

## Pupil premium record of action– Autumn 2017

<b>Pupil premium 2017/2018, Autumn Term:</b>				
<b>Action</b>	<b>Date</b>	<b>Resources (including costs) £38,000</b>	<b>Staff responsible/ who involved</b>	<b>Outcomes</b>
<ul style="list-style-type: none"> <li><b>Pupil Premium Champion (UPS teacher). Continues to be employed (0.5) .</b></li> </ul>	Sept	PP Funding – approved by Governors	HT and Governors	Teacher works 1:1 with p.p. children with the greatest need: those who are making least progress or those who are significantly under achieving.
<ul style="list-style-type: none"> <li><b>TAs employed to support children in classrooms and intervention work.</b></li> </ul>	Sept	PP Funding – approved by Governors	HT and Governors	TAs trained (see below) by PP teacher to deliver specific interventions and best practice to support in classrooms. Monitored by PPT.
<ul style="list-style-type: none"> <li>Using tracking data from 2016/2017, identify PP pupils who are making below expected progress and those who are a priority for intervention work.</li> </ul>	Sept.	Pupil Asset – teachers’ assessments	PP Champion / class teachers and HT  PP Governor	Achieved – 4 pupils identified as priority for boosting attainment and progress. 7 pupils identified as focus for emotional and social work Liaison with teachers to discuss and plan interventions/support.

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<ul style="list-style-type: none"> <li>Individually assess PP Pupils in areas where progress and attainment are low to assess appropriate starting points for interventions.</li> </ul>	Sept.	RWInc phonic assessments, spelling assessments and Maths assessment resources.	PP Champion	Achieved – information used to plan appropriate intervention work. Quality First Teaching (QFT)
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<ul style="list-style-type: none"> <li>Liaise with class teachers – ensure they are aware of who PP children are and who is on priority list, discuss what is / can be put in place to promote progress.</li> </ul>	Sept – ongoing	Give all staff a list of PP pupils and needs. – staff time.	PP Champion	List given to teachers, areas to target and interventions discussed and planned. Timetable created after liaising with class teachers. Interventions started (QFT).
<ul style="list-style-type: none"> <li>PP to work individually / in small groups with priority children.</li> </ul>	Sept – ongoing	RWInc phonics resources, reading scheme, Fresh start, and RWI 1:1, , maths equipment, ICT etc.	PP Champion	PP Champ. 1:1 with PP Ch.
<ul style="list-style-type: none"> <li>P.P. Champ. Ensure that information about children and existing interventions have been passed on to new teachers and TAs.</li> </ul>	Sept	Teachers' time, P.P. teacher's time.	PP Champion Class teachers	Achieved – liaison with each teacher, ensuring they know the background of each P.P. child. Passed on a list of interventions that each child was having at the end of Summer term. Ensured TAs are

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				familiar with resources and that items such as progress books have been passed on.
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<ul style="list-style-type: none"> <li>Train TA's to use RWI 'Get writing books'</li> </ul>	Sept	RWInc handbooks and TA time	PP Champion and TAs	PP Champ ensured TAs new to the Get Writing scheme know how to use it, and has set up liaison with TAs who have already used the scheme successfully. TA's now delivering programmes to P.P. and other children daily.
<ul style="list-style-type: none"> <li>Individual music tuition</li> </ul>	Sept (for the term)	Cost – PP funding £2318.00	PPC  Secretary  Peripatetic teachers	Music lessons for <b>11</b> P.P. children booked for the term - providing opportunity, developing skills and self-esteem.
<ul style="list-style-type: none"> <li>Extend nurture group to involve further KS2 children with emotional/social needs (PP and other). Incorporate Thrive strategies.</li> </ul>	Sept (ongoing)	Time – one hour per week PPCh and one other staff member.	PP Champion – liaised with Thrive practitioners.	Achieved – incorporating 'Thrive techniques and activities, looking at children's Thrive action plans. Children opening up emotionally and engaging well socially within the

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				group. Thrive strategies very positive. Range of resources eg. face painting, role-play and dressing up.
<ul style="list-style-type: none"> <li>Start new club using the school railway to encourage social interaction and support PP pupils with social and emotional needs.</li> </ul>	Sept	1 hour 1x per week after school (PPC runs club)	PPC	<p>10 children involved. Very much enjoying it and boosting confidence. Several children do not attend any other clubs.</p> <p>December – present: club has changed to board games club while weather is unsuitable to use trains. Very successful in promoting social skills and developing turn taking, patience, being fair etc.</p>
Action	Date	Resources (including costs)	Who involved	Outcomes
<ul style="list-style-type: none"> <li>PP Champ to take part in parent consultation meetings alongside class teacher.</li> </ul>	Oct	Time	PP Champion	Positive and useful liaison with parents. Continued talks with some individual parents after meetings and arranged further follow-up meetings.
<ul style="list-style-type: none"> <li>Make referral and Liaise with Speech and Language therapist</li> </ul>	September/October	Time	PP Champion and Speech and language therapist.	Completed referral and provided information to support assessment. Report received with suggestions to

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regarding assessment of P.P. child.				support the child. PP teacher working with class teacher and parents to implement these.
<ul style="list-style-type: none"> <li>Liaise with Cognition and learning Advisor regarding assessment of 3 P.P. children.</li> </ul>	September/October	Time	PP Champion and Cognition and learning Advisor.	Discussed the children's needs and provided information to support assessment. Awaiting report with suggestions to support the children. PP teacher will work with class teacher and parents to implement these.
Action	Date	Resources (including costs)	Who involved	Outcomes
<ul style="list-style-type: none"> <li>Contribute to the writing of SEN support plans for individuals.</li> </ul>	September/October	Time	PP Champion SENDCo Class teachers	PP Champ, SENCo, and Class teachers able to work together to set measurable targets and plan appropriate action. PP teacher adjusted timetable and planned work to reflect needs.
<ul style="list-style-type: none"> <li>Monitor PP children's general well being</li> </ul>	Ongoing	Time	PP Champion Class teachers	PP. Champ is a point of contact for PP children, supporting with emotional and other needs as they arise.
<ul style="list-style-type: none"> <li>Contact Young Carers and enquire about activities for one child.</li> </ul>	September/October	Time phone calls, emails.	PPC, Young carers	Made contact and obtained timetable of activities and booking form. Read the form to the parents and helped them to

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				select activities. Two craft workshops booked for half term holiday and a cinema night for Christmas holiday. Arranged transport. Rang parents to remind before both dates. Child attended all three sessions and is keen to do more. PPC asked Young carers to email future event information so that can support parents with further bookings.
Action	Date	Resources (including costs)	Who involved	Outcomes
<ul style="list-style-type: none"> <li>New referral to family support for one family. Regular liaison with family support worker (face-to-face, emails and phone calls), as well as families.</li> </ul>	September/October - ongoing	Time, referral forms and supporting evidence.	PPC, families, family support workers, class teachers.	Positive impact for families. Strategies put in place. TAF set up. Good contact between PPC and family workers ensures up-to-date information and best level of support.
<ul style="list-style-type: none"> <li>Work with Family Worker to start a TAF (Team Around the Family) for one child and their family, to monitor and support well-being.</li> </ul>	October	Time	PPC, family, family support workers, school nurse, class teacher.	These regular TAF meetings have provided a very effective and important opportunity to bring professionals together and discuss issues that the family are having. Support

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				suggestions made and targets set. Supports the whole family.
<ul style="list-style-type: none"> <li>Liaise with parents</li> </ul>	Oct - ongoing	Time	PPC and parents	Several face to face meetings with parents during Autumn term, as well as phone calls and letters. Maintains contact, ensures passing on of information and good relationships to best support the children.
Action	Date	Resources (including costs)	Who involved	Outcomes
<ul style="list-style-type: none"> <li>Liaise with Year 5 and 6 teachers to arrange visit to Heatree Activity centre (prior to the residential in the Summer term) to build confidence and alleviate worries of children who are nervous about the trip.</li> </ul>	November	Year 6 teacher to drive minibus	PPC, Y6 and Y5 teachers	Successful visit - 5 PP children plus 3 others taken for afternoon visit. All came back very excited and looking forward to the residential.
<ul style="list-style-type: none"> <li>Enquire about possibility of funding/financially supporting one child for residential trip to enable them to take part.</li> </ul>			Headteacher	Head applied for and secured funding.
<ul style="list-style-type: none"> <li>Prepare information complete referral forms for assessment of ADD for one child.</li> </ul>	November	Time – referral letter for CAHMS and meet with parents	PPC and parents	Child accepted on waiting list for CAHMS

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<ul style="list-style-type: none"><li>• Prepare information and supporting letter for assessment of DCD for one child.</li></ul>	December	Time – referral letter for and meet with parents	PPC and parents	Child accepted on waiting list for Occupational therapy assessment.
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