for KS2****10 Tas x 30 mins x 5days per week** **=£1,700** | *Very successful in supporting key pupils on a regular basis to ensure they and peers have a happy and safe time at playtimes**Supports pupils with vulnerabilities, encourages opportunities for friendships and social skills**Has prevented lunchtime exclusions on at least 3 occasions over the term, allowing children to devlop more self managing skills* | *2 chill out clubs are run daily – one for each key stage. Children can choose to go to the club themselves or can be directed there. Both clubs are full each day with between 10 and 12 pupils attending. The club supports friendship groups and social skills as well as developing emotional regulation skills.* *TAs are now fully involved in the running of lunchtime provision. They are engaging with children and supporting them to develop their play skills.* *A new x tables rock stars club has also been running throughout the Spring and Summer term run by KA. This is supporting automaticity of xtable facts. See register for PPG attendance figures* |  |
|  **Uniform provision for families unable to provide it** | Children to access school uniform so can feel well cared for and engaged as part of the school community | **£100** | *Plimsolls, PE bags, book bags, jumpers given to vulnerable families and to families with NRTPF* | *Uniform given to a number of our families and to some new arrivals with CP concerns.* |  |
| **Raising Standards** |  |  |  |  |  |
| **4 additional Support staff posts to target PP children** | Small group and individualised support packages to boost targeted children’s learning.Early years TA ensures pupils settle well and make good progress in their speech and language development | **£78,000** **1 in EYFS****1 in KS1****1 in Year 4** **1 x3 days a week in KS2** | *DK year 4**HL year 5**C – reception**NG year 6* *Additional staff used to deliver interventions and catch up and to allow the teacher to lead groups and target support daily to raise attainment* | *Additional staff deployed across KS1. Year 6 given additional support for children at risk of not making EXS. JC and NG supported the year 6 teachers to provide small group support in maths and booster groups.as 32 pupils in year 6 are PPG this benefitted the cohort significantly* |  |
| **Professional development for staff ( release time and training costs)****With HEP** | Improved QFTConsistent implementation of practice and expectations across the school | **30 days cover per year approx. cost= £3000****Cost of Buy in =£3,000** | *Training purchase. Training undertaken in line with SDP and national priorities and expectations.* *Training Log kept. Application for training overseen by SLT* | *Staff complete CPD request forms see Log with SBM to ensure training supports SIP. Eg Autism training attended by 2 EYFS staff in June 2019. This cascaded to other staff in following weeks* |  |
| **Buy in to Haringey LA**  | Access local provision and share good practice across the HEP |  |  | *Developing link within NLC and between schools to share good practice and expertise. Joint initiatives launched eg Peer to peer review and moderation* |  |
| **2 teachers KS1 and KS2 and 2 TAs to attend ELKLAN training** | To understand the demands of pupils with SLCN and to develop staff skills and expertise. | **3 days release for 4 staff to attend training.** **£1500** **4 handbooks @£75 each= £300** |  | *Not achieved due to staff mobility* |  |
| **Early morning booster maths sessions.** **2x week with** **Year 2, 4,and 5,** **Led by teachers and support staff** | All children attending have increased number knowledge and automaticity with key skills | **Preparation of resources and delivery** **= £4,000** **30 mins x2week**  **30 minutes delivery 2x week with 3 cohorts.** | *Boosters led by DK- year 5 and year 3 2 xweek 8.30-9.00* *NG- year 6 boosters**MM- year 5 and 6 boosters* | *Pupils have attended and entry and exit interviews show an improvement in mental maths test scores for all pupils* | X table rock stars club to be held after school in Autumn term 2019 |
| **Pupils attending after school EXPLORE/ KUMON learning provision** | Individualised learning packages to support a range of learning styles and individual needs both linked to emotional well being and learning | **£60 per month for 1 pupil** **Total cost= £720** | *Not happened this term* | *This is no longer a planned option based on its lack of proven effectiveness* |  |
| **Training programme for teaching assistants****30 minutes x weekly** | All support staff well trained and knowledgeable in the interventions they are delivering. | **Time/ resources led by SENco****15 TAs x30 mins x 39 weeks= £390****SENCo costs****= £1,000** | *Weekly training session held at 8.30 and Tuesdays overseen by HJ.* *Sharing good practice**Discussing school initiatives**Increasing subject knowledge ( see TA training log, agenda and minutes for details)* | *Subjects covered this term include modelled writing, punctuation, x tables, supporting effectively in carpet sessions, spelling, handwriting, xtables rockstars., phonics* | Can be made more effective by a change in time so that all staff can attend and by lengthening the session |
| **Additional intervention sessions to boost levels and provide catch up learning** | Identified support staff deliver catch up sessions 2x weekPupils making expected or better progress. |  **Costing as part of TA salary** **Also to include 1 ½ days of SENCO teacher time and 1 ½ days of learning mentor support time** | *Children given access to additional learning provision to ensure understanding either in pm or lunchtime**NG year 6* *Mel- year 6* *Simran year 6* | *Trainee SENco supporting in year 1 in ams through Summer term. AHTs supporting in year 6 through Spring and Summer term. TAs delivering consolidation eg 1:1 DSR in pm in year 1*  | TAs to be deployed in a new way in September to maximise QFT and catch up |
| **RWI manager to oversee effective teaching of phonics in reception and Year 1** | Targeted children grouped effectively within this intervention and progress seen towards the NLS and/ or additional 1:1 sessions given.School achieves over 80% pass rate on annual phonics check for year 1. |  **Proportion of salary of RWI manager****£ 15,000 approx** | *Individuals and groupings assessed regularly. Children moved between groups with progress. Addition al staff identified to keep groups small. Review and changes to provision made when necessary to ensure access to writing.* | *HR and SS have overseen the phonics check for yera1 and year 2.* *Data still to be ratified* *Phonics groups held for parents and children after school for Year 1 and reception pupils* |  |
| **More able Year 2 Pupil Boosters** | Children identified as worked at expected year 2 given additional support in order to reach EXS or GDS |  **Spring and Summer term** **Daily support****25 weeks x3 days week****£7,500** |  |  |  |
| **Support for EYFS with settling, SALT and well- being and social skills** | Skilled language support assistant develops children’s skills in language and communication through cross curricular teaching | **£10,000 ( ½ timetable of Speech and language specialist TA- KN)** | *Close liaison with SALT and school staff. Staff onserving narrative sessions to develop their own understanding and teaching skills eg KN and SU.* | *SU and KN have worked closely with EYFS team to support language development. Progress seen and levels of GLd in EYFS are looking promising although as yet unvalidated* |  |
| **EYFS practitioner assesses children in Nursery an reception with Well Comm assessment materials** | During Autumn children are given baseline assessments using the Well comm materials. Information used to target support for learning, | **Autumn term assessments** **3 days x 15 weeks for HLTA (SU) to assess and put in place interventions** | *All children in reception assessed on entry and learning opportunities identified and SALT groups set up for next steps learning- Led by C and SU* | Well Comm provided support and learning activities to develop language skills. |  |
| **Rigorous monitoring of the progress of children receiving Pupil Premium grant by Lead for PPG and all subject leaders** | Children’s needs identified quickly and targeted provision allocated. Whole school involvement and awareness of the PPG and working towards better outcomes for pupils. All subject leaders know who the PP children are and are mindful of provision. | **Meeting time ½ termly with SLT and subject leaders****(5 days cover each term x 3) £2,250** | Termly updates and next steps provided by class teachers and subject leadres Agenda item for Extended SLT to report back on progress and agree next steps actions(08.01.2019) | *Subject leaders will report back by End of term on progress in their area. July 2019* |  |
| **Mentoring of pupils Year 2 onwards by class teacher ½ termly** | In depth conversations between child and teacher, highlighting progress and next steps. | **Supply teacher cover- 10 teachers x 6 ½ terms @ £150 per day= 9,000** | *Learning mentor and SLT have undertaken this role with key pupils- support of Target card* | *Whole school has been developing the strategy of verbal feedback in marking so that children have instant feedback and understand next steps* |  |
| **Parent workshops to support with families being able to access the curriculum and their children’s learning**  | Increased involvement with families and support for pupils from home |  **Release time for key staff to lead the workshop 1 hour x weekly x 39 weeks** **Photocopying and resourcing costs for the workshop £50 per session** | *Parent workshops held weekly on a range of topics to support parents with both their curriculum knowledge and ideas to support parenting ( see workshop overview and parental response. All responses good and show topics useful, however attendance has been low* | *New strategy for parental involvement has been trialled and will be continued in September with workshops being held x2 per half term at 3.30pm. Parents have fed back that they would like a range of topics covered not just curriculum based areas.**Successful workshops have been held on minibeasts and art this term.* |  |
| **DSR Reading intervention in Year 1 to ensure comprehension.** | Children leave year 1 with a passion for reading and a good level of reading skills and understanding of texts | **SENCO admin time 2 ½ hours per week = £2,500****TA release time £5,000 to cover the daily reading** | *All children receive high quality teaching of reading daily. Majority of Children making good or better progress. Those struggling identified within first term in year 1 and additional targeted support provided.( see progress from Benchmarked baseline updated in December 2018)* | *Progress in reading has been strong for the majority of readers in Year 1. Final data will be available in July* |  |
| **Extended DSR Reading intervention in Year 2 and with PPG underachieving pupils to ensure comprehension** | Children leave year 2 and other year groups with a passion for reading and a good level of reading skills and understanding of texts | **TA release time £5,000 to cover the daily reading** | *Additional rigour given to DSR. Timings changed and all groups fully staffed. Team leader to oversee movement of groups daily. Team meeting reinstated for year 2 at 10.30 on Thursdays* | *Children reading at Purple level and above were seen to be able to tackle the Year 2 SATs paper with degree of confidence. New books bought for year 2 group reading to challenge and widen reading experience* | Revisit the overall plan for Year DSR and to plan it out with the new cohort in mind. |
| **Destination reader intervention training and staff support** | All staff delivering high quality lessons which impact on attainment and enjoyment of reading | **Literacy leader admin time 2 ½ hours per week = £2,500** | *Quality of teaching regularly monitored by SLT and Reading lead. Questioning in sessions monitored and children’s written responses to text shared and monitored for next steps planning* | *Reading leader has monitored provision. School remains a reading hub and staff are supporting a number of schools across London* |  |
| **Author visits and writers workshops.** **We are Writers ( Book publishing initiative)** | To increase childrens self esteem and sense of themselves as an author. To develop understanding of the writing process from ideas through to editing.  Producing a school book with children written work |  **£3,000 plus costs for publishing children book** | *Paul Delaney- Poetry Days x2* | *Reading leader has supported staff to ensure that all pupils produce written work to be included in the 2019 book.* |  |
| **Performers to support with Black History month work on “Leaders” in October 2018** | To raise the profile and knowledge of black leaders within the school: to encourage aspirations and engagement particularly amongst PPG/ BME pupils | **£1000 to pay for visitors and performers.****£500 to pay for books and resources for the month and beyond.** | *Wendy Shearer visited in September to lead on story telling.* | *Excellent use made of Islington library service. History leader supporting staff in this. History day to be held on 20/06/2019* *Half term homework projects successful with pupils joining in and taking part in homework achievement awards* |  |
|  **Artist/ Poet in residence** |  Children have increased opportunities to explore creative arts and produce own work |  **£6,000 per year** |  | **NA** |  |
|  **Children to take part in a range of external competitions e.g. BBC 500 words** |  Children to take part in a wide range of competitions and be involved in national initiatives  |  **£500 per year** |  | **NA** |  |
| **DEBATE MATE** | Children given opportunity to become involved in the art of debating.  | **£2000** | *Year 5 taking part in Debate mate after school weekly throughout the Autumn term. Accompanied to venue by school staff . Increase in confidence and abilities in public speaking* | *Alexandra Pupils have enjoyed this opportunity and the sessions have run weekly through the year. Competitions between schools have been enjoyed and pupils have held a debating sessions for parents and staff to enjoy. Children given confidence through the process and encouraged high aspirations* |  |
| **SATS breakfast and healthy snacks** | To support year 6 children with their readiness for tests during SATS week | **£200** |  | *Throughout SATS week children had a healthy breakfast and socialising session with their peers. Children enjoyed it and it gave them a positive and stress free start to their day. 32 PPG pupils benefitted from this provision* |  |
| **Enrichment** |  |  |  |  |  |
| **Cost of visit to PGL residential centre subsidised****PPG Children experiencing considerable financial hardship to have further subsidy**  | All children able to attend the residential centre and widen their life experiences giving them confidence and motivation | **£100 subsidy for PP children in year 5** **£2,600** | *5 children had cost of PGL paid for in full due to financial hardship. Other pupils had 50-100 reduction to help with costs* | *PPG monies to be used to support payments for PGL for 2019-2020 cohort.*  |  |
| **Visits to theatre and exhibitions in London** | Wider life experiences giving motivation Increased self confidence, greater independence, development of own interests and hobbies. Raised aspirations and awareness of opportuniites. | **1 trip per term per class** **12x £100****£1,200 Enrichment visits planned each half term for PP children****Total £3000** | *Trips subsidised for pupils with financial difficulties or more than one sibling, ensuring all children can attend visits or workshops in school* *Eg Chicken Shed* | *Trips subsidised for pupils with financial difficulties or more than one sibling, ensuring all children can attend visits or workshops in school* *Eg Year 2 trip to seaside.* |  |
| **Additional after school club sessions provided free of charge to targeted children- Fencing , archery, music, basketball, girls football** | Greater range of experiences and challenges provided for targeted pupils | **Staff to deliver the intervention****1 hour x 5 x week** **(25x 5x 39 weeks= £5,000)** | *PPG children invited to join clubs a s a priority. Class teachers asked to nominate key pupils. Funded places offered for all or at least 1 sibling as required. ( Sports club data and reports for Autumn 2018)* | *Number of children continue to receive support for clubs by receiving PPG funding. All clubs now expected to offer a minimum of 35% of places to PPG children. If target figure not met then children and families will be invited to attend.* |  |
|  **Shakespeare theatre workshops for the whole school** | Students experience a wealth of language and ideas through Shakespeares plays | **Workshops in the Spring term for the whole school. £????** |  | **NA** |  |
| **Costumes provided for enrichment days** | Inclusion in all aspects of school life enabled |  **£200** | *Dressing up costumes, resources bought for theme days eg Sufragette day* | *All dress up days will be linked to a topic and classes will support the children in making costumes, masks and props. This means that no child will be diasadvantaged because of family circumstances* |  |
|  |  |  |  |  |  |
| **Families supported and signposted to arts/ music/ sport and drama provision in the Borough** | Families aware of range of provision throughout Haringey and London. Confident and able to access services |  **Parent mornings each ½ term** **refreshments/ leaflets/ photocopying****Total £150** | *Families with pupils with autism met with and discussed the range of services from HAT and Markfield.* | *Drop in sessions held for parents eg SEND parent drop in on 12.06.2019* *Parents signposted by HJ.* *Close liaison with Letica Knight from HAT* |  |
|  **Playground markings and zoning improved to enable more creative and active playtimes** | Children’s health and physical abilities improve | **£2500** | *Playground improved and new markings made to promote childrens activity and creativity in the playground. Children observed taking part in the daily mile via the footsteps* | *NW and HJ leading playground provision in Spring and Summer term. New storage arranged and resources ordered and children trying new activities at lunchtime* |  |
| **Individual Musical instrument tuition** | Children to have the opportunities to learn a musical instrument |  **1 child x 14 weeks = £140** |  | *Ongoing* *-Final numbers to be collected before end of term from PK and KS* |  |
| **Orchestra** | Children can learn a range of instruments and form the schools orchestra. Priority place give to PPG children who enjoy music | **Tuesdays 8.00-8.50 x 39 weeks with KS** **Cost £?** | *PPG pupils invited by class teacher and PK. Places reserved for enthusiastic and talented pupils. (see register for details)* |  |  |
| **After school Music club** | Free and subsidised places given for PPG children | **1 x week x 60 mins for KS2 pupils x 39 weeks** **1 x 60 mins x KS1 pupils x 39 weeks** | *PPG pupils invited by class teacher and PK. Places reserved for enthusiastic and talented pupils.**see register for details)* | *Ongoing* |  |
| **Choir** | Children to enjoy singing as a group and to learn a range of songs from a variety of cultures and styles | **1 x week @8.00-8.50 x 39 weeks with KS** | *PPG pupils invited by class teacher and PK. Places reserved for enthusiastic and talented pupils.**see register for details)* | *Ongoing* |  |

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| **TOTAL PUPILs** | **Summer term 2018** | **Autumn term 2018** | **Spring term 2019** | **Summer term 2019** |
|  | **161 pupils** | **142 pupils** |  |  |

**Appendix 1 Reviewing the use of Pupil Premium: (Adapted from DfE guidance anfrom Hackney Learning Trust)**

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|  |  | **Does the school…..?** |
| **1** | **Knowing the vulnerabilities of all Pupil Premium pupils** | * Ensure all staff are able to identify and are aware of the potential barriers to learning for PP pupils
* Identify and analyse current patterns of vulnerability
* Select staff to lead on identifying issues and vulnerabilities of the PP pupils
* Review the progress of all PP pupils
 |
| **2** | **Assessment and tracking for all PP children** | * Assess and track the progress of PP pupils Overlay tracking data with attendance data and look for any patterns
* Check whether PP pupils also fall into other vulnerable groups eg SEND/ EAL
* Ensure all staff have high expectations of PP pupils
* Continually review and monitor the consistency and rigour of assessment and tracking
* Ensure all staff/ parents/ carers/ pupils and governors are aware of the expected rate of progress of all pupils and are aware of any differences between PP and non PP
 |
| **3** | **Monitoring and evaluating impact and analyising data** | * Rigorously analyse data of PP pupils
* Check PP pupils are on track/ check for common traits
* Use evidence from data to make decisions about future provision
* Offer appropriate interventions based on need
* Be clear about how SLT and all staff analyse and act on data analysis of PP pupils
 |
| **4** | **Identifying the right provision for all Pupil Premium pupils** | * Instil the need for all staff to address underperformance of PP pupils
* Make appropriate modifications to QFT including guided work, to suit learning styles
* Ensure group/ individual interventions are accurately recorded and that pupils have opportunities to apply and consolidate learning in a range of contexts.
* Identify staff with relevant skills to provide additional provision for PP pupils at risk of underperforming
 |
| **5** | **Developing the quality of provision for all Pupil premium pupils** | * Gather evidence of successful practice which raises attainment of vulnerable pupils
* Evaluate the impact of the quality of provisions for PP pupils through:-
* Pupil voice
* Data analysis
* Work scrutiny
* Observations
* Teacher feedback
* Parent feedback
* To identify successful approaches in Alexandra Primary
* Adapt school provision to meet current and future needs.
* Keep staff regularly updated on effective strategies/ interventions for tackling underperformance of PP pupils
 |
| **6** | **Developing the workforce** | * Develop full knowledge and understanding of specialist expertise in working with PP pupils
* Identify relevant CPD to develop relevant skills
* Identify professional development opportunities to strengthen current practice
* Develop systems and structures to respond to the changing needs of PP pupils e.g. extended day provision
 |
| **7** | **Parental engagement**  | * Share information about pupil progress with their parents and carers and discuss any additional provision being offered
* Encourage parents to stimulate/ motivate their children to achieve their aspirations
 |